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ANNEXES



## Annex 1: Counselling for Case Managers

This annex serves to expand on section 2.1 and 2.6.1 of Module 2, providing detailed guidance to case managers on counselling techniques, the do's and don't's. It can be used during case manager training sessions or serve as a guide for individual case managers preparing their assistance to returnees. Section A covers basic communication techniques for counselling. Section B focuses specifically on reintegration counselling, introducing psychological techniques which would be appropriate for these sessions, and Section F is specific to career counselling.

### A. Basic counselling techniques

*Effective communication, proper questioning techniques, active listening, unconditional positive regard, attending and observing behaviour, barriers to effective counselling.*

For counselling to be effective, the case manager should cultivate empathy, congruency, genuineness and concreteness, and unconditional positive regard. These concepts and their practical application are described below:

#### Empathy

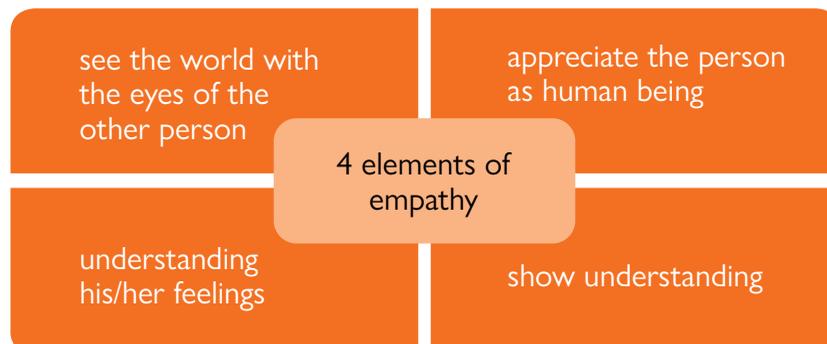
It is the ability “to stand in the other person’s shoes,” aiming to look at the world through the other person’s eyes. Observing the other person’s point of view, without filtering it through personal lenses, allows avoiding a judgmental attitude and enables deeper understanding.

It is important to underline that here empathy is intended as the ability to feel “something similar” to what another person is feeling. It does not mean to know exactly how or what he or she is feeling. This is an important distinction.

Examples of an empathetic approach in counselling:

1. *It must have been very tough to go through those events.*
2. *I can understand that you are feeling angry at what has happened to you.*
3. *I see that you have difficulties talking about your experiences.*
4. *[Simply sitting in silence while the person expresses their feelings or weeps].*

**Figure A.1: Elements of empathy**



It is not enough to experience empathy; it is also important to be able to transmit empathy.

Examples of **transmitted empathy** in counselling:

1. *I am trying to figure out how you feel. I can only imagine it...*
2. *Help me to understand how I can help you.*
3. *I see that you are considering some options.*
4. *I notice that you are struggling to find a solution.*

→ Empathy is different from **sympathy**. While empathy means “understanding” the feelings of someone, sympathy means “sharing” the feelings of someone and taking his or her side. Empathy is the correct approach to adopt when it comes to counselling. The judgement and lucidity of a case manager may be impaired if they identify too close with a returnee’s story. Sympathy can encourage the case manager to believe that they should be taking responsibility for the difficulties of returning migrant and to make false promises or create false expectations.

Examples of a sympathetic approach in counselling:

1. *Poor you... Your problem is very difficult to solve!*
2. *I am astonished... It is horrible that this has happened to you.*
3. *Be sure: I am here and I feel how difficult your situation is.*
4. *I am so sorry for you!*

→ In addition, a counsellor **must not be apathetic**, meaning literally “without emotions”, indifferent, incapable of showing concern, participation or motivation. Adopting an apathetic approach makes the other person feel unlistened to, not understood and left alone.

Examples of an **apathetic approach** in counselling:

1. *It's not my problem...*
2. *Bah... I don't know if it is possible to find a solution.*
3. *Can you speak a little more quickly? I have another person to meet.*
4. *Go ahead... I'm listening to you... I am just writing an email...*

To recap:

Empathy involves accepting the other person’s point of view and being interested in exploring its implication on their behaviour. Sympathy involves feeling sorry for the other person. Apathy means not caring much for the other person beyond the pure mechanics of the job to be done.

## Congruency and genuineness

Involves honesty and sincerity by the counsellor who does not act a role but tries to be true and authentic to themselves and to the returnee. Congruency avoids the risky approach of having the counsellor being seen as the expert, who looks down patronizingly on the returning migrant. Congruency is also crucial to obtain trust, which is the core ingredient of any helping relationship. If a counsellor behaves and feels in a congruent and genuine way, this makes the returning migrant feel at ease and allows them to be open and honest with themselves.

Examples of a **congruent attitude** in counselling:

1. *I do not have a ready-made solution, but let's look for it together.*
2. *I must admit that it is rare to listen to stories like yours.*
3. *I am sorry... I do not understand what you say: can you say it with other words?*
4. *I may seem distant, but, believe me, I am here fully listening to you.*

## Concreteness

Concreteness is the ability to communicate figures, facts, and information that can help the migrant to have a more complete grasp of the situation. Migrants at times do not have clear information about the real situations and rely on rumours or assumptions. Concreteness enables the counsellor to help identify the misinformation or information gaps and to help the migrant acquire a more realistic view of the situation. Concreteness helps the returnee to focus on specific topics, reduce ambiguity and channel energies into more productive paths of problem solution.

Examples of **concreteness** in counselling from the side of the counsellor:

1. *You said you want to run a bakery because you like that job. But you said you have never worked in that business, right? What actions do you think you need to take to be prepared for the challenges?*
2. *You say you want financial support from the organization... I understand it... Do you have a plan about how to spend the money?*
3. *The project that you describe is not clear enough to be funded: can we work it out in more detail?*

## Effective communication

Communication is the process of sharing information, thoughts and feelings between people through different means: speaking, writing or using body language. Communication is effective when the transmitted content – questions, statements, answers – is received and understood by someone in the way it was intended.

Therefore, the goals of effective communication include creating a common perception and understanding.

Example, from the side of the counsellor:

1. *Do you think I now have all the information that I need to help you?*
2. *Is there anything else that you want to add?*
3. *Is there any other question that you think I should ask you?*

Effective communication is not only a matter of words, but entails:

- WHY those words are said – the intention behind what is said;
- HOW those words are said – the tone of voice, the way the body is used while saying those words;
- WHEN those words are said – in which context and in which moment.

The elements that make communication effective in a counselling situation are:

### Proper questioning

In order to acquire information, make a good start and keep the conversation going, attention has to be brought to **questioning**. Asking open questions – such as “tell me about...” – helps the returnee to express themselves and guides the dialogue, which otherwise might be vague and directionless.

It is of course essential to verify at all times that the key information is correctly understood: this can be done by, for example, **repeating** the core messages using the words of the returning migrant:

Examples:

M. *I live with my family of seven people... two brothers and two sisters...*

C. *You said two brothers, right?*

M. *Yes... two brothers... one is 15 years old and the other 17...*

C. *Ah... one is 15 and the other 17...*

M. *I suffered terrible headaches and I had nightmares when I was in Europe...*

C. *Headaches... How long have you suffered from them?*

M. *If I go back to my country I will be persecuted.*

C. *When you say persecuted, what do you mean?*

M. *I left my little brother behind.*

C. *Your little brother... how old is he?*

### Active listening

It is the ability of being open to the person who is speaking, attentive and focused on his or her messages. Listening actively means that it is not sufficient just to hear and listen, but it is important to show the returnee that what they say is understood. The counsellor plays an active role in the listening process and this can be shown:

- Using gestures and body language such as nodding your head and smiling;
- Using verbal affirmation such as saying “yes”, “OK”, “I see”;
- Asking questions pertinent to what the returnee has told you, to clarify your understanding;
- Paraphrasing what the migrant has said to you;
- Summarizing key points of the discussion.

### Clarifying

It means to ask questions to better understand what has been heard. The purpose is to reduce misunderstanding and to ensure that the understanding of what is being said is correct. Another purpose is to reassure the speaker that the listener is genuinely interested and is attempting to understand what is being said.

Examples of clarifying:

M. *Where do I get that stuff to cook my baby's food?*

C. *What is the stuff you are talking about?*

M. *I want to work... I want to attend a course...*

C. *When you say "I want to attend a course" do you mean that you want to attend a course to learn job skills?*

Clarification can be introduced by sentences like these:

*"I'm not quite sure I understand what you are saying."*

*"I don't think that I have understood the main issue here."*

*"When you said [...] what did you mean?"*

*"Could you repeat ...?"*

### **Paraphrasing**

It means to repeat what has been heard with one's own words and in a reduced form.

Examples of paraphrasing:

M. *I lost my documents at the train station and when I went to your office your colleague helped me to get new ones*

C. *Ah, good! So, my colleague helped you replace your lost documents...*

M. *I don't know if it is better to stay here or to go to another village...*

C. *You have doubts about staying or moving away... right?*

Paraphrasing can be introduced by sentences like:

*...you are saying that...*

*Do you mean that...?*

*Am I right if I say that you...*

*So, in other words...*

*Oh, I see... you want to say that...*

*I get it: you mean that...*

*Let me see if I understand you correctly...*

*What I think you are saying is...*

*If I am hearing you correctly...*

### **Summarizing**

It is quite similar to paraphrasing except that it implies a longer time and more information. It includes: to tell the key message of the story and to reformulate a longer statement into a shorter and direct form.

It can be introduced by:

*"So far, we have talked about..."; "Let me summarize... you have told me that..."*

Examples of summarizing:

*“Let me put together all the information you have shared with me... You have said that you have one daughter and that lately you have had difficulties getting along with her... that your husband is not helpful and takes her side... that you live together with your mother-in-law in a small house... Is that right? Have I understood correctly?”*

By consistently relying on “active listening”, the counsellor shows understanding and empathy for the returnee’s story and related feelings, but at the same time allows the returnee to retain the responsibility for their personal situation and reintegration.

Listening effectively to what is being said implies having an **unconditional positive regard** to the returnee and to what they say and an **attending to and observing behaviour**. What do these attitudes mean?

### Unconditional positive regard

It means avoiding any attitude of judgement towards the returning migrant, not having pre-conditions for accepting them and their necessarily subjective view of the world. It means showing a sincere and neutral interest for the returnee. This means that even if the counsellor’s view radically differs from the returning migrant’s view, the counsellor respects and accepts it.

### Attending and observing behaviour

It means being attentive, interested and concerned to what the migrant is sharing and to watch over what is going on during the interaction, with the aim of creating and maintaining a safe environment (not referring only to the physical one).

To help understand **attending** and **observing** in the context of counselling, it can be helpful to refer to the mnemonic **SOLER**:

**S** = *Sit squarely*

This means facing the returnee squarely, that is to adopt a posture that shows involvement. Sitting in an equal position: the counsellor can ask the returning migrant where he or she prefer to sit and then sit accordingly, giving the choice of sitting on a chair or on the floor. This makes the migrant feel respected and an equal of the counsellor.

**O** = *Open posture*

It is important to ask oneself which posture is culturally appropriate and shows openness and availability. In some cultures, crossing arms and legs can be signs of disrespect while an open posture can show availability and openness to what the migrant is going to say.

**L** = *Leaning*

A slight inclination of the trunk towards the migrant demonstrates interest in what is being said. Nevertheless, leaning too forward or assuming that posture too soon might be intimidating. Leaning back, on the contrary, could indicate a lack of interest, boredom.

**E** = Eye contact

It is important to look at the migrant while he or she is talking. This does not mean staring at the migrant but to make frequent and gentle eye contact. Nevertheless, it is highly important to be aware of cultural differences: in some cultures, eye contact is inappropriate. At the beginning of the interview, it is better not to make frequent eye contact so as to let the person get used to it. As the counselling interview goes on it is possible to increase eye contact to demonstrate full interest.

**R** = Relax

While interviewing the migrant, it is important to stay naturally relaxed. This helps the interviewee to get relaxed and become more focused on the topics under discussion.

### Barriers to effective communication

Effective communication is also facilitated by knowing what NOT to do. These are some barriers to communication:

#### 1. Order, command, pretend:

- *You have to do what I say!*
- *Stop talking!*
- *Tell me everything about...*

#### 2. Warn or threaten

- *If you do not do this, you will face bad consequences...*
- *You had better engage yourself...*

#### 3. Judging or criticizing

- *You should have not done this...*
- *You had better do this...*
- *If you had been more careful, you would not have made this mistake...*

#### 4. Providing unsolicited advice (even if the intention is helpful and positive)

- *If I were you, I would do it this way.*
- *This is better: choose it!*

#### 5. Disputing or challenging or putting into doubt the returnee's choices:

- *Did you really do that?*
- *Why did you decide to leave?*

and:

- Overcomplicated, unfamiliar and technical terms.
- Emotional barriers and taboos: some migrants may find it difficult to express their emotions and may consider some topics completely “off-limits” or taboo, such as politics, religion, disabilities (mental and physical), and any opinion that may be seen as unpopular.
- Lack of attention, interest, distractions.
- Differences in perception and viewpoint.

- Physical disabilities such as hearing problems or speech difficulties.
- Physical barriers to non-verbal communication. Not being able to see the gestures, posture and general body language can make communication less effective.
- Language differences and the difficulty in understanding unfamiliar accents.
- Expectations and prejudices, which may lead to false assumptions or stereotyping. People often hear what they expect to hear rather than what is actually said and jump to incorrect conclusions.
- Cultural differences. The norms of social interaction vary greatly in different cultures, as do the way in which emotions are expressed. For example, the concept of personal space varies between cultures and between different social settings.

### NON-VERBAL COMMUNICATION SKILLS AND TIPS

**Body language.** Often, it is possible to notice the changes in expression on another person's face. Similarly, the returnee can see the expressions on the face of the reintegration counsellor and observe the tensions in their body language. This can be a sign of positive or negative attending. The counsellor needs to be aware of their body as a source of non-verbal communication.

Another fundamental non-verbal skill to implement while counselling the returnee is "silence".

**Silence** gives the returnee a chance to reflect on things. It offers room for reflection but it must be active, always involving interest. From the returnee's side, it may occasionally indicate embarrassment or resentment. Most people feel uncomfortable with silences and tend to chip in with the first thing that comes to mind, which is usually irrelevant. This must be avoided. Leave pauses, even at the beginning of the counselling interview before the returnee has spoken. If they stop talking, but the counsellor feels they have not really finished, it is important to tolerate the silence. The returnee may be thinking through something important. After a while, the counsellor can say something like, "you seem to be thinking hard"; this will let them know that the counsellor is with them and can facilitate the dialogue.

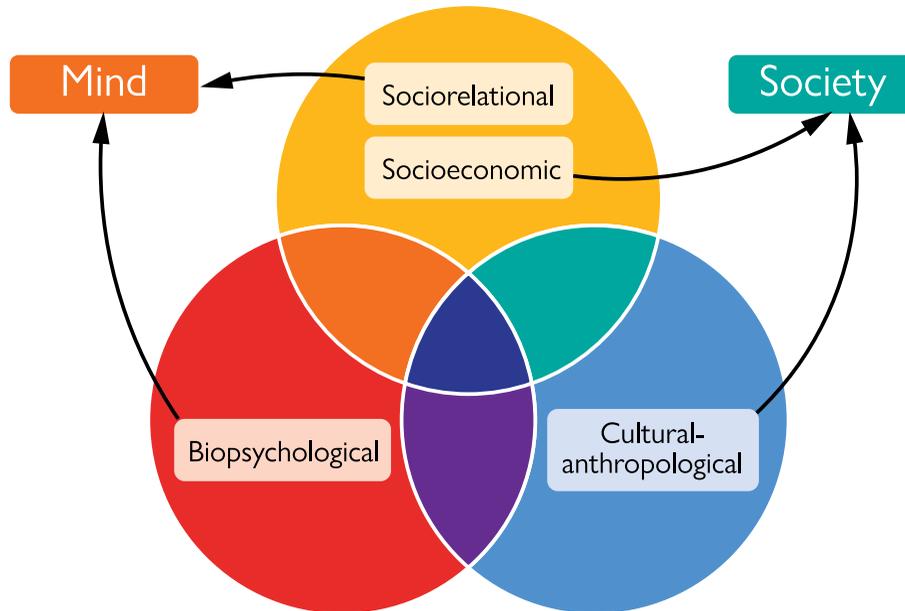
Remember to show presence in the dialogue while listening by:

**Giving positive non-verbal feedback.** Facial expression is a clear indicator of thoughts and mood. It is important to be conscious of one's body language. Rolling eyes, slumping shoulders, excessive fidgeting or sternness of face all show detachment from the conversation. It is good to look at the person who is talking, smile and listen with interest.

## B. The psychosocial approach to counselling

The adjective psychosocial defines the interrelation between “mind” and “society”. In the migration field, this covers three underlying and interconnected dimensions: the biopsychological, the socioeconomic or sociorelational and the cultural-anthropological ones.

**Figure A.2: Paradigm of psychosocial approach<sup>51</sup>**



The three factors are equally important, interdependent and mutually influencing.

The **sociorelational** or **socioeconomic** factor consists of two complementary aspects: the **sociorelational** brings up the quality of relations – family, friends, colleagues, peers, foreigners, enemies and others. The **socioeconomic** aspect has to do with the availability of and the access to resources, such as, for example, the health-care system and information technology. This factor focuses on the interactions and the interdependences between the individual and the group.

The **biopsychological** factor encompasses all biological and psychological factors characterizing the human being: behaviour, health, thoughts, emotions, feelings. It refers as well to the interconnectedness between the body and the mind and to the mutual influence of biology on psychological functioning and mental processes. Emotions, feelings, physical and mental health, physical and psychological vulnerabilities, stress and stress-reactions, coping mechanisms, resilience, and so on: all pertain to this factor.

The **cultural-anthropological** factor encompasses culture and anthropology. “Culture” is defined as “a system of shared beliefs, values, customs, behaviours, and artifacts that the members of a society use to cope with their world and with one another, and that are transmitted from generation to generation through learning”.<sup>52</sup> Anthropology, as complementary to culture, deals with the origins, the development and the history of human beings. It studies similarities and differences within and between societies, beliefs and behaviours of

<sup>51</sup> Schinà, G. The paradigm of a psychosocial approach in *Livelihood Interventions as Psychosocial Interventions* (online video 2016).

<sup>52</sup> Bates D.G. and F. Plog, *Cultural Anthropology*. Third Edition. McGraw-Hill (New York, 1976).

groups, including rituals and traditions correlated to specific cultures. Both these are interiorized to varying degrees by individuals. In brief, the cultural-anthropological factor considers the cultural differences among individuals, how cultures are formed and how human experiences and interactions shape the world.

The three factors influence each other; and, from a psychosocial perspective, it is possible to correctly analyse and understand every aspect of the migration phenomenon when considering their mutual implications. It is possible to scrutinize any human event from within each factor: it is important to be aware that the other two factors influence any taken perspective.

### How return influences the interrelation of psychosocial factors

The paradigm presented above is used to frame the psychosocial complexity of a return migration, factor by factor and in the interrelation among factors, in particular when the migration project has not led to the desired outcome. At the individual level, referring to the psychosocial model, the main reactions are:

#### Biophysical level

- **Fatigue, exhaustion, physical trauma**  
Migrants can be exposed to violence, torture, detention, exploitative work conditions that can bring different traumas and to a general state of exhaustion, exacerbated by the stress reactions.
- **Infectious and non-communicable diseases**  
Migrants who return may have been subject to sexual and gender-based violence, exposed to contagion of different disorders and may have had a limited access to health services.
- **Disabilities**  
As a result of violence, tortures and abuse, migrants can suffer from physical and cognitive impairment, dramatically affecting their daily functioning.
- **Addiction**  
As a coping mechanism to the hardships of migration, some migrants can become addicted to alcohol or drugs.

#### Psychological level

- **Shame**  
Mostly determined by the perceived failure of the migration project. The returnee is persuaded that they have come back 'empty-handed' and have lost face. In other cases, shame might be due to traumatic events within the migration process, like violence, abuse, torture, detention.
- **Guilt**  
The returnee might feel guilty because he or she has not been able to make good use of the economic, psychological and social investment that family, friends and community had made to allow him or her to leave. This can be aggravated by the loss of friends and relatives back home or the time spent abroad.
- **Anxiety**  
The return migration itself is a source of anxiety with the high level of unpredictability about the future.
- **Frustration**  
It is the consequence of the perception of having been rejected, but also of having difficulties in finding a job, creating a livelihood, being accepted by the community.

- **Sadness**  
Sadness comes from the failure of the migration project, the rejection in the host country and the possible rejection in the community of origin, the loss of life partners and of identity.
- **Disorientation**  
The returnee has changed during the time spent abroad and the country of origin has changed as well. This makes them feel disoriented upon return, affecting their adjustment.
- **Sense of inferiority**  
The returnee may feel inferior to those left behind who did not migrate.
- **Self-perception of being a failure**  
The returnee has failed their migration projects and can blame themselves for this failure.
- **Emotional instability**  
It is in the form of ups-and-downs: even a little success can make the returnee feel well but a small setback can make them feel not understood and lonely.
- **Sense of loss**  
This is connected with identity crisis. Upon return, the migrant feels that the personal, social identity they had developed while abroad may not be acknowledged in the country of origin, while the old self may be lost to a certain extent.
- **Feelings of hopelessness and helplessness**  
These feelings are connected with a loss of confidence in one's capacity to manage events and with the belief that no event will be positive. As a result, returning migrants might not be able to mobilize energy and be proactive.
- **Fear**  
Returning migrants can permanently feel in danger, whether the threat is real or not. This can be the result of past traumatic events, such as violence, torture or detention.
- **Anger**  
Angry feelings can be directed towards oneself, the country of migration, the return actors and agents and relatives and friends, as a reaction to stress and due to the feeling of having been rejected or being the victim of injustice.
- **Loneliness**  
It is a common feeling mostly connected to the perception of not being understood by family, friends and the community upon return. Loneliness has probably also accompanied the returnee during the time spent abroad.
- **Low self-esteem and self-confidence**  
The returnee may have a negative opinion of themselves because many of their expectations have not been fulfilled and the fear of not succeeding again when it comes to reintegration in the country of origin makes them feel undervalued. The returnee may feel that they cannot succeed in any new life project.
- **Focus on the past or the future rather than on the present**  
The present represents a challenge and sometimes a threat for the returnee. They may be more focused on the past, both because negative past experiences and events keep them stuck or because the past is in a way more manageable in comparison with the ongoing dynamic present. The returnee may focus on the future as a sort of escape from a challenging present.

### Sociorelational level

- **Risk of social stigmatization**  
The decision to return can be stigmatized by the family and the community in the country of origin. However, this might not be the case when the migrant comes back voluntarily to invest what he or she acquired and earned abroad.
- **Being perceived as a failure**  
The returnee is perceived or can feel they are being perceived as a failure in that they have not fulfilled the expectations of family, friends, community members who have invested money, hope, admiration and other tangible and intangible resources in their time abroad.
- **Being perceived as a problem or a burden**  
The returnee can be seen as a mouth to feed, especially upon immediate return because of an initial lack of livelihood. In particular, if the returnee has a health condition the cost of care and the carers themselves represent an additional burden.
- **Difficulty to reintegrate in the family**  
The family may have invested tangible and intangible resources in the migration project of their relative and upon their return may have difficulty in welcoming them back.
- **Isolation from others and feelings of not being understood**  
Social withdrawal is a common reaction for the returnee who thinks that their present situation (and maybe even the initial decision to leave) is not or will not be understood. This is even more true for migrants who have been forced to return. Additionally, it is important to note that some returnees do not want to get in touch with or even inform their communities of origin of their return. Isolation is a leading factor for depression and can trigger a vicious cycle where the returnee does not receive any support because they remain distant from help of any kind.
- **Lack of trust**  
The fear of not being accepted and understood may determine the lack of trust towards family, friends and community. The returnee may think that nobody is willing to support their reintegration and is most likely relying on rumours and assumptions.

### Socioeconomic level

- **Poverty and financial issues**  
The returnee often comes back “empty-handed” from a financial point of view. They can have debts to repay and a family to support.
- **Difficulty in finding a job**  
The economic situation of the country of origin may reduce the possibility of finding a job or of creating an income-generating activity, which may have been the reason for leaving in the first place.
- **Debts**  
The returnee may come back with a burden of debts that they are unable to repay. They may have debts with relatives, friends or other members of the community.

## Cultural-anthropological level

- **Cultural belonging**  
This is challenged depending on the duration of the stay abroad. The returnee has gone through a process of assimilation in the host country, learning habits, rituals and traditions. Upon return they may have difficulty in perceiving themselves as belonging to a country and to a community that may have changed or that they perceive as changed.
- **Changes in the country**  
The country of origin as the returnee knew it may have changed in terms of norms, habits, social roles.
- **Transferability of what has been learned abroad**  
The cultural changes, even very slight ones, in terms of norms, habits, social roles as they have been learnt abroad might be not applicable in the country of origin.
- **Changes in behaviour and previous habits**  
Depending on the time spent abroad, the returnee has gained different habits, attitudes, behaviours and in general a different worldview. They might have difficulty in adapting again to a different dietary regime, a different pace of life and to ways of thinking that might differ much from those that they had been used to.

As previously described, these issues are interrelated. For instance, the returnee may feel ashamed because they cannot repay debts and this is a cause of social stigmatization that may make them feel lonely, excluded and without support. Alternatively, the returnee may come back with a health condition and this is a burden for the family that has to pay for their treatments, making them feel frustrated and lost. This interrelation of factors is further explained in the box below, with a very practical example.

### Using the psychosocial approach paradigm to understand a returnee's needs

“A male returnee has just arrived at the airport. He is tired because he hasn't slept for two nights. He had to spend two days at the airport of the transit country with hundreds of other returning migrants, all cramped in a restricted area. He is Muslim. In the last two days he has had very little food. He feels ashamed and fearful about asking for food, because he does not know the rules, he does not want to be perceived as someone who begs, and he does not have any money with him in case one needs to pay for the food they may give.”

This example shows how the three factors or dimensions are interconnected: the man is hungry (biological) and ashamed (psychological) about asking for food; he has no money to buy it (socioeconomic); and he is fearful and reluctant because he does not know how to behave in this situation that is new to him (cultural-anthropological) and he does not want to be perceived as a beggar (sociorelational and cultural). In this situation, to provide help, one can prioritize the needs: the man needs food (biological), but he also needs to be reassured psychologically, have the rules explained to him and food should be provided in a way that does not embarrass him in front of his peers, and can be culturally accepted. When interacting with a returnee, the reintegration case manager should not only consider the collected information that pertain to one dimension per se, but always look at their implications with the other two dimensions. On these grounds, it is possible to design and implement sustainable reintegration programmes.

## C. Providing psychological first aid and relaxation to people in evident state of distress

Especially during the first encounter with the case manager, returnees may be stressed to varying degrees. Their stress can be a result of their past experiences, of their negative perception about returning, of their anxieties about the future, or they may be anxious and distressed about the counselling session itself, an important milestone in their return. It is part of the case manager's task to provide a first-line emotional support when they observe people who are distressed.

The table A.1 below highlights some of the manifestations of distress:

**Table A.1: Manifestations of distress**

Physical	Emotional	Behavioural	Cognitive
Shaking	Being tearful	Poor self-care/ hygiene	Confusion
Fidgeting	Sighing frequently	Being on guard	Forgetfulness
Tapping fingers/heels	Low mood	Fast/slow rate of talking	Inability to concentrate
Sweating	Feeling hopeless, guilty, ashamed	Frequent swallowing, rubbing palms on clothes	Irrelevant answers to questions / difficulty finding the right words
Extreme fatigue	Fear	Difficulty doing the correct action	Seeing only the negative
Dizziness and breathing difficulties	Irritability and outbursts of anger	Restlessness	Slowed thinking

### What to do: emotional support

First, it is important to stay calm. Ask the returnee in distress if they need a break. Offer a glass of water or a practical comfort. Small talk in this situation can be helpful in reducing tensions: talk about generic topics, such as the weather, current news, hobbies.

*"It is warm (or cold) here... , right?"* This helps the person to get back to present reality and to detach from his or her thoughts.

*"What do you like to do when you want to rest?"* This helps the person to think about something that they like.

*"Do you like music (dancing, sport)?"* It is important to focus the question on something pleasant.

If the returning migrant is particularly stressed and shows evident signs of suffering, immediate help can be provided in the form of Psychological First Aid (PFA).

## Psychological First Aid

This is a support tool aiming to help any human being, adult, adolescent or even child, who has recently gone through one or more stressful events or a prolonged stressful period. It has been developed by the World Health Organization (WHO), the War Trauma Foundation (WTF) and World Vision International (WVI) and it can be offered also by non-professionals.<sup>53</sup>

The reason for offering Psychological First Aid (PFA) comes from the evidence that people can better recover when they:

- Feel safe, connected to others, calm and hopeful;
- Have access to social, physical and emotional support;
- Regain a sense of control by being able to help themselves.

However, not every migrant who experiences a stressful event or prolonged stressful period needs or wants PFA. It is important not to force help on those who do not want it, but it must be made easily available to those who may want support.

Moreover, there are returnees who require a more specialized care than PFA. In this case, the person in need must be referred to medical or specialized psychological care. Who are they? They are returnees who:

- Attempt, or announce they have attempted, suicide, or are self-harming;
- Are particularly violent against others;
- Have reached the point where they can't remember very simple facts of their life (such as their name), or can't attend to basic routines (waking up, eating): this can be checked with the migrant;
- Report having recently been a victim of rape, torture, personal violence, trafficking or witnessing tragic events;
- Report being drug users;
- Report existing psychiatric conditions, especially if they did not have access to drugs for a prolonged period of time.

PFA can be offered during the stressful event or period, immediately afterwards or even after some time, whenever it is possible.

Regarding the context and place where PFA can be offered, it must guarantee the case manager's and the returnee's safety and security. Ideally, it should be provided in a place where confidentiality and a certain intimacy can be preserved.

Providing PFA responsibly means:

1. Respecting safety, dignity and rights.
2. Adapting what you do to take account of the person's culture.
3. Being aware of other emergency response measures.
4. Looking after yourself.

<sup>53</sup> WHO, WTF and WVI [Psychological First Aid](#) (Geneva, 2011).

Before providing PFA please, consider the following ethical norms:

DOs	DON'Ts
<ul style="list-style-type: none"> <li>• Be honest and trustworthy.</li> <li>• Respect people's right to make their own decisions.</li> <li>• Be aware of and set aside your own biases and prejudices.</li> <li>• Make it clear to people that even if they refuse help now, they can still access help in the future.</li> <li>• Respect privacy and keep the person's story confidential, if this is appropriate.</li> <li>• Behave appropriately by considering the person's culture, age and gender.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploit your relationship as a helper.</li> <li>• Ask the person for any money or favour for helping them.</li> <li>• Make false promises or give false information.</li> <li>• Exaggerate your skills.</li> <li>• Force help on people, and don't be intrusive or pushy.</li> <li>• Pressure people to tell you their story.</li> <li>• Share the person's story with others.</li> <li>• Judge the person for their actions or feelings.</li> </ul>

### Relaxation exercises

It is possible to propose one of the exercises described below that have the purpose of quickly calming down the distressed person. Alternatively, if nothing seems to work to reduce the distress, the reintegration case manager can propose to stop the session and put it off to a later date, or provide PFA.

If the person feels detached from reality, help to make contact with:

- Themselves (feeling feet on the floor, tapping hands on lap);
- Their surroundings (by noticing things around them);
- Their breath (focusing on breath and breathing slowly).

One of the following exercises to relax in the short term and reconnect with the reality of "here and now" can be proposed.

#### Deep breathing

Preparations:

Ask the person to sit back on the chair or, if possible, ask them to lie down on their back on a sofa, on the floor on a mattress. What is important is that their shoulders, head, and neck are supported.

With a calm and warm tone, give these instructions:

*(please note that in the following instructions the sign "... " means 3-second pause)*

*"If you feel safe, close your eyes, otherwise look at the wall in front of you (or the ceiling if lying on the back). Now, take a few breaths and focus on breathing...*

*Breathe in... and breathe out.... Follow the rhythm of my voice... Breathe in... and breathe out... (do not rush and try to slow down the person's breathing as you go on)...*

*Now, breathe in through your nose... Let your belly fill with air...*

*Breathe out through your mouth... Feel your belly empty...*

*Now place one hand on your belly and the other hand on your chest...*

*As you breathe in, feel your belly rise... As you breathe out, feel your belly lower... The hand on your belly should move more than the one that's on your chest...*

*Now, take three more full, deep breaths... Breathe fully into your belly as it rises and falls with your breath... Now while you breathe in, imagine the air entering your body and bringing peace and calm... Try to feel it in all your body...*

*And now breathe out... and while you are doing it, imagine that the air takes away all your tensions...*

*Breathe in and breathe out..."*

Repeat for five minutes or more, until you see that the person actually calms down.

To finish the exercise, give these last instructions:

*"And now breathe normally... focus on your relaxed body... on the (arm) chair... and now on the room... try to visualise the room... and all the objects in the room and then you and me in the room... And now, when you feel that it is the right moment for you, slowly open your eyes... and stretch your arms and your body..."*

Do it yourself to show the person how to do it and invite the person to do the same.

Should the exercise have the opposite of its intended effect, do not insist, and stop. Try another exercise.

### **Downward counting**

It is a simple and effective exercise, based on breathing and counting. Ask the person to sit or to lie comfortably with arms and legs supported by the armchair or the floor.

Now, count each inhale and exhale, starting at 10, until you reach 1.

You can say:

*"Let's count and breathe like this:*

*10 – inhale*

*9 – exhale*

*8 – inhale*

*7 – exhale*

*6 – inhale*

*5 – exhale*

*4 – inhale*

*3 – exhale*

*2 – inhale*

*1 – exhale*

*And now let's repeat it..."*

Repeat as many times as you feel necessary to calm the person, provided that it does not have the opposite effect.

Remember that through breathing, it is possible to indirectly control heart rate, by controlling the length and depth of the breaths themselves. Adding the technique of counting backwards alleviates the psychological effect of giving the mind a difficult task to concentrate on, essentially drawing the attention away from whatever makes you stressed and towards the internal processes taking place inside your body.

### **Focused imagery: The safe place**

Ask the returnee to sit back on the chair (better an armchair where back, head and arms are supported). Ask them to take a couple of minutes to focus on breathing, ask them to close their eyes (if it does not create discomfort or anxiety), and to become aware of any tension in their body, and let that tension go with each out-breath.

Then, give them the following instructions:

- *“Imagine a place where you can feel calm, peaceful and safe. It may be a place you’ve been to before, somewhere you’ve dreamed about going to, somewhere you’ve seen a picture of, or just a peaceful place you can create in your mind’s eye.*
- *Look around you in that place: notice the colors and shapes.*
- *Now notice the sounds that are around you, or perhaps the silence. Sounds far away and those nearer to you. Those that are more hearable and those that are more subtle.*
- *Think about any smells you notice there.*
- *Then focus on any skin sensations – the earth beneath you or whatever is supporting you in that place, the temperature, and the movement of air, anything else you can touch.*
- *Notice the pleasant physical sensations in your body while you enjoy this safe place.*
- *Now while you are in your peaceful and safe place, you might choose to give it a name, whether one word or a phrase that you can use to bring that image back, any time you need to.*
- *You can choose to linger there a while, just enjoying the peacefulness and serenity. You can leave whenever you want to, just by opening your eyes and being aware of where you are now and bringing yourself back to alertness in the “here and now”.*
- *Now that you have opened your eyes, take a moment to reawaken completely. Continue to breathe smoothly and rhythmically. Remember that your safe place is available to you whenever you need to go there.”*

Show empathy with active listening, using reassuring words and non-verbal gestures. Remember that migrants who have gone through highly stressful and even traumatic events are afraid that they might go crazy and that nobody is able to understand them. They need someone who does not think they are “wrong.”

## D. Providing first-line counselling upon arrival to returnees with mental disorders

The case manager should have been informed by the counsellors in the host country about any diagnosed mental health condition of a returnee. This allows the case manager to get prepared to meet the returnee and provide assistance if necessary. If possible, the family should be involved from the returnee's arrival. While waiting for the actual arrival, the case manager should verify the level of awareness of the family regarding the returnee's mental health condition and, if necessary, provide them with basic information and practical management tips. If it is not possible to involve the family after arrival, the case manager should meet the returnee individually at the airport or at the port of entrance in the country. The case manager should invite the returnee to a separate quiet place, have them sit down and ask about the journey and the current state of their health ("*How was the journey? How do you feel?*"). The case manager should check with the returnee about any information concerning their mental health condition that has been drawn up by the host country.

The case manager can ask:

CM: "*My colleagues that you met in [the host country] tell me that you have been having some mental health challenges recently. This makes your life difficult, right?*"

This question has the purpose of verifying if the returnee is aware of their disorder.

If the answer is positive, this first counselling session can focus on developing a support plan, with immediate actions in response to basic needs:

CM. "*Does your family know that you have come back?*"

If yes, contact the family, asking the returnee whom he or she trusts more.

If no, explore the reason for not informing the family of their arrival and offer support.

CM. "*Do you have a place to stay?*"

If no, provide a temporary place for shelter and board.

CM. "*Do you have a mobile telephone?*"

If yes, take down the phone number. If no, provide them with a mobile phone.

If the answer is negative, this would mean either that the mental condition is severe and denied or that it has been misdiagnosed. It is not up to the case manager to ascertain the coherence between the information received and the actual state of the returnee. In this case, before working out any support plan and setting a calendar of meetings, it is recommended to refer the returnee to a psychiatrist, if available, to a medical doctor or to a psychologist.

CM. "*Are you taking any medication for your disorder? What medication?*"

The purpose here is to verify the returnee's awareness of the disorder and check if the previously recorded medication matches with the that reported by the returnee, who should be travelling with a certificate.

If the answer is positive, it is important to verify with the returnee if the quantity of the medication they have with them is sufficient until the medical follow-up has been scheduled. If it is not, an urgent referral is needed. The continuity of care is essential for returnees with a mental disorder.

If the answer is negative, a referral to the mental health specialist is recommended regardless.

CM. *“Do you have your medication with you? Do you take it regularly?”*

The purpose here is to verify the compliance with the medical prescription. This informs the case manager about the resources of the returnee, their strengths and about the urgency for medical follow-up.

If the answer is positive, it is useful to praise the returnee and remind them how important it is to take medication regularly.

If the answer is negative, it is important to check the reasons and give some tips for compliance (*“You can use an alarm clock as a reminder. You can set an alarm on your phone.”*) In this case, a referral is required.

Already at this stage, the case manager should reassure the returnee with a mental health condition about the availability of health services in the country that can provide support.

After providing first-line emotional support, and taking into account the stress of the journey, the case manager should schedule an appointment with the returnee in the office of the organization. It is very important at this stage to obtain the returnee’s phone number AND that of a family member or, always with the consent of the returnee, of a friend.

As suggested earlier, the returnee may see no need to meet the case manager again. This may be a consequence of the disorder. The case manager should gently motivate them to seek help.

As stated before however, people with the above-mentioned conditions may need to be immediately referred if:

- They are particularly aggressive;
- They have made reference to an attempt at suicide or that they have the intention of making an attempt;
- They do not remember very simple facts about their life (such as their name) or suggest that they can’t attend to basic routines (waking up, eating, caring for personal hygiene and so on);
- They report having recently been victims of rape, torture, personal violence, trafficking or having witnessed tragic events;
- They indicate they may be drug users and in particular if they have not had access to drugs for a prolonged period of time;
- They report having existing psychiatric conditions or behave in such a way that any dialogue becomes impossible or makes the case manager feel uncomfortable, very stressed, anguished;
- They report not having or having finished the medication they should be taking.

Case managers should always be aware of their limits and not try to do everything by themselves. For people in need of a more specialized support, a referral to a mental health specialist is necessary. The case manager should explain as simply as possible the reason for the referral and the kind of support the returnee should receive, whilst also asking for the opinion of the returnees (the stigma around mental health issues should always be kept in mind).

Regardless of the statistics and the diagnosis, special attention has to be given to any migrant who show signs of mental suffering. Case managers can play an important role in stabilizing or reducing the emotional suffering of the returnees. All the communication techniques described in the previous paragraphs together with the basic knowledge of signs and symptoms of the mental disorders are useful in creating a climate of safety and trust and preparing the returnee with a mental disorder for an assisted reintegration.

As a reminder, it is recommended that the case manager, regardless of the specific disorder, always checks with the returnee:

1. If they have their medication on them (if the case managers doubt the returnee's compliance with the prescriptions it is suggested that the family be asked to assist).
2. If the family is aware of the disorder and ready to welcome and support their relative.
3. That they and their family are reassured.

If possible, awareness sessions about mental disorders and how to give support to returnees with mental disorders should be organized for the caregivers.

## E. Assisting migrants suffering from a mental disorder (detailed guidance)

### E.1 Mental disorders

WHO estimates that 1 to 3 per cent of any population is affected by a severe mental disorder and around 10 per cent by a mild or moderate mental disorder. Without indulging in more clinical considerations that are beyond the scope of this Handbook, severe mental disorders are those that affect, to a great extent, the functioning of an individual, and are more likely to be chronic, while mild to moderate mental disorders do not disrupt the functioning of affected individuals to the same level, in the sense that most of the time the affected person continues with his or her life, and are likely to be overcome with time and support. The same disorder, like depression, can be mild, moderate or severe according to its degree, duration and scale of the symptoms, while other disorders like psychotic disorder are severe by definition. Research on the mental health of migrants is inconclusive as to whether migrants are more likely to develop mental disorders than non-migrant populations. The most recent systematic reviews of the most reliable studies basically conclude that there are no major differences, apart for one condition, post-traumatic stress disorder (PTSD), that is higher in refugees<sup>54</sup> and victims of trafficking.<sup>55</sup> Other studies confirm a higher prevalence of psychotic disorders and depression, especially in refugees. These differences, however, even if statistically significant are not high in absolute proportions. In addition, very few studies exist on the mental health of returning migrants and their results are also inconclusive. All in all, returning migrants, although subject to several stressors, can be in need of psychosocial support, but are not likely to develop a mental disorder. In principle, one could expect among returning migrants the same proportion of severe mental disorders as other populations (2–3%) and a higher prevalence of mild to moderate mental disorders that are likely to be mitigated by time and by social and psychosocial support.

54 Priebe, S., D. Giacco and R. El-Nagib, *Public health aspects of mental health among migrants and refugees: a review of the evidence on mental health care for refugees, asylum seekers and irregular migrants in the WHO European Region. Health Evidence Network synthesis report 47* (WHO, Copenhagen, 2016).

55 Ottisova, L., S. Hemmings, L.M. Howard, C. Zimmerman and S. Oram, *Prevalence and risk of violence and the mental, physical and sexual health problems associated with human trafficking: an updated systematic review. Epidemiology and Psychiatric Sciences*, Aug25(4):317–41 (2016).

In addition, among those who return through the humanitarian return programme, such as from migrant detention centres in Libya, experiences of violence, torture, sexual violence and severe threat and exploitation are more recurrent than in other migrants, and can bring a higher prevalence of mental disorders.<sup>56</sup>

Finally, detention for administrative reasons is associated with an increase in mental disorders and this should be taken into account when dealing with returnees who have been detained.

To conclude, there is no possible generalization, and whether a returnee is vulnerable to a mental disorder depends on the unique combination of personal history, existing vulnerabilities, stressors faced during the migration period and the return and access to services throughout the migration cycle.

Among those who return voluntarily, according to information recorded by IOM, based on the analysis of most recurrent mental conditions among returnees from the Netherlands, the most common forms of mental disorders are depressive disorder, psychotic disorder and PTSD.

In the case of assisted voluntary return, based on IOM rules and regulations and identified best practices from other partners, like governments, governmental and non-governmental organizations, other UN Agencies, the return should take place only if:

1. The migrant has been deemed to take an informed and competent decision.<sup>57</sup>
2. The trip and the return do not put the migrant's life at risk in relation to their mental illness.
3. Continuity of care can be granted.

Therefore, if the return takes place, it is in principle necessary that the migrant is able to take decisions and to function to an extent, and that a referral system for their condition exists and has been already identified in the country.

Returnees with a mental disorder are not to be limited to their disorder only. They are also individuals with their sets of needs that transcend the illness, resources and plans and as such they need to be counselled about their reintegration. Therefore, acquiring a basic knowledge of the three identified most common mental disorders allows the case manager to better understand the behaviours migrants with such conditions may show during counselling, and communicate accordingly.

As a note of caution, it is not the case manager's responsibility to try to identify mental disorders in beneficiaries. This would actually qualify as bad practice because mental disorders are determined by a constellation of symptoms, their scale and duration, and their interactions. Understanding the difference between a series of symptoms and a mental disorder without a clinical interview is a bad practice that can lead to stigmatization, over-referral and overall would change the relations between the case manager and the returnee during counselling. This manual gives indications about when the case manager needs to refer the person to a mental health professional or offer the referral as an option. In all other cases, the case manager

56 Schininá, G. and T.E Zanghellini, [Internal and International Migration and its Impact on the Mental Health of Migrants](#). In: Moussaoui D., D. Bhugra, A. Ventriglio (eds) *Mental Health and Illness in Migration*. Mental Health and Illness Worldwide (Springer, Singapore, 2018).

57 Reference here is made to what in most acts of national legislation is named the "Mental Capacity Act". This lays down the types of mental conditions for which an individual is deemed unable to take a decision about her or his hospitalization and treatment, so that treatment can be imposed upon them. The same applies to any form of consent (IOM, 2014). It is important to state that mental capacity changes over time, meaning that the same potential returning migrant who is currently unable to give his or her consent might be able to make a competent decision at a later stage. A competent decision describes the possession of sufficient mental abilities to understand and make a reasoned decision in relation to a problem and to understand and appreciate the potential consequences of that decision. Persons under the age of 18 (children) or with mental ill health issues are generally presumed not to have the competence to consent (IOM, 2016 - IN/236).

should abstain from trying to diagnose. The indications below are tips for communicating with migrants who have been diagnosed with a mental disorder either pre-departure or postarrival by a professional before the counselling session takes place.

The following section will cover recommendations on recognizing, and working with migrants who suffer from depressive disorder, psychotic disorders, and post-traumatic stress disorder.

## E.2 Depressive disorder

A depressive disorder is a mental illness characterized by low mood, aversion to activity and general deep suffering. It affects the mind and the body. It differs from sadness, which is a normal part of everyday life and is much less severe. Depressive disorder, also named 'depression', affects the way the person feels and thinks about himself or herself and about things, the way he or she eats, sleeps and behaves. Low self-esteem, loss of interest in normally enjoyable activities, low energy and general pain without a clear cause are often elements of the depressive disorder. It is the most common mental disorder in the general population and often becomes chronic, interferes with normal daily life, and causes pain and suffering to patients and their families as well.

### Manifestations of Depressive Disorders

The depressive disorder affects, as said, the mind and the body, meaning that it has both psychological and physical manifestations. The most common are listed in the table below:

**Table A.2: Psychological and physical manifestations of mental ill health**

Psychological manifestations of the disorder	Physical manifestations of the disorder
Sadness and depressed mood	Fatigue or loss of energy
Lack of interest or pleasure in all, or almost, all activities	Sleep disturbance
Reduced concentration, attention and memory	Diminished appetite and weight loss
Reduced self-esteem and self-confidence	Psychomotor retardation or agitation
Ideas of unworthiness, uselessness or guilt	Headaches
Hopelessness and pessimistic views of the future	Muscle and joints pain

Most commonly, a returnee with depressive disorder reports physical symptoms, like tiredness, headaches and body pain. The case manager, who has been previously informed of the diagnosis, does not have to investigate the psychological or physical symptoms, but he or she must be aware that behind those symptoms there is a psychological condition. It is important to bear in mind that certain negative manifestations are normal: what makes them part of a mental disorder is their combination, which can be assessed only through a clinical interview. In order to adapt the counselling setting, the communication and the behaviour accordingly, some tips are given here about the different manifestations of the disorder.

## Psychological manifestations

### *Sadness and depressed mood*

It might not be very clear at first impression. Some depressed people deny that they are sad or depressed and may say they are alright. Often, they report only physical problems. Others may be so depressed that they have few complaints and stay quiet.

The counselling room can easily remain silent with the returnee clearly in a state of unhappiness. Nevertheless, the case manager, who is aware of this manifestation of the disorder, must not get worried and not try to force the depressed returnee to feel differently. It can be counterproductive and harmful. The case manager can speak in a comforting way, with a touch of energy and optimism, adjusting the conversation and its duration around the capacity of the returnee to listen, understand, respond and react. They will avoid asking the returnee to repeat their most traumatic stories, if it is not necessary. Additionally, they will preferably not address topics that engender depressive thoughts, such as issues of loss in general, the death of someone in particular, the risk of becoming sick, the migrant's predicament or how the returnee with depressive disorder might harm themselves.

They can suggest the returnee choose the seating, offer practical comfort like water, ask from time to time how the returnee feels, and if anything can be done to help.

It is of paramount importance to have an empathetic attitude and not a sympathetic one ([see empathy vs sympathy](#)).

### *Lack of interest or pleasure in all, or almost all, activities*

The case manager has to consider that a depressed returnee is so worried about themselves and feel so guilty that it might be useless to make a reintegration plan on the grounds of the activities that the returnee (or their family) remember as enjoyable before the disorder developed. What is useful at this stage is to acknowledge the difficulty, listen carefully and illustrate the available reintegration options, especially those related to the care of the disorder. This is the only interest that at this stage the depressed returnee can cultivate. It is possible to gently encourage the undertaking of any simple activities, without forcing the returnee towards once enjoyable activities.

### *Reduced concentration, attention and memory*

The mental functioning of a depressed person is limited because much of their mind is busy with health worries, feelings of guilt, and uselessness. The case manager has to take into account this limitation and avoid discussing complex topics, asking too many questions, abstract reasoning and being surprised if any recently imparted information is not retained by the returnee. The case manager will have to repeat information, instructions and directions more than once. This does not imply a cognitive impairment but simply that their mental processing of information takes longer. The counselling has to be focused on basic current needs: what has to be shared is the willingness to help find a concrete solution to reduce the effects of the disorder. This is what matters most for the returnee at this stage.

### *Reduced self-esteem and self-confidence*

The returnee with a depressed disorder feels guilty for their condition: this dramatically lowers their self-esteem and consequently any confidence in the possibility that their personal resources can be of any benefit for their reintegration. Despite this, it is not the case manager's task to work on the returnee's

inner feelings and change their perceptions. Nevertheless the case manager can encourage the returnee, praising any efforts made towards reintegration. In working out the reintegration plan, the task manager can involve, if possible and with the consent of the returnee, the family. The family members, after receiving basic information on the disorder, can help to create a context of safety and security, which is fundamental, beside the psychological support and any medication, to start a process of recovery.

#### *Ideas of unworthiness, uselessness or guilt*

The returnee with depressive disorder clings to their self-limiting beliefs of being the only person responsible for their situation. This makes them feel stuck in a jam of regrets, recriminations and self-accusations. Again, the case manager, who is aware of this typical characteristic of the disorder, does not have to challenge the returnee's beliefs but show that they care, acknowledges their predicament, acts as a support and works for creating a context in which recovery is possible.

#### *Hopelessness and pessimistic views on the future*

The case manager should avoid working out ambitious or unattainable reintegration plans, which would probably fail. What matters most at this stage is to acknowledge the returnee's views and refer them to a mental health professional.

### **Physical manifestations**

#### *Fatigue or loss of energy*

The case manager has to take into account this most common symptom of the depressive disorder and adjust the duration of the counselling interview according to the capacity of the returnee to remain seated, and to listen, understand and react. The returnee may look annoyed and listless: this appearance is just the consequence of the lack of energy. The duration of the counselling interview has therefore likely to be more limited than usual and possibly agreed with the returnee. It is essential to adapt to the returnee's current needs and possibilities and not to force the returnee to adapt to the counselling. The case manager from time to time can check with the returnee whether it is possible to go on or if it is better to stop and continue during a subsequent meeting.

#### *Sleep disturbance*

This typical manifestation of the disorder does not only mean that the returnee with depressive disorder does not sleep or has difficulty sleeping. It can mean the opposite as well: they could come to counselling sleepy and might fall asleep while speaking. Of course, the returnee cannot be blamed for this behaviour. The case manager, who is aware of this, will adapt the duration of the counselling to the actual capacity of the returnee to listen, to understand and react accordingly. Frequent breaks have to be proposed and, as an alternative, multiple shorter sessions. It is important to always check with the returnee and, whenever relevant, their family if the doctor is informed of the sleep disturbance. The case manager can remind the returnee of the importance of complying with any medical prescription.

#### *Diminished appetite and weight loss*

The case manager should be aware that weight loss can be due to malnutrition or a physical illness and that the opposite can be true as well: weight gain and increased appetite.

***Psychomotor retardation or agitation***

The case manager might notice that the returnee with depressive disorder moves slowly and shows uncertainty undertaking simple actions (such as taking a glass of water, standing up from the chair, entering or leaving the room) or, conversely, being agitated. If it is the case, the case manager will offer their direct support, helping the returnee to sit down, to stand up and to move inside the premises of the organization. They will work on a reintegration plan accordingly.

***Headaches and muscle and joint pain***

These are common physical symptoms among depressed people. The case manager might notice in the returnee muscle contractions, difficulty staying seated and grimaces of pain. They should accommodate the returnee by suggesting they choose the seating and offering practical comfort and time breaks.

Should the case manager notice in the returnee any sudden change of mood, an aggressive behaviour regardless of focus, or should the returnee share any suicidal thoughts, an immediate referral to the medical doctor has to be made.

It is important to reiterate that the case manager's attitude and their way of talking have an important influence on the counselled returnee. This influence can be positive or negative. It is positive when the disorder is acknowledged, respected, treated with dignity and not minimized. It is negative whenever direct or indirect actions are designed to force a mood change. A person with a depressive disorder thinks that their mood and situation will never change: it is important to remember that this belief is one of the symptoms of the illness.

**Communicating with migrants with depressive disorder**

People with depressive disorder often feel very lonely, even when there are other people around. It is important to lessen the isolation of a depressed person but not to force socialization. This is the reason for involving the family and the community in the support of the affected returnee.

Severely depressed people feel "wrong" and they can respond negatively to anything being said to them. It is important not to get discouraged or to take replies personally when the affected migrants are unfriendly, aggressive or withdrawn.

In order to be helpful, it is not necessary to understand what a migrant with depressive disorder is going through: any attempt to show understanding might sound insincere. It is important to remember that a depressive disorder can reduce the capacity to be able to formulate words and phrases, so it is not uncommon to find oneself in a one-way conversation.

Should the migrant with depressive disorder talk of suicidal thoughts, or the case manager believes that the migrant has suicidal thoughts, it is necessary to refer them immediately to a psychiatrist or to a medical doctor.

Case managers can use some tips when talking with a depressed person:

- First of all, it is essential to acknowledge the disorder, whenever known and not to minimize it.  
*"I know that you are facing difficulties and I know that it is tough. It is not your fault. Is there anything that I can do for you?"*

- Make the person feel comfortable talking about her or his feelings.  
*“If you feel like talking with me, I am happy to listen and think about how I might be able to help you.”*

It is essential to use active listening techniques, but in particular to formulate short and concrete sentences.

- It is recommended to explain that there are multiple solutions, such as medication, psychological support and psychotherapy, and to further explain elements of the treatment:  
*“The doctor will help you and will give you some medication that will make you feel better.”*
- Give the person hope that this condition will change.  
*“Although you might not believe me, I am confident that your suffering will get better.”*

When talking to a migrant with depressive disorder, some remarks can be counterproductive and should be avoided:

- *“Everyone has bad patches...”*
- *“Cheer up!” or “Just smile!”*
- *“Stop feeling sorry for yourself!”*
- *“What you need is to be more active, find something to do or a friend!”*
- *“Remember: life is beautiful and you are alive!”*
- *“We are always responsible for what happens to us.”*

All the comments above are likely to just frustrate a returnee with depressive disorder because they show a lack of knowledge about depression. Many case managers fall back on words like these because they have no direct or indirect experience of depression. It is essential not to try to fix the problem but it is always useful to remind the person with depressive disorder the importance of medication and compliance with therapy.

### **Psychological counselling**

As already stated, only trained professionals can provide psychological counselling which, in the case of depressive disorder, can be helpful if the manifestations are mild or moderate and a psychosocial stressor (a clear cause) is present.

If psychologists or counsellors are not available, the reintegration case manager should refer the returnee to the medical doctor. It is very helpful for a depressed person to see that people are supportive.

#### *Psychosocial support at individual level*

Psychosocial support interventions can help the returning migrant to:

- *Be aware of his or her problem;*
- *Be aware of the opportunities and the risks of reintegration;*
- *Reduce the sense of guilt;*
- *Reduce the sense that what is happening to them feels “wrong”;*
- *Increase self esteem;*
- *Reduce the feeling of stigma;*
- *Integrate into the community.*

*Psychosocial support at family level*

The family, if possible, has to be involved. The case manager can help the family to:

- Recognize the state of the illness of their relative.
- Identify a member of the family that the returning migrant trusts more and who could take good care of them.
- Suggest that the family does not force the person to do anything but invite him or her to try to resume once enjoyable activities.
- Identify small social activities but without forcing participation.
- Discuss the importance of medication and compliance with it.
- Find occupational or vocational training and employment in a protected environment.

*Psychosocial support at community level*

It is important to help the community understand the disorder with basic information. This process can be undertaken through community leaders and the involvement of the family. A group briefing co-conducted by the case manager and the community leader (and, if available, a medical doctor) in the presence of the family but not necessarily of the migrant with the disorder, would represent good practice. It would target the stigma and create a collective supportive environment around the individual concerned.

### E.3 Psychotic disorders

Psychotic disorders are mental states characterized by loss of contact with reality. The person is conscious and awake, but it is as if they live in a different reality, which only they are aware of. The person is not dreaming and firmly believes in what they affirm.

Examples:

The person connects things that are not usually connected and jumps from one thing to another, such as in the following example:

- Case manager: *“Can you tell me your name?”*
- Person: *“My name? My name is Akram. Akram is married. Are you married? Being married is good. Do you want to marry me?”*

Starting a sentence that goes in a certain direction, but even before the sentence is finished the person is already going in another direction:

- Case manager: *“Where do you live?”*
- Person: *“I live in the village of Monday. Monday. Monday is blue. Friday is black.”*

In the following example, the sentence is gibberish. The person uses words that he makes up himself. The words have no meaning for anyone listening.

- Case manager: *“What is your name?”*
- Person: *“Tra. Bi bi bi. Ta ta ta”*

The causes for psychotic disorders are unknown, but there are many risk factors for developing them. Some risk factors are:

Biological	Psychological	Social
<ul style="list-style-type: none"> <li>• Genetic vulnerability</li> <li>• Use of substances such as cannabis</li> <li>• Complications during pregnancy</li> <li>• Brain damage and infections</li> <li>• Neurodevelopmental problems</li> </ul>	<ul style="list-style-type: none"> <li>• Stressful life events</li> <li>• Disturbed family environment</li> <li>• Traumatic experiences</li> <li>• Having been sexually abused</li> </ul>	<ul style="list-style-type: none"> <li>• Bereavement</li> <li>• Displacement</li> <li>• Detention</li> <li>• Witnessing violence</li> <li>• Having been subjected to violence</li> </ul>

None of these factors, alone, however is sufficient to explain why a person develops a psychotic disorder. Most likely, multiple factors are involved.

As said, the person is conscious, but experiences hallucinations, delusions and thought disorders, meaning that they believe something exists when it does not. Additional manifestations can be present as well, like withdrawal, agitation or disorganized behaviour.

### **Manifestations of the psychotic disorder**

#### *Hallucinations*

When a person hallucinates, they are seeing or hearing things that are not real, but are convinced that they are real. Examples:

- Hearing things that no one else can hear;
- Voices talking to them, commenting on them;
- Voices in their head;
- Strange sounds or music coming from unknown places;
- Seeing things or persons that no one else can see.

The person sometimes keeps silent about these things because they realize that other people do not believe them. Often, however, they react to the hallucinations as if they were real. For example, they may talk or shout in response to someone that is not actually there.

The case manager, when confronted with verbal behaviours of this kind, should keep calm and act naturally, and should not contradict the returnee. They should listen actively. The aim here is to avoid an emotional escalation and an acute crisis. In case of aggressive behaviour, verbal or physical, or of self-harming acts, the case manager should ask for help and refer the returnee immediately to a psychiatrist, perhaps even with the support of the police.

#### *Delusions*

Delusions are false thoughts that no one in the person's environment shares. The person with delusions is convinced that their ideas are the truth, even if there are signs that prove that they are mistaken. The person persists with these ideas.

This symptom refers to the content of the thoughts (*what* the person is thinking).

Examples:

- Believing that people are trying to kill them, even when there is no evidence in support of this notion.
- Believing that everyone in the street, on the radio and television or on the internet, is talking about them.
- Being convinced that persons have implanted radio equipment in their body so that someone else can keep track of their actions.
- Being certain that they have a lethal disorder, without clinical evidence.
- Thinking that they are very famous or rich, when this is known not to be true.

The case manager has to act naturally and gently reassure the returnee who, at this stage, is probably agitated and stressed. The case manager can calmly show a different, safe reality, assuring the returnee that nobody has bad intentions and that no one is following them from the inside.

### *Thought disorders*

These are characterized by the person talking in such a way that other people cannot understand what they are saying or cannot follow their line of reasoning. There seems to be no logic behind their words. Sometimes the person may even talk pure nonsense, using made-up words or incomplete sentences.

Because of the psychotic disorder, the person can be convinced that their thoughts do not emanate from their own mind but are literally 'put in their head' by other people. Alternatively, they might think that their thoughts are "stolen" by other people and removed from their head to be broadcast, for example, on the radio or to be read by other people. These are rare examples but if they occur one can be almost certain that the individual is suffering from a severe psychosis called schizophrenia.

It is recommended not to contradict the returnee, but to listen actively, reiterating that the only reason for being present is to help them.

Severely affecting the mind, psychotic disorders also manifest behavioural symptoms, such as the following:

**Schizophrenia** A long-term mental disorder of a type involving a breakdown in the relation between thought, emotion, and behaviour, leading to faulty perception, inappropriate actions and feelings, withdrawal from reality and personal relationships into fantasy and delusion, and a sense of mental fragmentation (Oxford University Press, 2018).

### *Withdrawal, agitation, disorganized behaviour*

The psychotic behaviour is chaotic and disorganized. There is no apparent reason in the person's acts.

Examples:

- Collecting, or keeping trash or things that have no value;
- Wearing clothes in a strange or inappropriate way;
- Destroying things without realizing what is happening;
- Sitting motionless, without moving, for a very long time;
- Talking to self and laughing suddenly (when nothing funny has happened) or smiling when recounting sad events;
- Crying without a clear reason;

- An impossible or unusual physical complaint such as having a snake inside the brain, or an animal in the body, or the absence of body organs;
- Showing no emotion when something happens that would usually provoke strong emotions, for example, receiving a present or receiving bad news;
- Showing indifference towards things that are generally important, for example, food, clothing, money;
- Social withdrawal and neglect of usual responsibilities related to work, school, domestic or social activities.

As a precaution, it is recommended to remove all objects from the room which could be used to harm or self-harm. It is important to bear in mind that certain negative manifestations are normal: what makes these symptoms indicators of a mental disorder is their combination, which can be assessed only through a clinical interview.

### **Communicating with returnees with psychotic disorder**

Effective communication is particularly important because people with psychotic disorder are scared and easily overwhelmed by the external environment and their inner thoughts and emotions.

To make them feel safe and get along well, it is important to act naturally and treat them with respect.

As a suggestion for effective communication, it is recommended to speak calmly, clearly and simply, to make sentences short so that they are not too complicated and wait to make sure that the person understands what has been communicated. It is essential to be understanding, not patronizing and critical. Confrontation is to be avoided and the expressed ideas have to be accepted and respected even if illogical. It is important not to push the returnee into situations they are not comfortable with and avoid any argument with the returnee or with other people in their presence.

The most important thing is to use patience to establish a good relationship: this can be difficult because of the nature of the illness, but by no means impossible. From the point of view of the case manager, it is important to make plans that are realistic, especially for the most seriously ill returnees, and acceptable to the individual and their caregivers. Of course, it is necessary to refer the returnees who manifest the above-described symptoms, or already have a diagnosis of psychotic disorder, to a psychiatrist, if available, or to a medical doctor.

### **In case of acute psychotic crisis**

A crisis is always possible for a person affected by psychotic disorder. It occurs when the pressure of thoughts is overwhelming and the person cannot manage their reality. They are terrified by what is outside and inside them and might even try to defend themselves by being aggressive. When this happens, it is important to stay calm, to consider that this event is normal in the circumstances and a consequence of the psychotic disorder. The person might shout and be irritable: the case manager must keep calm, avoiding irony and sarcasm. Continuous eye contact is to be avoided because it may be interpreted as a sign of aggression. It is better if the case manager sits down and invites the person to do the same: should the person not want to do so, the case manager will remain seated. It is essential to immediately refer the person to a psychiatrist if available or to a medical doctor. In case of aggressive behaviour, verbal or physical, or of self-harming acts, the case manager has to ask for immediate help, avoiding trying to manage the situation on their own.

The case manager should be aware that counselling a person with psychotic disorder can provoke intense feelings. They may experience:

- Annoyance
- Powerlessness and frustration
- Anxiety
- Anger
- Alarm or shock
- Low mood or sadness
- Excessively cautious behaviour
- Uncertainty
- Feelings of guilt

These are normal reactions to an intensively emotional situation. Nevertheless, should they affect and even deteriorate the long-term professional performance it is recommended to ask for support (such as from a peer-to-peer network, mentoring, or professional help).

### **Psychosocial support at family level**

Whenever possible, the collaboration of the family is essential in the management of the daily life of a person with psychotic disorder. The case manager should perform these tasks:

- Advise the family that the strange behaviour and the agitation of the patient are caused by the disorder;
- Discuss the importance of medication and the compliance with it;
- Inform them about the importance of minimizing stress, for example avoiding confrontation or criticism and respecting the person's ideas even when they are illogical;
- Inform them that when the symptoms are severe, rest and withdrawal can be helpful;
- Recommend a structured daily life: the same pattern every day helps the patient feel safe;
- Suggest that they take up activities that help distract the person from their thinking and instead makes them feel valuable;
- Encourage them to find suitable work for the individual. Occupational or vocational training and employment in a protected environment will help.

### **Psychosocial support at community level**

As with depressive disorders, it is important to help the community understand the psychotic disorder with basic information. This process can be undertaken through community leaders and the involvement of the family. A group briefing co-conducted by the case manager and the community leader (and, if available, a medical doctor) in the presence of the family but not necessarily of the migrant with the disorder, would represent good practice. It would target the stigma and create a collective supportive environment around the individual concerned.

## E.4 Post-traumatic stress disorder (PTSD)

This is diagnosed when people who have faced a disruptive event or a series of disruptive events, continue to have emotional, psychological and physical manifestations months after the events took place. These can include nightmares, intrusive thoughts, startled responses and flashbacks that impair, to different extents, daily functioning and last for a long time. While most of the symptoms of PTSD are normal reactions to disruptive events, they develop into a mental disorder when they are protracted over time and too intense. It is important to affirm that not everyone who has faced a disruptive event, no matter how severe the event is, develops PTSD. This actually happens to a only small minority of the affected population. Most people who go through traumatic events may have temporary difficulty adjusting and coping, but with time and good self-care, usually recover. Moreover, PTSD is usually a mild to moderate mental disorder and severe manifestations, which prevent people from fully functioning, are epiphenomenal. The main manifestations of PTSD can be classified in three main groups of reactions:

Reliving traumatic events	Avoiding triggers	Hyper-arousing
Nightmares	Situations that remind the event or the persons involved, in particular the perpetrators	Feeling “on guard”
Distressing memories	Loss of interest or shutting down	Difficulty sleeping
Feeling anxious	Feeling detached from others	Outbursts of anger, irritability
Feeling extremely fearful	Feeling disconnected from the world	Difficulty concentrating or thinking clearly
Flashbacks	Restricting the emotions	Exaggeratedly startled responses
Intrusive thoughts	Difficulty remembering	Panic attacks

It is important to bear in mind that certain negative manifestations are normal: what makes them part of a mental disorder is their combination, which can be assessed only through a clinical interview.

### Communicating with returning migrants with PTSD

When counselling a returnee with PTSD, the case manager should first reassure them that they are in a safe environment. The person should be invited to a seat in the room in a position that faces the entrance door and with their back to the wall (having the entrance door or a window behind one’s shoulders could trigger anxiety reactions). The case manager should not sit behind their desk but in front of the returnee in a relaxed posture, close to the returnee’s chair, in order to show that they have nothing to hide. It is important to diminish the stress around the returning migrant with PTSD because high stress level makes them more vulnerable to any unpredictable sign – such as a noise, a light, an object – that can trigger an intense emotional reaction. In this case, the returnee is re-experiencing the traumatic events: the present reality does not exist and what they are experiencing is the same reality of the trauma, consisting of the smells, colours and noises of that particular moment. The case manager should be aware that the returnee might refuse to enter a particular room without giving any reason: it is important not to force them to propose an alternative. Any objects, situations and persons that might be connected with the traumatic events trigger an intense reaction.

It is essential not to force the returnee to talk about traumatic experiences. It is helpful to use simple language, as it creates a climate of trust and fosters empowerment. Ask what makes the person comfortable. Their needs and ways of coping have to be respected and not considered as weird or illogical.

A person with PTSD tends to repeat their stories and experiences: it is important to accept that and not to interrupt. It is recommended to ask the returnee if time breaks are needed and if the counselling is too fatiguing.

If a crisis occurs in the form of a very intense emotional reaction (the returnee might suddenly stand up, flee the room, having difficulty breathing or even faint), it is essential to keep calm, stay beside the person, repeat that they are in a safe situation, and ask how it might be possible to help. The case manager might ask if the person has medication with them to take in case of need. In the meantime, it is recommended to contact the medical doctor and a family member, a caregiver, a mentor or a peer-supporter.

### **Psychosocial support at individual level**

Psychosocial support interventions in the context of PTSD can help the returning migrant:

- Create a sense of safety and security;
- Create boundaries in his or her context;
- Focus on the present and future, and less on the past;
- Give a sense of control;
- Integrate into the community.

### **Psychosocial support at family level**

The collaboration of the family is important when supporting a person with PTSD. The case manager should perform these tasks:

- Inform the family about the mental condition of the returnee and its manifestations;
- Discuss the importance of medication and compliance with it;
- Inform them about the importance of minimizing stress, for example respecting the person's boundaries;
- Inform them that in case of a crisis, they have to stay calm and ask for help;
- Suggest that they find activities that help the person to focus on the present and the future and which makes them feel valuable;
- Encourage them to find suitable work for the returnee. Occupational or vocational training and employment in a protected environment will help.

### **Psychosocial support at community level**

As with other disorders mentioned, it is important to help the community understand the PTSD with basic information. This process can be undertaken through community leaders and the involvement of the family. A group briefing co-conducted by the case manager and the community leader (and, if available, a medical doctor) in the presence of the family but not necessarily of the migrant with the disorder, would represent good practice. It would target the stigma and create a collective supportive environment around the individual concerned.

## F. Counselling for reintegration planning

As the discussions on the returnee's reintegration plan progress, the reintegration case manager should give the returnee a realistic idea of the available options and possibilities and be careful not to create unrealistic and false expectations.

A list of key messages to convey to the returnee is presented in section 2.1 of the main Handbook, with more information available from IOM, *Preparing for return* (2015).

After conveying these messages, the case manager can invite the returnee to explore the experience of returning, focusing on present and future opportunities, the skillset acquired abroad which can be an asset in the country of origin. This is a basic form of psychosocial support because it gives the returnee the possibility of talking about their life concerns and helps activate their resilience, cope with negative feelings and envisage a new life. The case manager is not supposed to comment on the returnee's statements but, with the support of [active listening techniques](#), can help them to clarify and organize thoughts and ideas, and form priorities. The case manager never decides for the returnee, though they can take notes.

The discussion should follow the order of 'suffering, resilience, activated development', corresponding to Renos Papadopoulos' grid, discussed in a previous chapter. The ultimate aim is to show that any experience is never either positive or negative and that the return can stimulate developments.

### Expectations and assumptions

The returnee arrives in the country of origin with many expectations, both positive and negative, normally based upon beliefs, assumptions, and prejudices and filled with fears and hopes. The reintegration case manager should suggest the returnee focuses on reality, on the present time, on what they see, listen to and what they discover day-by-day. If they have any doubts they should discuss them with someone they rely on.

### Concerns

The returnee may come back with many concerns, such as feeling guilty about having left home and wondering how they will settle back in or about not being able to match expectations that they have created in others. They might be worried about practical things like finding a job, paying debts or travelling home. And of course, the returnee might ask himself or herself if they have made the right decision. All this may make them feel lonely at times, thinking that nobody can really understand what they have gone through.

The returnee may have feelings of embarrassment, guilt and fear of losing face. Once they have returned, those very same emotions may hamper their reintegration in the country of origin and may prevent them from feeling at home. It is important to discuss these feelings and take them seriously, finding a way to cope with them and to restore the personal sense of honour.

The reintegration case manager should remind the returnee that these elements of concern and suffering are normal.

The reintegration case manager:

- “What do you think you can do to feel at home in your country?”
- “What practical actions can you take to move forward?”

The two questions might seem similar, but they are not: the first introduces self-reflection on a possible plan of action, while the second invites the returnee to think about concrete actions. It is up to the reintegration manager to consider what is really feasible. This is a way of eliciting resilience and a proactive attitude towards the challenges of readapting to an environment that might not be easy to understand.

It is equally important to underline that not all returnees come back to the country of origin with a negative outlook of their future but show enthusiasm and determination to succeed. Moreover, these two attitudes always coexist in the same individual. The reintegration case manager has to both recognize the suffering, while, on the other, positively echo and reinforce the more positive and proactive attitudes, which increase the sustainability of the reintegration process.

## Adjustment

It takes time to adapt to being back just as it took time to adapt in the host country. There will be ups-and-downs: this is normal. The returnee should not be allowed to pretend that any challenges will be quickly overcome: the key is for the returnee to be open to any possibilities that may arise. Sometimes what is new is challenging, and sometimes it is just positive.

- *Have you thought about how you can make good use of things and persons you can rely on?*

The reintegration case manager gives not only significant hints for reflection but uses the returnee's answer as elements for jointly developing a sustainable reintegration plan. The case manager can remind the returnee that on some days they will feel that starting again is a burden, and on other days that they will see the positive side of a new life and perceive it is a new chance: changeable feelings are just normal. What matters is that the returnee takes one step at a time, without pretending to have immediate answers to questions and prompt solutions to problems. Taking one step at a time means adopting a realistic attitude.

## Coping with changes

The returnee has probably changed, coming back as a different person, with different eyes. Also, their country will have changed: people, services and structures. Therefore, it may take time to feel part of the social environment again. The reintegration case manager should remind the returnee that the more time they have spent away, more changes may have occurred.

- *“Have you noticed many changes in your country? Are they good changes or bad?”*
- *“How do you think these changes can help or hamper your reintegration?”*

These inputs from the reintegration case manager help the returnee to figure out how to cope with change and to understand that change is not necessarily negative. This calls for an openness also towards changes within the community. It takes time for the returnee to adapt to being back, and it takes time for the community to adapt to their return. This means that the returnee can try to maintain an openness without expecting the same from the community. Friends may take time to understand where they have been and the experiences that they have had. The reintegration case manager may suggest sharing information about their experiences, when they feel comfortable. Sharing experiences may help the community to understand his/her decision to return.

- *“Have you thought about sharing your experience to help people understand about your decision to return?”*

It is true that many people in the community may perceive the return as a failure and be ashamed about it. The family may have supported the returnee with travel costs and they may not be able to repay the debt. People in the community may have had expectations of their time in another country and they did not meet these expectations. The reintegration case manager should tell the returnee that these are normal experiences in migration and that they should not feel ashamed or feel obliged to excuse themselves for what happened, since what happened is not their fault. They did what they could and now it is time to focus on the present. The way the returnee discusses these topics helps the reintegration manager to envisage a possible reintegration programme.

### Family and friends

The returnee will restart relationships with their family, especially with children or a partner who stayed behind. These family members may have different feelings about their return: some positive (such as joy, relief, and excitement) and some more difficult (such as jealousy, anger, or anxiety about the future). It is very important to discuss the relationships between the returning migrant and his or her family and friends. Poor relationships can represent a vulnerability that could hamper the reintegration process.

- *“Did you keep in touch with your family, with your friends while you were abroad?”*
- *“Did your family know that you decided to come back?”*

The returnee is often afraid of the questions arising from family and friends. They might consider these questions as intrusive and judgmental without taking into account that family and friends just want to know about what has really happened abroad.

- *“Are you afraid of what your family and your friends might ask you?”*
- *“Do you think they are going to blame you for returning?”*

The case manager should invite the returnee to think about what experiences they want to share with family and friends.

- *“What do you think about the possibility of sharing the experiences of living abroad with your family members? What do you wish they knew about your experiences?”*
- *“Can you share your difficulties (if any) in readapting with your family?”*

With these questions, the case manager tries to foster, if possible, re-establishing or reinforcing family bonds and helps the returnee to figure out the possible emotional consequences of sharing their experiences. The focus here is on emotions and these questions can trigger reactions that the case manager has to address.

The reintegration case manager may suggest the returnee be honest and share experiences without hiding them, showing photos and other things that can help their family to understand what they have gone through and allowing them to also share fears, concerns and difficulties in readapting. Should the returnee consider the family or their home an insecure environment, it is useful to ask if they have an alternative location where they can reside while finding a job and accommodation that meets their security needs.

## Community

The returnee may be worried about not being easily accepted back into their community or having lost status since leaving. They may think that their community expects them to return with success and wealth and that they have to deal with those expectations. They may be afraid that their community is not able to understand their experiences. Some returnees decide deliberately to isolate themselves from their community of origin and even to return to a different region because they fear the stigma connected with the return or are ashamed about their experiences. The case manager should never force the returnees to get in touch with their family or friends if this is not their will but should nonetheless underline the importance of building sound relationships with peers or other returnees.

The returnee's feeling of not belonging to the community has to be acknowledged not only emotionally but also operationally. Any possible conflict with the community of origin or with the family should also be addressed with the help of local actors, such as NGOs, Associations, government representatives and so on. Mediation is an option.

The community, as with the family, can represent both an obstacle and a resource in the reintegration project of the returnee. This is why it is key to ask about the relationships with their community.

- *“How is your community reacting to your return?”*
- *“How do you think you can face your community's reactions?”*
- *“Do you think that what you learnt abroad can be useful for you and for your community?”*
- *“Do you think you can contribute to your community?”*

The reintegration case manager may suggest finding support groups and peer groups where they can connect with people who have similar interests and experiences. In case of difficulties with the community, these groups may provide support. The reintegration case manager can encourage the returnee not to be afraid of sharing their experiences because this can facilitate networking with peers.

- *“What contribution can you expect to make to your community, village and country of origin?”*

This would also help to deal with stigma and negative impressions and would allow the returnee to become part of their community again in an active way, establishing ways to participate and contribute.

## Resources

Resources represent the resilience of the returnee. They helped when they left the country of origin and can help now with reintegration. The case manager should invite the returnee to consider the resources they might already possess. Resources are not just money or goods, but also experience, plans, ideas, and the people they can rely on. It may be true that the returnee does not have money to share or to refund debts, but they do not really come back 'empty-handed': they have gained experience that can be used during the reintegration process. Experience and courage must be seen as values and are two important resilience factors that will help the returnee to move forward.

- *“Have you thought about how you can use your experience, your ideas, and your contacts to find or create new opportunities for yourself?”*
- *“Do you already have plans for your future?”*
- *“Do you think you can use what you have learnt abroad here in your own country?”*

The returnee should be proud of what they have already done. They can continue to be proactive, and to be a builder of their own future.

When it comes to plans, the reintegration case manager may suggest the returnee sets realistic and concrete expectations: any small result will motivate them to move forward and negative results must not prevent them from progressing.

## Skills

In addition to the skills they had before leaving the country of origin, they have also those gained abroad. When it comes to skills, reference is made not only to abilities, but also to attitudes, insights, language, techniques and so forth.

All the skills can encourage progress and can be fruitfully used for reintegration in the country of origin and in particular in the community.

- *“What skills do you have?”*
- *“What new skills have you gained while living abroad?”*
- *“Which skills do you think will be most useful for you (and for your family and community)?”*

The reintegration case manager may remind the returnee that they have skills and resources that others see and that they might think they do not have: it is helpful to ask people that the returnee trusts what they sees in him or her. It helps the returnee to build a stronger image of himself or herself and improves their self-confidence.

## Priorities

The returnee comes back not only with concerns but also with priorities. The reintegration case manager should help them to focus on what is necessary in the short term and not on what is desired but probably unattainable in the medium-long period. It is important to set realistic objectives and satisfy basic needs first.

- *“What is most important for you? Think first about what you ‘need’, then about what you ‘want’. Think about health, accommodation, employment, trainings and other priorities.”*
- *“How do you think you can respond to those needs?”*

The answers are very helpful to start designing the reintegration plan.

## Goals

If the returnee has some goals it probably means that they are motivated to move forward. The reintegration case manager should sustain the returnee’s motivation.

- *What are your personal goals here in your country?*

The question is important because it facilitates a reflection on real individual possibilities.

Goals can be reached only by drawing on personal skills and internal and external resources. The case manager, who has a double purpose (to empower the returnee and design a tailored reintegration plan), can help the returnee to be proactive in the search for solutions.

## G. Career counselling for case managers

The decision-making counselling comprises a set of questions (see below) to help the case managers in supporting individual returnees, while also assessing their attitude and motivation towards the choice of a specific career. Assessing attitude and motivations is particularly important in case the returnee is interested in skills development or vocational training, as these are usually costly interventions both in terms of reaching out to the right training provider, as well as in terms of outcome: the returnee may not find stable employment and tenure (sustainability of the reintegration intervention), especially if the fabric of local enterprises is fragile and characterized by low productivity and labour-intensive processes.

### Decision-making questionnaire

The following questions can support the decision-making counselling and help the case managers in supporting returnees, while also assessing their attitude and motivation towards the choice of a specific career. The questions are gathered from career guidance practices used in different Public Employment Services operating in transition and development countries.

#### Decision-making questions

1. How do you feel about making a decision about your career? What would you need now in order to make a decision about your career? And what could get in the way of that?
2. How have you made other important decisions in the past? Is there a particular process that you like to use?
3. What has been the biggest and hardest decision that you have ever had to make? What made it hard for you? What were the specific situations, actions, and results? Were you satisfied with the results? What strategies did you apply? What happened? What would you do differently?
4. When making decisions do you tend to solicit input from others? How much do you rely upon them to help you make decisions? Do you tend to follow their advice or take it into consideration? Ask for examples. What advice have you received from others (unsolicited)? What feedback have you received?
5. (If the returnee holds tertiary or higher secondary educational attainment) What sort of process did you pursue to choose your college or school?
6. How would you go about helping a friend make a decision?
7. What are your responsibilities in life right now? Family? Community? How will your career decision fit into this picture? Would you consider a job far from your home? Would you be willing to move to (mention name of a locality with high number of job vacancies) for a job?
8. How do you prioritize?

#### Knowledge gathering questions

1. What experience have you had to support this career choice?
2. What did you like and dislike from your career related experiences?
3. (for returnees planning to independently search for an employer) What resources are you currently using? Are your resources paper? Computer? Online? People? Other?
4. What do you think your next steps should be?

#### Tolerance for ambiguity questions

1. What is it like for you when you get conflicting information from different sources? How do you deal with the differences?
2. Do you believe this process will result in a positive outcome? How?

3. Are you optimistic that you will find an occupation you are interested in? Why or why not?

### External Influences Questions

1. Who is influencing your decisions?
2. What is influencing your decisions?

### Values Questions

1. What are the important values in your life today?
2. Who have you talked to about your situation?
3. Tell me about yourself (to disclose potential barriers).
4. Do you make your decisions based on circumstances or values?
5. Do you make decisions based on what's in your heart or in your head?

## Building the W model

**Figure A.3: The W model**



As a starting point, the case manager draws a W shape on a board or a large piece of paper. The case manager then explains to the returnee that the shape represents the key moments that they went through since returning to the country of origin. The beginning of the line represents their return to the country of origin, and the end of the line represents the present moment in time. The high points (“up times”) represent the best times the returnee has had since their return – times of well-being in economic terms, in relation to others, or in terms of feeling stability and a sense of belonging. The low points (“down times”) represent the worst times the returnee has had since their return, the challenging times the returnee struggled to overcome.

If the beneficiary is literate, they should write down their answers on a sticky note themselves. If not, the case manager should write down their answers. If the returnee is struggling to answer, the case manager can suggest common reintegration factors, such as entering the job market, the state of their finances and how the returnee assesses their economic situation.

Once the sticky notes have been added to the shape, for each economic down time, the case manager asks the following questions:

- Was the challenge overcome? If yes, how and when?
- If yes, who helped to overcome this challenge?

- If no, who should have helped?
- How could this situation have been better managed, in hindsight?

For each economic up time, the case manager asks the following questions:

- Tell us more about the up time. What factors led to this opportunity?
- Who helped you access this opportunity?

Finally, the case manager should ask the returnee about their hopes, plans and aspirations to achieve economic success in the future.

Following the completion of the W model, the case manager should ask the returnee about which services could help them overcome the challenges they face and who provides these services. If there is a service provider, the case manager should ask how the returnee accesses the available services. If there is no service provider, the case manager should ask who else could provide this service for them.

Subsequently, the case manager should ask the returnee if they are in touch with local organizations, whether they know what services they provide and the reasons for their involvement or otherwise with local organizations. The case manager should also ask if the returnee knows of NGOs that provide support to communities and individuals in the area where they live, what they do and whether the returnee could benefit from that support. Finally, the case manager asks the returnee to describe their relation to employers and business owners (if any) and whether there is anything they could do to support the returnee.

These questions on service provision serve two different purposes, as they enable the case manager:

- To encourage the returnee to engage with all available providers (public, private, CSOs, NGOs, others) of relevant services and to address any potential barriers the returnee might face in accessing them;
- To identify additional providers of services of which the organization managing the reintegration process in the country of origin may not be aware of, and which are not included in the organization's referral system. Thus, the on-the-ground information provided by returnees about providers of services and assistance and modalities of access can be very valuable for updating and maintaining the organization's referral system (*see section 4.1.3 for more information on the establishment of referral systems*). This information can be used both to add new providers to the referral system and to delete or modify the parameters of providers that have stopped their services or changed their enrolment and support process.

Following the interview, the case manager will take a picture of the completed W model for documentation, follow-ups and monitoring.

While the previously outlined interview process primarily serves to support the post-return counselling and reintegration planning, the W model can also be used as a tool both to identify adequate complementary approaches during the implementation of the reintegration plan and to support the evaluation of the effectiveness of different reintegration measures following the implementation of reintegration plans. In order to be used as a programming and project development tool, the W model should be used at least twice during the reintegration process of each returnee, the first time during the post-return counselling and reintegration planning, and subsequently during or following the implementation of the reintegration plan.

# USEFUL RESOURCES

International Organization for Migration (IOM)

2014 [Returning with a health condition: A toolkit for counselling migrants with health concerns](#). Geneva.

2015 [Preparing for Return](#). Geneva.

World Bank Group

2016 [Livelihood Interventions as Psychosocial Interventions](#). Video, World bank online Campus. This is part of a series that introduces why and how livelihood initiatives can be designed to appropriately and ethically respond to psychosocial and mental health needs so that populations affected by trauma and economic hardship can take full advantage of the opportunities such development programmes offer.

World Health Organization (WHO), World Trauma Foundation (WTF), World Vision International (WVI)

2011 [Psychological First Aid](#). Geneva. Provides a detailed description of Psychological First Aid.

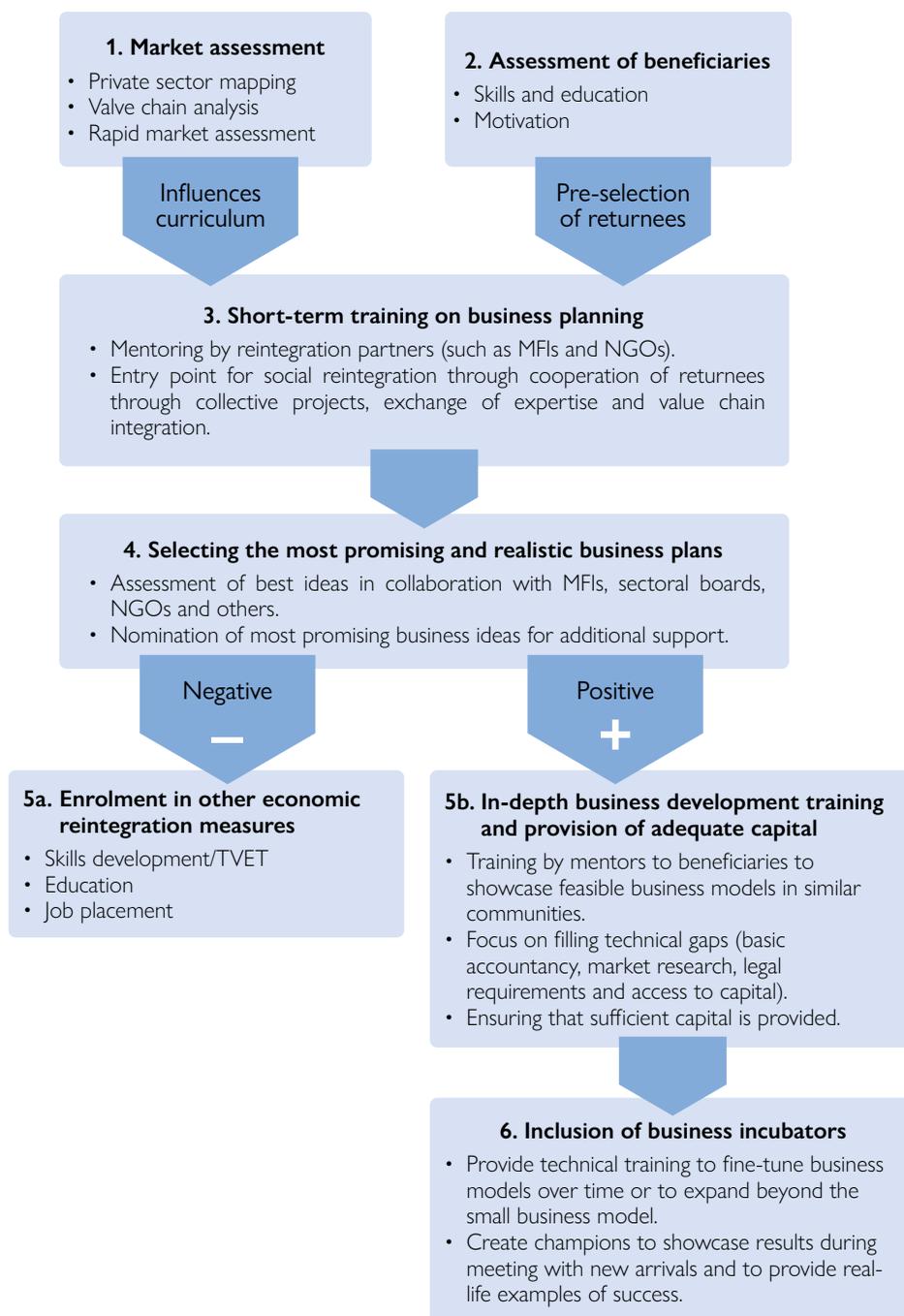
A webinar about *Psychological First Aid* is also available at: <https://app.mhpss.net/event/webinar-psychological-first-aid-pfa-between-evidence-and-practice/>. (To access, please register first on MHPSS.net)

## Annex 2: Business Development Support step by step

(See section 2.4.3)

The following sections provides further step-by-step information on providing Business Development Support (BDS), as an example initially presented in section 2.4.3.

**Figure 2.5: Integrated selection, training and upscaling process for business development support**



## Step 2: Preselecting BDS applicants based on entrepreneurship potential and prerequisites<sup>58</sup>

Entrepreneurship can be a viable economic reintegration option for returnees who meet the following criteria:

- **Genuine commitment to the business approach.** Some returnees may opt for a business support option simply because of the comparatively short duration of the business start-up option when compared to the offered alternatives.
- **Capacity and skills of the returnee to run their own business.** Starting and maintaining a successful business is difficult and not suited for everyone. Not all returnees will be successful entrepreneurs and instead should be considered for other economic interventions. Building on the results of the preceding skills assessment (*section 2.2.4*), an appraisal of whether the returnee's numerical, literacy, cross-cutting and other relevant skills as required by their initial business idea are at a sufficient level to make them suitable for the business development support track.
  - First, developing a fully-fledged business plan and running a sustainable business generally requires skills for financial planning and basic accounting. While some of these basic skills can be learned in the generally short time frame of the training on business planning (Step 3), a numerically illiterate middle-aged returnee is unlikely to learn sufficient accounting skills for running a successful business. As such, returnees should already have a basic set of skills that can form the basis for them to learn how to successfully start a business.
  - Second, for many initial business plans, the returnee will require a specific set of skills. For instance, an applicant with a business plan for an electronic repair shop should have knowledge of electronics and previous work experience in repairing electronic appliances. When assessing the eligibility of beneficiaries for the BDS track, both the cross-cutting skills and capacity of individual applicants should be appraised, as well as skills that would be required to successfully execute the specific business idea.



Not all returnees have the skills and capacity to successfully start their own business. Lacking the skills and acumen for successful entrepreneurship risks not only the failure of the business but can also lead to long-term negative consequences such as debt and loss of social capital in the country of origin. Such risks can be amplified by other factors, for instance in cases where economic reintegration plans do not align with the local economic situation.

## Step 3: Short-term training on business planning

Returnees without prior experience in starting a business are unlikely to be able to create a feasible and market-ready business plan, or to successfully invest in and expand an existing business. While the development of a promising and feasible business plan is the prerequisite for receiving business development support, most returnees who want to establish a business upon return require short-term training on business planning. Essentially, this short-term training on business planning serves four purposes:

1. It provides participants with the skills to elaborate market-oriented business plans and familiarise them with the technical criteria they need to meet for the subsequent business plan selection process (Step 4). The technical training should provide participants with the required financial and business skills as well as

<sup>58</sup> Step 1 is covered in section 2.4.3.

with relevant information on regulations and legislation. A significant obstacle for any new entrepreneur is their lack of familiarity with regulations and procedures upon start-up of their business. Returnee entrepreneurs are particularly disadvantaged in this regard, as they often have little knowledge of relevant national and local regulations and may even have disconnected from locally prevalent social and cultural norms during their time spent abroad.

2. It provides participants with knowledge about local market systems and supply chains. Building on previously conducted market assessments and value chains analyses (*see section 1.4.2*), Business development trainers should provide basic information to participants about sectors and value chains in which they can produce more competitive products or services that are able to generate growth, job creation and poverty reduction. Practical experiences should be provided through group-based mentoring by local partners. Partners should include relevant local actors including microfinance institutions, municipal actors, sectoral associations, employers' organizations and NGOs, depending on their capacity, relevance, availability and willingness to be involved in the BDS track. If the capacity of partners is sufficient, the lead organization should aim to establish local Business Development Councils (BDCs) that provide business support, mentoring and long-term monitoring functions also in the first year(s) of business operation (*see also section on monitoring and evaluation*). Where possible, former BDS participants who have already successfully established a business should be invited to present their experiences about challenges and opportunities they faced in the local market systems, and how they successfully integrated into their respective value chains.
3. It exposes beneficiaries to opportunities for social and economic collaboration with other returnees for the purpose of designing collective, rather than individual, projects. The short-term training can constitute a powerful entry point for participants' socioeconomic reintegration through the fostering of cooperation and collaboration of returnees in the framework of collective business start-ups and projects. Even for applicants whose business plans are subsequently not selected (Step 5b), the collaboration and exchange of experiences made during the initial business planning training fosters valuable social linkages between returnees, BDS partners and former BDS participants which in turn can facilitate their socioeconomic reintegration in the long term.

It develops the final collective or individual business plans in accordance with the programme-specific technical requirements, applicable regulation and business law, and tailored to the local markets and value chains.

### Steps 4 and 5b: Selecting the most promising and realistic business plans

During the short-term training on business plan development, the beneficiaries will have developed their collective or individual business plans. In the next step, an evaluation board identifies the most promising and realistic business plans in order to select the sub-set of applicants who will be eligible to enrol in the in-depth business development training.

To evaluate the feasibility of a business plan within a given economic context, it is recommended that the country office managing the reintegration process in the country of origin creates a selection committee that brings together different representatives, including businesspersons, who review the business plans that are submitted for their viability. The evaluation board will vary by reintegration programme and local context but should ideally comprise staff of the organization managing the reintegration programme, technical level government officials specialized in the relevant field, representatives of microfinance institutions, sectoral associations, employers' organizations and relevant NGO staff. Members of the evaluation board should be appointed based on their practical knowledge of local market systems and value chains as well as their business acumen. (*See section below on Creating Business Advisory Councils.*)

Furthermore, each reintegration programme needs to define the selection criteria for the identification of feasible and promising business plans. The criteria developed for the evaluation of business proposals are a strategic and highly important element of the overall reintegration programme design. While criteria should always be evidence-based, market-oriented and transparent, programme managers can introduce specific evaluation criteria that can tailor the BDS outcomes to the specific reintegration programme's parameters (the resources, capacity and available funding for BDS activities) and to the external socioeconomic environment (the business environment, market systems, conditions for community-based projects and presence of external sources of support). The more the office overseeing the BDS track works at local level, the more it can find incentives for returnees to act collectively while ensuring that collective efforts are tailored to individuals' needs and local markets.

Furthermore, basic technical criteria such as the required template of the final business plan and the format of other selection processes (such as a pitch or a presentation) need to be defined. Ideally, the criteria or template for business plans should be harmonized at country of origin level. However, a business plan should always comprise the following elements:

- Business description, a situation analysis and a set of clearly defined key targets that the applicant intends to reach within years one, two and three of operation;
- Detailed information on the required operational space, labour and key infrastructure, equipment and tools, as well as permit(s) or license(s) required;
- Skills required for running the business;
- Potential customers and market needs;
- Marketing plan, including a pricing strategy and a marketing and promotional strategy;
- Estimated sales per month in years one, two and three;
- Initial capital required and ongoing costs for running the business;
- Sources of capital;
- Risk assessment and adequate mitigation strategy.

Once the country-specific criteria for the selection of business plans have been defined, they need to be communicated clearly and transparently to all returnees applying for the BDS track from the very onset.

The evaluation procedure itself varies both in terms of the country-specific evaluation criteria and in terms of the different composition and expertise of the evaluation boards. While details of business plan requirements can vary by country offices, the evaluators always need to assess whether the plans include a clear understanding of the pertinent market system and value chains, a step-by-step approach to starting the business and a clear strategy of how to address possible challenges or risks. Irrespective of programming features, all business plans furthermore need to be in accordance with applicable business law and regulations as well as relevant social, cultural and religious norms. Also, evaluations should always assess the anticipated impact of the business on the local community and market system to avoid any economic or social disruptions. Evaluators should reward business ideas that credibly plan to generate additional employment in the future. Finally, evaluators should take into account whether business plans make adequate and efficient use of returnees' existing material and non-material assets (such as real estate, motor vehicles, social networks and so forth, if any).

A second general evaluative factor relates to the feasibility of the business plan in the context of available market opportunities and mentoring pathways. While every business plan needs to be feasible in the light of assessed market opportunities ([see section 1.4.2](#)), it is equally important that the lead reintegration

organization and its partners in the country of origin have the capacity to mentor the returnee(s) in the specific field of business.

Upon completion of the selection process, the case manager needs to inform beneficiaries whether or not their business plan applications were selected for the BDS track. For applicants whose business plans were not successful, the case manager needs to readjust the economic reintegration planning and provide counselling support in providing beneficiaries with adequate alternative options, such as vocational training or job placement (Step 5b), or help in improving the business plan with other returnees or partners to submit a stronger plan for the next selection.

### Steps 5a and 6: Provision of in-depth business development support

Beneficiaries whose business plans have been selected require comprehensive training and mentoring to enable them to establish, run and upscale their businesses in a sustainable manner. This requires the provision of targeted support for business start-ups from the very onset – business development training, ensuring continuous learning after the launching of the business, seeking stronger cash flow projections and conducting profit and loss analysis over an extended timeframe. For the duration of the business development training, transportation to the training site and meals should be provided for all training participants. For those persons living very remotely from the training centre, options need to be explored to provide overnight accommodation.

The main goal of the business development training is to strengthen beneficiaries' capacities in developing and managing the future businesses. While the curricula of the training should be adapted in a programme-specific and context-sensitive manner, the training programme should generally comprise the modules and elements provided in Table A.3, below.

**Table A.3: Core modules of in-depth Business Development Training**<sup>59</sup>

Module/Action	Sub-modules/Sub-actions	Context
Entrepreneurship education	<ul style="list-style-type: none"> <li>• Basic accountancy</li> <li>• Basic marketing</li> <li>• Banking and finance</li> <li>• Market research</li> <li>• Productive use of remittances</li> <li>• Budget planning and savings mobilization</li> <li>• Legal requirements (registration, tax reporting, lending contracts, grace periods, and so forth)</li> </ul>	Finding the right position in the market and building a sufficiently large (and diverse) customer base is key for any entrepreneur. Business skills development trainings need to be tailored to the skills and requirements of the target group as well as to the local contexts. Depending on the size of the enrolled beneficiary cohort, different options should be explored with a view to adapting the schedule and level of the modules to the participants' needs and educational backgrounds.

<sup>59</sup> Adapted from IOM's internal document, Migration and entrepreneurship: How to design and implement projects on enterprise development in the migration context (Geneva, 2015).

Short-term TVET/ technical training	<ul style="list-style-type: none"> <li>• Technical training as required by participant for successful business operation</li> </ul>	Some beneficiaries may require specific short-term training or retraining for required technical skills for a certain business. For this purpose, linkages with the skills development and TVET partners should be created to place participants of business development training in short-term skills development measures provided by external providers. A focus should be on filling the technical gaps of participants.
Fostering collective action	<ul style="list-style-type: none"> <li>• Collective business management (teamwork, task sharing, management and administration, trust-building)</li> <li>• Creating linkages between businesses and existing community-based projects</li> </ul>	If the social and economic preconditions for the inception of collective businesses and community-based projects are good, then participants should be incentivized to develop business plans for collective, rather than individual, businesses. This requires specific training to prepare returnees (without prior trust relations) for the challenges of launching and operating a business together. Participants should furthermore learn about opportunities in linking their businesses to existing community-based projects at the local level.
Information on financing instruments, business networks and available support networks and agencies at local level		A common barrier for starting entrepreneurs is the lack of knowledge of available financing instruments, sources of assets and available support networks and agencies. Based on a local-level network analysis, participants should be provided with information on relevant financing instruments, business networks and available support networks and agencies at local level.
Environmental awareness	<ul style="list-style-type: none"> <li>• Information on opportunities for developing businesses in the “green economy”</li> <li>• Environmental impact (basic environmental screening or impact assessments)</li> </ul>	Short modules on environmental awareness, covering opportunities for “green entrepreneurship”, and how to consider the environmental impact of a proposed business (screening assessment or basic environmental impact assessment). The module should be tailored to existing environmental challenges at local level.
Gender sensitivity		Short modules on gender sensitivity, tailored to local sociocultural norms, should be included to promote gender equality and empowerment of women in the framework of businesses and projects.

Mentoring and exchange of experience		Mentors should showcase feasible business models in similar communities, including organizing opportunities for beneficiaries to visit similar businesses in similar communities to exchange knowledge and experiences. Where feasible, visits to trade fairs should be considered.
Finalization of business plans		Fine-tuning the business plan building on the expertise of local actors and tailoring them to opportunities identified in market assessments and value chain analyses.

As noted earlier, business development support should not be understood as a limited one-off training course, but rather as a long-term process of support and mentoring that accompanies the selected business over longer periods time (see *Step 6*). For this purpose, the country office should conduct regular market assessments (see *section 1.4.2*) in order to update the knowledge base, both in order to continuously adapt the curricula of new business training courses and in order to provide advice and mentoring to returnees that already operate functional business. As such, the business start-up process should be part of a learning approach rather than a one-off source of assistance. This long-term support should:

- Provide assistance for adjustments during the first year of business operation, including the provision of additional start-up capital or training as required by the business.
- Support improvements in expanding the business and reaching a wider variety of customers, by linking the business with incubators and investors; providing support in increasing the product range and marketing approach; and facilitating connections to mainstream businesses. Finally, the continuous engagement with the returnee entrepreneurs over the long term also greatly facilitates the overall monitoring and evaluation of the BDS track.

### Facilitating access to assets

A common practical challenge for many returnees wanting to start a business is finding a shop, office space or manufacturing space. To start up an individual or collective business, returnees generally require access to individual or family land, shop, tools and capital. The organization managing the BDS track should support beneficiaries in finding appropriate spaces, taking into account their customer base, the costs, and local rules and regulations. Depending on programming features, this support can either be made through help in finding premises such as office spaces, locations for trade, storage space or plant areas or through the provision of premises within business incubators.

When assessing the assets required by a beneficiary's business plan, the case manager should assist the beneficiary with taking stock of any eventual assets they have accumulated prior to their return. This can include financial, material (such as real estate or motor vehicles purchased in the country of origin either for them or their household) and other assets, such as social assets including social and business networks. Real estate, if not required for housing, could directly be used for the proposed business or be rented for hospitality (bed and breakfasts or Airbnb) or educational purposes (such as training centres). Motor vehicles could be used or leased for commercial and passenger transportation. For channeling assets towards productive usage, returnees should be supported by case managers and relevant stakeholders in the local business mentorship system, such as business associations, businessmen and NGOs. Upon approval of a

business plan, the case manager and partners, together with the beneficiary, should also verify the costs of the goods and services required for implementation and identify the best suppliers.

### Type of financial assistance to be provided

Finally, the Business Advisory Council (*see section below: Creating a Business Advisory Council*) needs to take a final decision on the value, nature and modalities of the assistance to be provided. A common key challenge faced by returnees in various past reintegration business development programmes relates to the inadequacy of the starting capital. In many past reintegration programmes, levels of capital provided were not aligned with the needs of starting up businesses in the national and local context.<sup>60</sup> Ensuring that sufficient capital is provided is critical to the sustainable success of business development efforts. For this reason, funding levels should be adjusted in each context based on local prices. Irrespective of whether the assistance is provided in-kind, cash-based or both, relevant local-level factors affecting overhead costs need to be taken into account. For instance, rent prices and certain services are often more expensive in urban environments when compared to rural settings.<sup>61</sup> Country office staff can review purchasing power parity rates and data on market prices as an initial guidance, but for local-level adaptation, market assessments and value chain analyses should be used to determine differences in business start-up costs.

As regards the nature of the assistance, there are two options, in-kind assistance and cash-based assistance. These two forms of assistance can be used either in an exclusive or a complementary way. Until recently, international organizations have tended to use in-kind grant packages as start-up capital rather than cash-based solutions, that is through the provision of the goods and services needed to implement the beneficiaries' reintegration plans. For example, IOM Iraq maintains a catalogue of standard in-kind grant packages which is organized according to business category, type of business and which is updated over time to reflect changes in the prices and availability of items in the market.<sup>62</sup>

As per the modalities of business-start up support, the crucial differentiators are whether or not the assistance is provided in one tranche or over several occasions, and whether the assistance is provided conditionally or unconditionally. For in-kind assistance, the organization managing the BDS track generally provides assets (machinery, tools, and so on) that are inherently relevant for the business, with little risk of misappropriation by the beneficiary. For cash-based assistance, however, there are tangible risks associated with embezzlement, misuse and anti-social spending. Such issues can be addressed by linking cash transfer to certain conditions. While unconditional cash transfers are direct grants with no conditions or work requirements and no requirement to repay any money and with which people are entitled to use the money however they wish, conditional cash transfers have conditions attached as to how the money is spent, for example for use in a business. An effective approach can be to issue different kinds of cash transfers over several tranches, where the first tranche for BDS is paid unconditionally, a second tranche is issued only after essential assets for the business have been purchased and a third tranche is paid later in the business development process once certain business targets have been attained.

Each country office should define rules and procedures in this regard, in compliance with the organization's procurement rules, the parameters and budgeting rules of the specific reintegration programme and taking into consideration the structural and local context. The choice of providing business start-up capital in cash-

60 Internal evaluation report by Dr Alpaslan Özerdem of University of York, UK on IOM, *Disarmament, Demobilisation and Reintegration Programme* (Geneva, 2006); IOM, *Comparative research on Assisted Voluntary Return and Reintegration* (Geneva, 2006).

61 Internal evaluation report by Dr Alpaslan Özerdem of University of York, UK on IOM, *Disarmament, Demobilisation and Reintegration Programme* (Geneva, 2006).

62 IOM, *Reintegration Effective Approaches* (Geneva, 2015).

based or in-kind assistance is dependent on specific criteria of reintegration programming and influenced by factors at the structural, community and individual levels. Table 9 in section 3.2.2 in the main Handbook provides an overview of the key considerations that should be taken into account when deciding whether to use cash-based or in-kind forms of assistance. If the beneficiary agrees to the assistance plan, the lead organization or its partner(s) should implement the plan in a timely and transparent manner. In instances when the determined support takes the form of in-kind grant packages, the case manager starts the procurement process in compliance with relevant procurement rules.<sup>63</sup> In this case, the organization directly pays the suppliers either by bank transfer or cheque.

### Supplier Diversity: Creating positive community externalities from start-up support

Supplier Diversity encourages the use a wide range of supplier types, starting with SMEs and including diverse and under-represented businesses; small, local and innovative firms, third sector, social enterprises and other types of organizations which include migrant-, women- or minority-owned businesses. On the one hand, by broadening the diversity of their supply base, new businesses can gain access to new ideas, increase competition and widen their candidate pool. On the other, supplier diversity can help regenerate communities, foster socioeconomic interdependencies between host communities and returnees and encourage new entrepreneurs.

Case managers and partner(s) should ask themselves:

- What can be done to support supplier diversity at territory level?
- How can supplier diversity maximize the benefits within the local and host communities?

### Facilitating access to relevant agencies

Depending on the duration of their previous migration experience, their knowledge of local business practices and their existing social and community ties, beneficiaries require different levels of support to access relevant agencies for their business. Building on the referral system and partnership network that the country office has at its disposal in a specific country of origin, the business development support should also serve to support beneficiaries in accessing relevant agencies, such as business associations, standard's bodies (if relevant for the products and services of the envisaged business) and customs' organizations. Depending on the nature and needs of the business and the business support options available in the local context, contacts should be facilitated with:

- Various business sector organizations (employers' associations; producers and traders' associations, trades union organizations; representatives of cooperatives; associations of the self-employed; financial sector associations; territorial employment service managers);
- Standards' bodies, particularly if the creation of regulated goods or services is foreseen in the business plan;
- Women's associations and youth associations as well as associations of other marginalized groups;
- Social and religious organizations, foundations, corporations and other non-profit organizations with social, economic, financial, environmental, cultural or artistic aims;
- Customs' organizations (if services or goods are intended for export or if essential goods need to be imported);

<sup>63</sup> For IOM, the procurement rules are available on [www.iom.int/iom-general-procurement-principles-and-processes](http://www.iom.int/iom-general-procurement-principles-and-processes).

- Research and development centres and technical assistance services, if any;
- Local media, for purposes of coverage, advertisement and marketing.

### Facilitating access to banking and microcredit, and productive use of remittances

One of the most common barriers for business startups is access to finance with reasonable interest rates and conditions. Improving returnee entrepreneurs' access to finance is an important way to improve the success of their enterprises. While section 2.4.4 provides general information about providing beneficiaries with access to banking and microcredit, this section provides an overview of specific approaches to linking entrepreneurs to suitable banking services and financing instruments.

Depending on the reintegration programme's parameters, access to credit and capital for BDS can be provided through internal, external or mixed-ownership microloan programmes, business incubators in local communities and other methods. While some reintegration programmes directly provide financial services within the BDS track, other reintegration programmes rely on external microfinance institutions (MFIs) to provide microcredit and other financial support. Under reintegration microfinance programmes, microcredit generally is provided in the form of small assisted and collateralized loans for start-up businesses in the target group. Collateral is provided by borrowers where available, and in the absence of collateral, business peer guarantee groups should be formed by several borrowers). In the event peer groups are created, they should be closely assisted and monitored by project business advisers in order to prevent collective repayment problems and to moderate any potential intragroup friction.

It is important to note that microcredit is not a solution for all returnees receiving BDS. In some reintegration programmes, microcredit is not provided by the organization managing the reintegration process but by external MFIs. These need to ensure their own economic viability and therefore are generally not willing to offer credit to a returnee without any guarantees or if the returnee lacks knowledge of the local market and demonstrated capacities in the proposed business area. While the two-step selection process and in-depth business development training should provide start-up entrepreneurs who underwent the BDS track with all the relevant knowledge and skills, the absence of collateral can still make access to microcredit difficult. Depending on the specific reintegration programme, the lead organization may be in a position to provide collateral on behalf of the borrower.

As previously outlined, all returnee entrepreneurs should be comprehensively informed about locally available financial service providers such as banks and microfinance institutions during the in-depth business development training. However, support for entrepreneurs with accessing microcredit should be provided diligently and on a case-by-case basis. BDS beneficiaries should only be referred to relevant banking institutions and MFIs for accessing lines of credit after firstly being informed about the various risks associated with taking out a loan at the various stages of the business development process and secondly after verifying whether the entrepreneurs meet basic requirements and have the necessary documentation for accessing a loan ([see section 2.4.5](#) for detailed information on assessing the eligibility of returnees for microcredit).

The expediency of taking out a loan is dependent also on the point of time in the business development process. In some cases, microcredit may be the adequate instrument once the business is running and generating first profits, as it can help increase profits and contribute to long-term stability. Table A.4 provides a schematic overview of the different stages of the business start-up process during which microcredit can be used.

**Table A.4: Business development stages during which microcredit can support business success<sup>64</sup>**

Business development stage	Microcredit usage scenario	Advantages	Challenges
Before business launch	<b>Supplement:</b> A returnee or group of returnees applies for microcredit before the inception of the business in order to deploy a more significant initial capital. The credit may cover a large amount of money and the repayment period is likely to be rather long.	Comprehensive support for the start-up phase is available.	The returnee or group of returnees might not be able to comply with the lending requirements yet (collateral, stable income, running business). Both the returnee or group of returnees and the MFI cannot know whether the start-up will be successful and whether it will enable a stable income allowing repayment of credit. This constitutes an elevated risk, varying in magnitude with the size of the requested loan.
Initial business development (generally during year one)	<b>Working capital:</b> A returnee or group of returnees has funded a business with BDS and all the instalments have been disbursed. The returnee or group of returnees applies for a microcredit to bridge a short period of time, for example to buy a supply of goods for which there is insufficient cash at that moment. The credit amount is likely to be comparatively low and the repayment period shorter.	If the business is running well, the returnee or group of returnees can prove the capacity to repay. As the amount is likely to be small, there is a good chance of receiving the credit.  Counselling or offered training sessions might provide new ideas and help to optimize the management of the business. The risk is low if the returnee or group of returnees receives good counselling.	If the reason for the lack of liquidity is that the business is not profitable or struggling, the credit might aggravate the situation. Good counselling and business assessments are thus important.

<sup>64</sup> Adapted from: IOM, *Access to Microcredit Opportunities for Returned Migrants during and beyond IOM Support: A Study on Microcredit in the AVRR Context* (Geneva, 2016).

Expansion and growth (generally after year one)	<p><b>Additional investment:</b> A returnee or group of returnees has funded a business with the reintegration grant and all instalments have been disbursed. The microcredit is requested to expand the business and there is a need for additional funds to be invested. The credit is likely to be a larger amount of money and the repayment period may be rather long.</p>	<p>If the business is running well, the returnee or group of returnees can demonstrate the capacity to repay.</p> <p>Counselling or available training sessions might give new ideas and help to optimize the management of the business. The risk is low if the returnee or group group of returnees receives good counselling.</p>	If a larger amount is needed, it is possible that collateral requirements are high.
---	---	--	---

All returnee entrepreneurs should be taught about productive ways to invest any remittances they may receive from relatives or friends abroad during the in-depth business development training (see [Table A.3](#)). Training on the entrepreneurial use of remittances should also target the household level, as other family members may be the recipients and *de facto* managers of remittances. Targeting the close relatives of the entrepreneurs is essential in the development of their financial management skills and savings practices, and to avoid imprudent spending behaviour by other family members that could risk the success of the business. For effective targeting, the training should be integrated in general financial literacy training modules which are usually implemented in community-based organizations. Further information on remittance-linked financial education and investment initiatives is provided in section 2.4.5.

### Creating a Business Advisory Council

Partnerships can play a strategically important role in different phases of the BDS track, from support for initial market assessments, expertise on the selection of promising business plans, the provision of training and mentoring, up to incubation and upscaling for successful businesses.

In order to harness the expertise of the private sector, the lead reintegration organization should aim to create Business Advisory Councils (BAC) at local level that can provide support for different activities within and beyond the BDS track. Building on a stakeholder mapping, the lead reintegration organization should engage with pertinent local partners, including Chambers of Commerce, employers' organizations, local and national business associations, diaspora businessmen, sectoral associations and representatives of microfinance institutions and CSOs, in order to establish multi-stakeholder BACs that can support the design, implementation and evaluation of BDS.

In order to incentivize private and non-governmental stakeholders to join the BACs, the lead reintegration organization should engage with the national ministries in charge of the finance, labour and innovation portfolios to explore options for setting up an incentive scheme that provides members of the BACs with financial and reputational incentives to support the BDS track. Relevant forms of organization can include Memorandums of Understanding (MoUs) or inter-agency agreements between the lead reintegration organization and relevant line ministries and agencies. BACs should be incentivized to support different stages of the BDS track:

- **Support for initial market assessments.** When conducting market assessments or Value Chain Analyses, the lead reintegration organization (or the external partner to which the research has been outsourced) requires the expertise of local business associations, sectoral associations, CSOs and other stakeholder groups to provide essential data on local market and sectoral dynamics. All market assessments categorically rely on primary data, making local expertise essential for comprehensive and accurate findings. If local experts are already organized in a BAC, it strongly facilitates the periodic engagements required for regular market assessments when compared to a renewed outreach to individual stakeholders every time a market assessment needs to be conducted.
- **Evaluation and selection of promising business plans.** BAC members should be part of the selection or evaluation board that identify promising business plans for reintegration beneficiaries. The evaluation board will vary by reintegration programme and local context, but should comprise representatives of microfinance institutions, business associations, employers' organizations and relevant NGO staff. Members of the evaluation board should be appointed based on their practical knowledge of local market systems and value chains as well as their business acumen.
- **Training and mentoring.** BAC members such as business associations, representatives of microfinances institutions and employers' organizations, can provide mentoring and coaching on all relevant aspects of entrepreneurship, including on taxation, administrative and bureaucratic procedures, managing workers and marketing. Their expert knowledge of local markets can be an important asset for ensuring that business training takes into account specific aspects of local market systems, including competitiveness issues and demand and supply dynamics at local level.
- **Selection of suitable vendors.** As BAC members are inter alia selected on the basis of their knowledge of local market systems and value chains, they can provide support to the lead reintegration organization in identifying and selecting suitable vendors for purchasing assets and products for business start-ups. Where feasible, the lead reintegration organization should provide small business support through officially registered or state recognized vendors. BAC members can support the reintegration organization in creating and regularly updating an inventory of existing vendors in each country of origin.

**Incubation and up-scaling for successful businesses.** As outlined in Step 6, the lead reintegration organization should explore options to provide financial, organizational and logistical support to the most successful business start-ups after a period of operation. BAC members can directly support the creation of business incubators that provide additional investments and a range of business-related resources and services (such as shared cheap office spaces and shared administrative services) to selected business. Options should also aim to involve diaspora businessmen in these incubators, by firstly providing investment opportunities for business expansion and secondly, facilitating the transnational exchange of expertise, services and goods for successful businesses by leveraging the existing business networks of diaspora businessmen in the host countries.

## Annex 3: Reintegration plan template

NAME	ID	PLACE OF RETURN (region, city or village)
------	----	--

### 1. SUMMARY OF RETURNEE'S PLAN

ECONOMIC: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

SOCIAL: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

PSYCHOSOCIAL: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

### 2. TYPE OF REINTEGRATION ASSISTANCE TO BE PROVIDED

#### IMMEDIATE ASSISTANCE

- CASH ASSISTANCE
- BASIC NEEDS (FOOD, CLOTHES, AND SO ON)
- ACCOMMODATION
- MEDICAL
- OTHER \_\_\_\_\_

#### LONGER TERM ASSISTANCE

- CASH FOR WORK  
 \_\_\_\_\_  
 \_\_\_\_\_

Does it need a referral? \_\_\_\_\_

#### ECONOMIC

- INCOME-GENERATING ACTIVITY (CREATION OR STRENGTHENING)
- INDIVIDUAL MICROBUSINESS
- COLLECTIVE PROJECT
- COMMUNITY PROJECT
- OTHER \_\_\_\_\_

Does it need a referral? \_\_\_\_\_

If yes, please specify \_\_\_\_\_

JOB PLACEMENT

Does it need a referral? \_\_\_\_\_

VOCATIONAL TRAINING

Does it need a referral? \_\_\_\_\_

SOCIAL

HOUSING SUPPORT

Does it need a referral? \_\_\_\_\_

MEDICAL SUPPORT

RETURNEE

FAMILY

Please specify \_\_\_\_\_

Does it need a referral? \_\_\_\_\_

EDUCATIONAL SUPPORT

Does it need a referral? \_\_\_\_\_

SKILLS DEVELOPMENT

Does it need a referral? \_\_\_\_\_

LEGAL SERVICES

Does it need a referral? \_\_\_\_\_

SOCIAL PROTECTION SCHEMES

Does it need a referral? \_\_\_\_\_

CHILD CARE

Does it need a referral? \_\_\_\_\_

SPECIAL SECURITY MEASURES

---



---

Does it need a referral? \_\_\_\_\_

PSYCHOSOCIAL

INDIVIDUAL AND FAMILY LEVEL ACTIVITIES

---



---

Does it need a referral? \_\_\_\_\_

COMMUNITY LEVEL ACTIVITIES

---



---

Does it need a referral? \_\_\_\_\_

OTHER (PLEASE DETAIL):

---



---

Does it need a referral? \_\_\_\_\_

**3. INDICATIVE LIST OF THE GOODS, EQUIPMENT AND SERVICES TO BE PURCHASED WITH THE REINTEGRATION GRANT AND CORRESPONDING ESTIMATED VALUE**

GOODS, EQUIPMENT, SERVICES	ESTIMATED COST
.....	
.....	
.....	
TOTAL	

**4. LIST OF REFERRALS TO BE MADE**

AGENCY	ASSISTANCE TO BE PROVIDED
.....	
.....	

**5. EXPECTED IMPROVEMENT OF THE RETURNEE'S PSYCHOLOGICAL, SOCIAL AND ECONOMIC WELL-BEING AFTER THE ASSISTANCE IS PROVIDED**

BASELINE REINTEGRATION SCORE

Economic:

Social:

Psychosocial:

Composite:

**6. IN THE EVENT THAT THE PROJECT IS ENVISAGED AT COMMUNITY LEVEL (SUCH AS A GROUP OF RETURNEES AND LOCAL COMMUNITY MEMBERS), INDICATE THE NAME OF EACH RETURNEE AND COMMUNITY MEMBER INVOLVED AND, IF ALREADY DEFINED, THEIR RESPECTIVE ROLES IN THE PROJECT**

NAME	ROLE
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

DONE ON [DATE] IN [LOCATION]: \_\_\_\_\_

APPROVED BY [RETURNEE'S NAME AND SIGNATURE]:  
\_\_\_\_\_

APPROVED BY STAFF OR REFERRAL PARTNER'S NAME AND SIGNATURE:  
\_\_\_\_\_

## Annex 4: Monitoring and Evaluation tools

### A. Summary of Common Data Collection Methods

**Instructions:** This document provides an overview of the different common data collection methods and shows both the advantages and limitations of each. Before conducting an evaluation, a close review of the document is recommended to consider the type and specific framework for the evaluation.

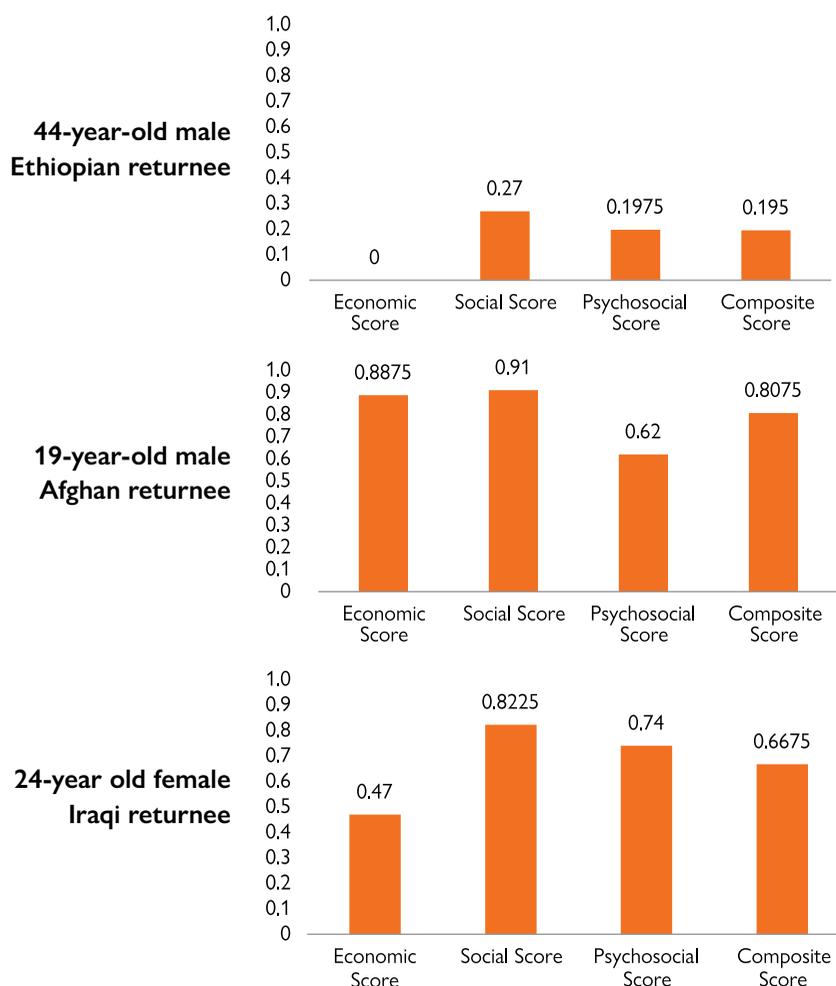
Method	Description	Advantages	Limitations
Desk review of existing reports and documents	Existing documentation, including quantitative and qualitative information about the project and its outputs and outcomes, such as documentation from capacity development activities, donor reports, digital records and other evidence.	The information exists and is accessible at a low cost.	<p>May be time-consuming to put together and analyse.</p> <p>Evidence can be difficult to codify and analyse.</p> <p>Difficult to verify reliability and validity of data.</p>
Questionnaires	Provide a standardized approach to obtaining information on a wide range of topics from a large number or diversity of stakeholders (usually employing sampling techniques) to obtain information on their attitudes, beliefs, opinions, perceptions, level of satisfaction, and so forth, concerning the operations, inputs, outputs and contextual factors of a project.	<p>Good for quickly gathering descriptive data on a wide range of topics at a relatively low cost.</p> <p>May be easier to analyse.</p>	<p>May lead to bias, such as social desirability bias.</p> <p>May provide a general picture but may lack depth.</p> <p>May provide information out of context.</p> <p>Data may be subject to sampling bias.</p> <p>For online surveys, the number of respondents may not be controlled.</p>
In-depth interviews	Solicit person-to-person responses to questions designed to obtain in-depth information about a person's impressions or experiences, or to learn more about his or her answers to questionnaires or surveys.	Facilitates fuller coverage, range and depth of information on a topic.	<p>Can be difficult to analyse.</p> <p>Potential for interviewer to bias against participant's responses.</p>

Method	Description	Advantages	Limitations
On-site observation	Entails use of observation form to record accurate information on site about how a project operates.	Can see operations of a project as they occur.  Can adapt to events as they occur.	Can be difficult to interpret observed behaviours.  Subject to site selection bias.
Focus groups	Small group (6 to 12 people) discussion to explore stakeholder opinions and judgements towards an activity, process, project or policy. They can also be used to collect in-depth information on the needs, motivations, intentions and experiences of the group.	Useful to obtain in-depth qualitative information.	Requires qualified facilitator.  Can be difficult to analyse and interpret.  Subject to facilitator bias.
Key informants	Qualitative in-depth interviews, often one-on-one, with a wide range of stakeholders who have first-hand knowledge about the initiative's operations and context. These community experts can provide particular knowledge and understanding of problems and recommend solutions.	Can provide insight on the nature of problems and recommend solutions.  Can provide different perspectives on a single issue or on several issues.	Subject to sampling bias.  Must have some means to verify or corroborate information.
Case studies	Involves comprehensive examination of cases to obtain in-depth information with the goal to fully understand the operational dynamics, activities, outputs, outcomes and interactions of a development project.	Useful to fully explore factors that contribute to outputs and outcomes.	Requires considerable time and resources not usually available for commissioned evaluations.  Can be difficult to analyse and not necessarily replicable.

## B. IOM Reintegration Sustainability Survey

This form is designed to determine to what extent the reintegration process of a migrant has been sustainable, that is to what extent a condition has been achieved “where returnees have reached a level of economic self-sufficiency, social stability within their community and psychosocial well-being that enables them to cope with (re)migration drivers”.<sup>65</sup> Aiming to cover all aspects of this definition of sustainability, the questions below cover the three different dimensions of reintegration: economic, social and psychosocial. Without prejudice to the importance of the assistance provided by IOM through AVR/R/ PARA programmes, the main focus is not to assess the satisfaction of the migrant with IOM’s assistance throughout the reintegration process, but to evaluate to what extent the migrant’s reintegration has been sustainable.

The survey, which has been kept as short as possible, enables IOM staff to generate a composite (overall) reintegration score, as well as separate scores for the sustainability of reintegration in the economic, social and psychosocial dimensions. The example below of three respondents from IOM’s MEASURE project illustrates how reintegration experiences vary widely. The scoring system presents an opportunity to understand individual reintegration needs with a new level of insight.

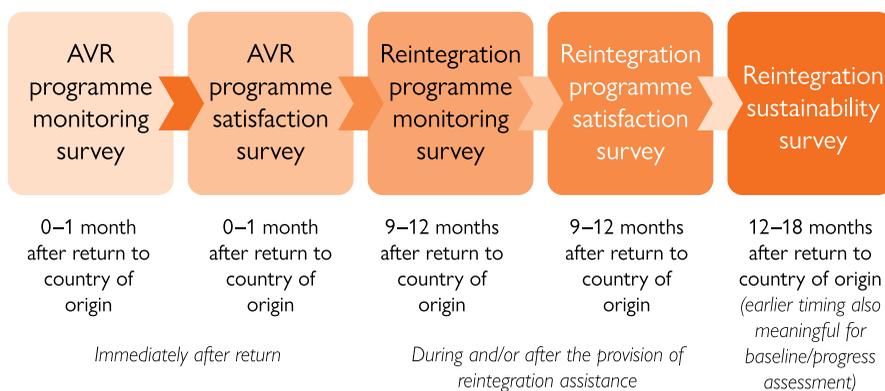


65 For IOM definition of sustainable reintegration, see [Towards an Integrated Approach to Reintegration in the Context of Return](#) (IOM, 2017).

On an individual level, these scores can be easily visualized similarly to the displays above. These images show the programmatic value of having individual dimensional scores: for example, while the 44-year old Ethiopian returnee needs significant assistance across all dimensions, the scores show that he is particularly vulnerable in the economic dimension. Similarly, while the 19-year old Afghan returnee is very well reintegrated overall, interventions should primarily focus on his psychosocial needs. Finally, the 24-year old Iraqi returnee appears to be better reintegrated in the social and psychosocial dimensions but requires a more intensive approach to her economic reintegration.

The scoring system, as well as interpretation of resulting scores, is further explained in a methodological note on scoring reintegration sustainability. For a copy of the methodological note, please contact: [MPAHQTeam@iom.int](mailto:MPAHQTeam@iom.int). The methodological note also offers further guidance on the use of the survey, such as timing. IOM staff are advised to familiarize themselves with the methodological note before proceeding to study the survey itself as outlined below.

This form should be completed by staff during a structured interview with the returnee. The survey can serve as a baseline and progress assessment before and during the period of reintegration assistance and for final evaluation of returnee sustainability after the provision of reintegration assistance was concluded, as outlined below:



It is recommended that this survey is administered in person by a staff member who is or was not directly responsible for the provision of reintegration assistance to the beneficiary. This increases the likelihood that respondents will express their feelings without hesitation, avoiding what is termed “social desirability bias.”

This document offers a closer look at the indicators and questions used, guiding staff through the exact interpretation of each indicator. Page 2 contains the survey protocol, Pages 3–9 contain the survey template, annotated to facilitate understanding of the indicators.

## SURVEY PROTOCOL

The survey should be conducted in a private space where returnees may feel comfortable reflecting on their experience and answering potentially sensitive questions. They should never be forced to answer any question and have the right to interrupt the interview at any time.

Protocol:

1. Prior to meeting, the staff member completes **Profile** and **Section 1** of the survey. Information should be verified with the beneficiary, and any outstanding questions from these sections answered. Categories “selected” in Section 1 determine the composition of the survey questionnaire later administered to each returnee. (Staff only ask questions in sections “selected” in Section 1.)
2. Interviewer reads **prompt** to beneficiary and seeks their **consent**.<sup>66</sup> If obtained, interviewer proceeds to **Section 2**.
3. For all questions: Interviewer reads **questions** out loud.
4. Interviewer observes **instructions** below each question:

“**prompt**” indicates that the interviewer **should read** answer options, and allow respondent to select the most appropriate.

“**do not prompt**” indicates that the interviewer **should not read** a list of possible answers to the respondent. Instead, interviewer should listen to the respondent’s free response, and select answer(s) closest to their own words.

“**select one**” indicates that the question can only have **one** answer.

“**select all applicable**” indicates that the question can have **multiple** answers.

5. Interviewer records answers and notes.
6. If selected answers refer to follow-up questions (such as in Question no. 9), Interviewer proceeds to follow up question (marked by question number in brackets, for instance “(10)”).

**Reintegration sustainability**

**ECONOMIC DIMENSION** Questions 1–10 contain indicators of economic reintegration, which contribute to economic self-sufficiency

	Questions	Answers	Notes
1	How satisfied are you with your current economic situation? (Overall economic situation, self-assessed by respondent)  <b>select one</b> <b>do not prompt</b>	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> OK <input type="checkbox"/> Dissatisfied → please explain <input type="checkbox"/> Very Dissatisfied → please explain <input type="checkbox"/> I don't wish to answer	For staff needs, and follow-up explanations. Anything in this column is not used for score calculation, but could be useful for case management purposes.

1. Read question

2. Follow instructions (In this particular question, do not read answers out loud.)

3. Listen to returnee

4. Tick answer(s) (In this particular question, select only one answer.)

5. Write down follow up information, where requested with a →... symbol, or other notes important for case management

<sup>66</sup> When conducted in person, consent should be written. When interview conducted by phone, explicit, beneficiary should be asked to give explicit, informed consent verbally.

## REINTEGRATION SUSTAINABILITY SURVEY

For use during and after reintegration assistance provision <sup>67</sup>

Timing of the Reintegration Sustainability Survey is at the discretion of the reintegration programme.

Profile (to be completed by staff prior to interview)

Name: Case ID: Date of return: Date of birth: Age at time of return: Sex: <input type="checkbox"/> male <input type="checkbox"/> female Country from which return took place: Length of absence from country of origin _____ (years) Situation of vulnerability: <input type="checkbox"/> yes <input type="checkbox"/> no If yes, please specify _____	Country to which return took place: Address in country: Province/governorate: Community (if mapped): Community of return same as community of origin? <input type="checkbox"/> yes <input type="checkbox"/> no Date of interview: ___/___/20___ Interview location: <input type="checkbox"/> at IOM office <input type="checkbox"/> phone call <input type="checkbox"/> on site (place of work, migrant's home, etc.)
--	---

The list of profile information to be collected contains variables essential for the purposes of case management and understanding of a migrant's reintegration experience. It is recommended that members of staff collect and verify this information prior to beginning the reintegration sustainability survey.

### Interviewer prompt:

If you agree, I would like to ask for about 40 minutes of your time to answer some questions about your experience after returning to your country. Your responses will help IOM understand the situation of men and women like you who were supported through reintegration programmes. Your responses are important and will help us all improve our assistance for those who return in the future.

This is not a test, there are no right or wrong answers. You are not obliged to answer any question and you can stop at any moment you want to. If you feel uncomfortable answering any of these questions, please let me know so that we can stop. Your responses will be confidential. They will not influence our future cooperation. Thank you for your time.

If I have your permission, can we proceed?

Returnees should never be forced to answer any question, and have the right to interrupt the interview at any time. In such cases, their answers should be discarded entirely, as reintegration sustainability can only be assessed if the survey is answered in full.

<sup>67</sup> This survey can be taken repeatedly to show progress in reintegration sustainability following migrants' return. Please refer to methodological note for further information.

Reintegration sustainability			
<b>ECONOMIC DIMENSION</b> Questions 1–10 contain indicators of economic reintegration, which contribute to economic self-sufficiency			
	Questions	Answers	Notes
1	How satisfied are you with your current economic situation? (Overall economic situation, self-assessed by respondent)  <b>select one</b> <b>do not prompt</b>	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> OK <input type="checkbox"/> Dissatisfied → please explain <input type="checkbox"/> Very Dissatisfied → please explain <input type="checkbox"/> I don't wish to answer	For staff needs, and follow-up explanations. Anything in this column is not used for score calculation, but could be useful for case management purposes.
2	Since you returned, how often have you had to reduce the quantity or quality of food you eat because of its cost? (Food rationing as a cost-reduction strategy is a strong indicator of an unstable economic situation.)  <b>select one</b> <b>do not prompt</b>	<input type="checkbox"/> Very often <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never <input type="checkbox"/> I don't wish to answer	Given that this indicator is cross-sectional (has implications also for social and psychosocial dimensions of reintegration), it is weighted more heavily in the scoring system to reflect its overall importance in determining sustainability of reintegration. More information is available in the methodological note.
3	Are you able to borrow money if you need to? (Perceived availability of credit, regardless of source – bank, family, friends, traditional loans system, microcredit – and regardless of whether respondent is effectively taking out loans or not.)  <b>select one</b> <b>do not prompt</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know <input type="checkbox"/> I don't wish to answer	
4	Do you borrow money? How frequently? (Behaviour self-reported by respondent, regardless of source of credit and amount – even very small amounts count)  <b>select one</b> <b>do not prompt</b>	<input type="checkbox"/> Very often <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never (I don't borrow money) <input type="checkbox"/> I don't wish to answer	

	Questions	Answers	Notes
5	<p>On average, which amount is bigger: your spending every month, or your debt? (The comparison allows us to see whether respondent is able to cover their monthly expenses from earnings, or supplements basic life needs with loans, a much less sustainable behaviour.)</p> <p><b>select one</b> <b>do not prompt</b></p>	<input type="checkbox"/> I don't have debt <input type="checkbox"/> Debt is larger <input type="checkbox"/> Spending is larger <input type="checkbox"/> I don't wish to answer <input type="checkbox"/> N/A	
6	<p>How would you rate your access to opportunities (employment and training)? (Perceived, personal ability to reach and get opportunities for income generation – jobs, courses for skills enhancement and so on.)</p> <p><b>select one</b> <b>do not prompt</b></p>	<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Very poor <input type="checkbox"/> I don't know	
7	<p>Do you currently work? (Either employment or self-employment, formal or informal. If respondent currently in unpaid training or attending school, select "N/A".)</p> <p><b>select one</b> <b>do not prompt</b></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't wish to answer <input type="checkbox"/> N/A	
8	<p>Do you own any of the following productive assets? (Productive assets create a potential basis for an income-generating activity. As categories will differ based on context, it is suggested that interviewers consider the potential of assets in local economies and adapt answers accordingly. For scoring purposes, it is only necessary to know if respondent does (yes) or does not (no) own a productive asset of any kind. However, knowing which particular asset a returnee owns will support the case for management and reintegration counselling.)</p> <p><b>select all applicable</b> <b>prompt</b></p>	<input type="checkbox"/> Land <input type="checkbox"/> Animals <input type="checkbox"/> Trees (fruits, nuts) <input type="checkbox"/> Buildings and Structures <input type="checkbox"/> Vehicles <input type="checkbox"/> Equipment and Tools <input type="checkbox"/> Other - please explain → ..... <input type="checkbox"/> No <input type="checkbox"/> I don't wish to answer	

	Questions	Answers	Notes
9	<p>Are you currently looking for a job? (Regardless of currently working or not. A respondent might be employed but unhappy with their current pay and conditions and so forth, and searching for alternative opportunities.)</p> <p><b>select one</b> <b>do not prompt</b></p>	<p><input type="checkbox"/> Yes (please continue to Q10)</p> <p><input type="checkbox"/> No (please continue to Q11)</p> <p><input type="checkbox"/> I don't wish to answer (Q11)</p>	<p>If respondent indicates YES as an answer, please do include Q10. If respondent indicates NO or I DON'T WISH TO ANSWER, please skip Q10, and continue to Q11.</p>
10	<p>Why are you looking for a new job?</p> <p><b>only if "yes" selected above</b> <b>select all applicable</b> <b>prompt</b></p>	<p><input type="checkbox"/> Unemployed</p> <p><input type="checkbox"/> Unhappy with work at current job</p> <p><input type="checkbox"/> Unhappy with work conditions (location, working hours and so on)</p> <p><input type="checkbox"/> Unhappy with salary at current job</p> <p><input type="checkbox"/> Other - please explain →.....</p>	
<p><b>SOCIAL DIMENSION</b> Questions 11–21 contain indicators of social reintegration, reflecting the extent to which returnees have reached social stability within their community, including access to services relating to housing, education, justice, health and other public infrastructure services.</p>			
11	<p>How would you rate your access to housing in your community? (Self-assessed ability to find, change and afford housing)</p> <p><b>select one</b> <b>do not prompt</b></p>	<p><input type="checkbox"/> Very good</p> <p><input type="checkbox"/> Good</p> <p><input type="checkbox"/> Fair</p> <p><input type="checkbox"/> Poor</p> <p><input type="checkbox"/> Very poor</p> <p><input type="checkbox"/> I don't know</p> <p><input type="checkbox"/> I don't wish to answer</p>	
12	<p>How would you rate the standard of housing you live in today? (Self-assessment of standard of housing – safety, cleanliness, size, neighbourhood and other conditions.)</p> <p><b>select one</b> <b>prompt if needed</b></p>	<p><input type="checkbox"/> Very good</p> <p><input type="checkbox"/> Good</p> <p><input type="checkbox"/> Average</p> <p><input type="checkbox"/> Poor</p> <p><input type="checkbox"/> Very poor</p> <p><input type="checkbox"/> I don't wish to answer</p>	

	Questions	Answers	Notes
13	<p>How would you rate the access to education in your community? (Self-assessed ability to take part in educational activities, programmes, courses, and so on)</p> <p><b>select one</b> <b>do not prompt</b></p>	<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Very poor <input type="checkbox"/> I don't know <input type="checkbox"/> I don't wish to answer	
14	<p>Are all school-aged children in your household currently attending school? (This includes children to whom respondent is a parent or guardian, as well as other children in respondents' household.)</p> <p><b>select one</b> <b>do not prompt</b></p>	<input type="checkbox"/> Yes (also select if no children in home) <input type="checkbox"/> No - some but not all → please explain <input type="checkbox"/> None → please explain <input type="checkbox"/> I don't wish to answer	
15	<p>How would you rate the access to justice and law enforcement in your community? (Self-assessed ability to use and be protected by services and guarantees provided by courts, police, military, and so on.)</p> <p><b>select one</b> <b>do not prompt</b></p>	<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Very poor <input type="checkbox"/> I don't know <input type="checkbox"/> I don't wish to answer	
16	<p>Do you have at least one identification document? (Passport, national or local identification document, birth certificate – adjust specifics based on local context.)</p> <p><b>select one</b> <b>do not prompt</b></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know <input type="checkbox"/> I don't wish to answer	
17	<p>How would you rate the access to documentation (personal ID, birth certificates and so on) in your community? (Self-assessed ability to request and receive personal documents issued by the State.)</p> <p><b>select one</b> <b>do not prompt</b></p>	<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Very poor <input type="checkbox"/> I don't know <input type="checkbox"/> I don't wish to answer	

	Questions	Answers	Notes
18	<p>How would you rate the access to safe drinking water in your community? (Self-assessed ability to access and use water which is suitable for drinking and hygiene.)</p> <p><b>select one</b> <b>do not prompt</b></p>	<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Very poor <input type="checkbox"/> I don't know <input type="checkbox"/> I don't wish to answer	
19	<p>How would you rate the access to health care in your community? (Self-assessed ability to access and use medical services)</p> <p><b>select one</b> <b>do not prompt</b></p>	<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor → ..... please explain <input type="checkbox"/> Very poor → ..... please explain <input type="checkbox"/> I don't wish to answer	<p><i>Please explain why health care is not easily accessible to you:</i></p> <input type="checkbox"/> No health-care facility exists nearby <input type="checkbox"/> It is too expensive <input type="checkbox"/> It is too far <input type="checkbox"/> Other:
20	<p>What is the quality of health care available to you? (Self-perceived standard of care, which respondent is able to obtain for themselves.)</p> <p><b>select one</b> <b>prompt if needed</b></p>	<input type="checkbox"/> Very good <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Bad <input type="checkbox"/> Very bad <input type="checkbox"/> I don't know <input type="checkbox"/> I don't wish to answer	
21	Access to public services overall is generated from average answers to above questions (Q13, 15, 17, 18, 19).		
<p><b>PSYCHOSOCIAL DIMENSION</b> Questions 22–32 contain indicators of psychosocial reintegration, encompassing the emotional and psychological elements of reintegration.</p>			
22	<p>How often are you invited or do you participate in social activities (celebrations, weddings, other events) within your community? (Both invitations and participation matter, showing strength of personal connections to community.)</p> <p><b>select one</b> <b>do not prompt</b></p>	<input type="checkbox"/> Very often <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never <input type="checkbox"/> I don't wish to answer	

	Questions	Answers	Notes
23	<p>How do you feel about your support network? Can you rely on the network's support? (Self-perceived support network which can provide emotional or practical help in time of need, regardless of actual type, size, strength of support.)</p> <p><b>select one</b> <b>do not prompt</b></p>	<input type="checkbox"/> Very good - a very strong network <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Bad <input type="checkbox"/> Very bad - a very weak network <input type="checkbox"/> I don't know <input type="checkbox"/> I don't wish to answer	
24	<p>Do you feel you are part of the community where you currently live? (Personal feeling of belonging.)</p> <p><b>select one</b> <b>do not prompt</b></p>	<input type="checkbox"/> I agree - I feel strongly that I am part of the community <input type="checkbox"/> I somewhat agree <input type="checkbox"/> I don't agree or disagree <input type="checkbox"/> I somewhat disagree <input type="checkbox"/> I strongly disagree - I don't feel part of the community at all <input type="checkbox"/> I don't know <input type="checkbox"/> I don't wish to answer	
25	<p>How physically safe do you feel for yourself and your family during everyday activities outside? (Perceived physical safety from violence and persecution and other forms of insecurity. May be related to belonging to a social group or to the status of returnee alone.)</p> <p><b>select one</b> <b>do not prompt</b></p>	<input type="checkbox"/> I feel very safe all the time <input type="checkbox"/> I feel safe most of the time <input type="checkbox"/> Neutral <input type="checkbox"/> I feel unsafe most of the time <input type="checkbox"/> I feel very unsafe all the time <input type="checkbox"/> I don't wish to answer	<p>Given that this indicator is cross-sectional (has implications also for social and economic dimensions of reintegration), it is weighted more heavily in the scoring system to reflect its overall importance in determining sustainability of reintegration.</p>
26	<p>How frequently have you experienced important tensions or conflicts between you and your family since you returned? (Self-perceived frequency. Every family experiences or is accustomed to a different frequency of conflicts – this question asks about conflicts and tensions that feel subjectively important and disturbing to the returnee, therefore hampering the reintegration process. These tensions could be new or dating prior to return.)</p> <p><b>select one</b> <b>do not prompt</b></p>	<input type="checkbox"/> Very often <input type="checkbox"/> Often <input type="checkbox"/> Sometimes <input type="checkbox"/> Rarely <input type="checkbox"/> Never <input type="checkbox"/> I don't wish to answer	<p>For case management follow up: do you experience more incidents of tension than before your migration experience?</p>

	Questions	Answers	Notes
27	<p>Have you felt discriminated against since your return? (Frequency of a feeling, no need for additional information on specific instances of discrimination.) Definition: discrimination entails inability to enjoy rights and freedoms without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.</p> <p><b>select one</b> <b>do not prompt</b></p>	<input type="checkbox"/> Never <input type="checkbox"/> Only rarely <input type="checkbox"/> Sometimes →..... please explain <input type="checkbox"/> Very often →..... please explain <input type="checkbox"/> I don't wish to answer	Follow up: if yes, please explain.
28	<p>Do you often suffer from any of the following? - Feeling angry - Feeling sad - Feeling afraid - Feeling stressed - Feeling lonely - Feeling low self-worth - Difficulty concentrating (Signs of psychosocial distress, answer should consider frequency of these symptoms.)</p> <p><b>prompt</b> <b>select one</b></p>	<input type="checkbox"/> Never <input type="checkbox"/> Only rarely <input type="checkbox"/> Sometimes →..... please explain <input type="checkbox"/> Very often →..... please explain <input type="checkbox"/> I don't wish to answer	
29	<p>Would you wish to receive specialized psychological support? (Such support may include informal or formal counselling, and other forms of support. Does not refer exclusively to psychological therapy.)</p> <p><b>select one</b> <b>do not prompt</b></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know <input type="checkbox"/> I don't wish to answer	
30	<p>Do you feel that you are able to stay and live in this country? (Focus on ability to stay in country of origin, as opposed to wish, is given by IOM's definition of sustainable reintegration: "Having achieved sustainable reintegration, returnees are able to make further migration decisions a matter of choice, rather than necessity.")</p> <p><b>select one</b> <b>do not prompt</b></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No (please continue to Q32) <input type="checkbox"/> I don't know <input type="checkbox"/> I don't wish to answer	Given that this indicator is cross-sectional (has implications also for social and economic dimensions of reintegration), it is weighted more heavily in the scoring system to reflect its overall importance in determining sustainability of reintegration.

	Questions	Answers	Notes
31	<p>What is it that makes you feel that way? (Important distinction between the need and the wish to leave – reflecting the respondent’s ability to deal with remigration drivers in country of origin. If respondent indicates both wish and need to leave, please select primary reason. For example, if a respondent has been struggling to find employment, is unable to cover their basic needs, and also misses their girlfriend in Belgium select “need” – since inability to establish sustainable living is the primary underlining reason for wanting to leave.)</p> <p><b>only if “no” answered above select one do not prompt</b></p>	<p><input type="checkbox"/> I miss my friends/family members elsewhere; cultural factors; wish to continue studies abroad (WISH TO LEAVE)</p> <p><input type="checkbox"/> Lack of jobs; lack of security; low earnings; lack of essential services; family pressure (FEEL THE NEED TO LEAVE)</p>	
32	<p>Who are the people and organizations that support you in this community?</p> <p><b>select all applicable do not prompt initially</b></p>	<p><input type="checkbox"/> Family</p> <p><input type="checkbox"/> Friends</p> <p><input type="checkbox"/> Religious organizations and leaders</p> <p><input type="checkbox"/> Community leaders</p> <p><input type="checkbox"/> Work colleagues</p> <p><input type="checkbox"/> IOM</p> <p><input type="checkbox"/> NGOs</p> <p><input type="checkbox"/> Other returnees</p> <p><input type="checkbox"/> Other - please explain →.....</p> <p><input type="checkbox"/> No one</p>	

## C. Evaluation ToR template

### TITLE [MIDTERM/FINAL/OTHER EVALUATION FOR “PROJECT”]

**Commissioned by:** Specify who is commissioning the evaluation report.

#### **Evaluation context**

Write a few paragraphs about the context of the evaluation. A few paragraphs about the project(s) that is to be evaluated and a general description of the relevant political, environmental, social, economic and legal context is usually sufficient.

#### **Evaluation purpose**

In this section, briefly explain why the evaluation is being conducted and why it is being conducted at this time. Specify the intended audience for the evaluation and how the evaluation will be used.

Some examples of audience and purpose are as follows:

- The evaluation is being conducted for use by management, so that they can improve the implementation of an ongoing set of activities, projects or programmes.
- The evaluation is being conducted for use by stakeholders, so that they can assess the relevance and accountability of a project for intended beneficiaries.
- The evaluation is being conducted for use by the project team, so that they can document lessons learned and best practices from a completed set of activities.
- The evaluation is being conducted for use by a donor, so that they can assess value for money for a set of activities that they have funded.
- The evaluation is being conducted for use by senior management, so they can assess organizational effectiveness in implementing a strategy.

It is fairly common for an evaluation to be intended for use by a variety of audiences, such as project management, senior management, stakeholders and donors. If this is the case, briefly describe all of the evaluation’s main intended audiences and uses. Keep in mind the principle of intentionality in evaluations, which means that evaluations should only be undertaken if there is a clear intention to use the evaluation findings (refer to UNEG Norms for Evaluation in the UN system).

#### **Evaluation scope**

Briefly describe what the evaluation will cover and will not cover. This should include the time period to be covered (that is, the intervention period being evaluated, not the period of time available to complete the evaluation), the phases of a project to be covered and the geographical area to be covered. If there is a specific project, state its name. If there are specific exclusions – for example, if a project is being implemented in six provinces but two are inaccessible and will not be included in the evaluation – state them clearly.

Make sure that the evaluation scope is sufficient to achieve the evaluation purpose. For example, if the purpose is to assess value for money, but only the first three months of project implementation are being evaluated, the evaluation is unlikely to be able to achieve its purpose. Similarly, ensure that the scope of the evaluation is feasible within time and resource restraints.

**Evaluation criteria**

Specifically list the evaluation criteria that will form the basis of the evaluation.

**Evaluation questions**

For each of the listed criteria, specify the evaluation questions that the evaluator will answer. Cluster them according to the criteria. These questions should be specifically tailored to the needs of this evaluation.

**Evaluation methodology**

In this section, describe the data collection and analysis methods that will be used to conduct the evaluation. Refer to [Annex 4.A](#) for a description of different data collection and analysis methods. Indicate how the evaluation will address relevant cross-cutting themes of the rights-based approach to programming, gender mainstreaming, environmental sensitivity and sustainability, sustainability of results, principled humanitarian action and mainstreaming protection into crisis response.

Bear in mind that it might be necessary for this section to be more general in nature, pending development of a more detailed methodology following discussions with the selected evaluator or evaluation team. This is particularly the case when the evaluation manager lacks technical expertise and intends to solicit the advice of the evaluator on the most appropriate methodologies for the evaluation.

Finally, state that the evaluation must follow UNEG norms and standards for evaluations, and relevant ethical guidelines.

**Evaluation deliverables**

List the deliverables the evaluator will be responsible for providing. This usually includes an inception report, a presentation outlining the initial findings and a final report.

**Evaluation workplan**

In this section, describe the following:

- The activities to be conducted and the amount of time (how many days, weeks or months) that will be allocated for completing each activity.
- The roles and responsibilities of each member of the evaluation team and of the stakeholders.
- The processes for quality assurance. At a minimum, this should include: (a) the agreement on the final terms of reference between the evaluation manager and the evaluator or evaluation team; (b) review, revision and acceptance of the inception report; (c) review, revision and acceptance of the final report. It is also standard practice to have a management meeting at the beginning of the evaluation process to ensure that the evaluation manager, the evaluator or evaluation team, and stakeholders (if relevant) all share a common understanding of the evaluation process and various roles and responsibilities, as well as to have a debrief and presentation of initial findings following conclusion of the data collection and preliminary analysis. This allows for any obvious oversights, misinterpretations or information gaps to be identified and addressed before the evaluator begins drafting the final report.

This information can be provided either in narrative text or in the table below. If using both the narrative text and the table, review the information carefully to ensure that what is written in the narrative matches with what is written in the table.

Activity	Days	Responsible	Location	Days/Weeks/Months						
				1	2	3	4	5	6	
Insert individual activities to be conducted during the evaluation.	Indicate how many days are needed for each activity.	Specify who is responsible for completing the activity.	Specify where the activity is to be conducted.							
Example: Review project documents and relevant literature.	3	Evaluator	Home based							

### Evaluation budget

Inclusion of this section is at the discretion of the evaluation manager. In some contexts, it is appropriate to simply specify the total budget available for the evaluation or to provide a more detailed budget (such as the amount to be paid upon receipt and acceptance of each deliverable or to specify the amount available for fees, travel, daily subsistence allowance, equipment, data collection and others). In other contexts, it may be preferable to not specify the budget and instead have applicants propose a budget in their applications.

## D. Checklist for Evaluation

**Instructions:** This checklist provides guidance on the different steps to be undertaken during an evaluation and at what stage; confirmation that no crucial step has been forgotten is vital for the evaluation.

Preparation of the Evaluation	
The overall objective and purpose of the evaluation has been defined (analysis of AVRR programme's performance and accountability, exploration of new modalities for implementation and so on).	<input type="checkbox"/>
The focus and scope of the evaluation has been defined (focus is mainly related to evaluation criteria of relevance, effectiveness, cost-benefit, efficiency, outcome, sustainability and long-term impact of the AVRR programme).	<input type="checkbox"/>
A decision has been taken as to whether the evaluation will be carried out by an internal or external evaluator and budget provision guaranteed.	<input type="checkbox"/>
The methods for data collection have been defined (review of existing documents and report, questionnaires, in-depth interviews, on-site evaluation, focus groups, key informants and case studies) in line with the timing and resources available for the evaluation.	<input type="checkbox"/>
<p>The Terms of Reference for the evaluation have been drafted, having considered the following elements below:</p> <ul style="list-style-type: none"> <li>- The Background section summarizes the context of the project that will be evaluated. The expected outcomes and outputs of the projects are stated as they will be one of the main references of the evaluation (to list indicators could be too detailed unless only a few indicators were listed in the initial project document).</li> <li>- The objective(s) of the evaluation specify the 'why do it', the nature of the evaluation to be undertaken and the product it is meant to deliver, the intended audience, the use of the evaluation and the involvement of the stakeholders in the evaluation.</li> <li>- The methodology section covers the approach for data collection and data analyses in a precise manner, ensuring that the choice for the duration as well as the techniques to be applied during the evaluation adequately reflect the available budget (taking into account potentially high costs in the event that a large number of interviews are carried out with returnees in different countries of origin).</li> <li>- The role of the various parties involved in the evaluation (IOM, project partners, beneficiaries and, if included, steering committees) is clearly defined, enabling all parties to know what they are responsible for and what is expected from them, such as providing information on the management of the project, allowing access to project-related documentation and collecting data from the government.</li> <li>- The budget lays out (if possible, in detail) the resources required to conduct the evaluation, including potential consultancy fees and costs of data collection and surveys; the resources in kind (such as transportation or administrative support) which will be made available for the evaluation team, are clearly reflected.</li> <li>- The team composition is described (a single evaluator or a team with different expertise and skills).</li> <li>- Deliverables that will be generated at various stages of the evaluation process (such as work plan, inception report, mid-term report, final report and recommendations) are included.</li> </ul>	<input type="checkbox"/>

<ul style="list-style-type: none"> <li>- The schedule sets out in chronological order the dates by which certain activities have to be completed. This includes a consideration of possible risks that might have an impact on the timing of the evaluation (such as being unable to contact migrants for monitoring purposes upon return).</li> <li>- Relevant cross-cutting aspects, such as gender and human rights are duly considered in the ToRs and in the evaluation as a whole.</li> <li>- Data protection principles are embedded in the evaluation's methodology.</li> <li>- An ethical framework is established for the inclusion of vulnerable groups.</li> <li>- Adherence to UNEG Norms, Standards and Ethical Guidelines for Evaluation and Evaluators.<sup>68</sup></li> </ul>	
<b>Managing and Implementing Evaluations</b>	
<p>The evaluation consultant or team has been selected, based on the following considerations:</p> <ul style="list-style-type: none"> <li>- The evaluator(s) has the appropriate educational background and training for the evaluation (social sciences, specialized training in evaluation, project management, social statistics or statistical research and analysis, specific expertise such as economics or microcredits, all depending on the nature of the evaluation).</li> <li>- The evaluator(s) has sufficient background and experience with AVRR or IOM or UN evaluations in general, and with the different methodologies identified for data collection in particular;</li> <li>- The evaluator(s) has sufficient knowledge about the other areas to be evaluated (for instance AVRR policies and legislation) as well as of the local context (host vs. origin country, social and economic situations, security and stabilization policies) in which the evaluation is taking place.</li> <li>- The evaluator(s) has appropriate oral and written communication skills.</li> <li>- If the evaluator(s) is given access to confidential information, a confidentiality agreement has been signed with them.</li> </ul>	<input type="checkbox"/>
<p>A preparatory workshop has been carried out to discuss relevant aspects of the evaluation, such as clarifying the roles and coordination of the various stakeholders (in particular when adopting participatory approaches).</p>	<input type="checkbox"/>
<p>The project evaluator(s) has been introduced to the AVRR project team and other relevant stakeholders, and is briefed about the nature and objective of the evaluation.</p>	<input type="checkbox"/>
<p>Assistance to the evaluator(s) is provided by the AVRR project team throughout the process of data collection as needed (such as by arranging interviews with migrants and other actors, identifying respondents for questionnaires, organizing site visits to returnees' places of work or meetings).</p>	<input type="checkbox"/>
<p>Follow-up meetings are organized between the reintegration team and the evaluator(s) to monitor the work and provide input, if needed, respecting the independence of the evaluator.</p>	<input type="checkbox"/>
<p>If foreseen in the ToRs, the inception report and/or an interim report is shared with the AVRR project team or Chief of Mission or relevant stakeholders for their inputs.</p>	<input type="checkbox"/>
<p>The final evaluation report responds clearly to the objectives of the evaluation, is logically structured and contains evidence-based findings, conclusions, recommendations and lessons.</p>	<input type="checkbox"/>

<sup>68</sup> See *Norms and Standards for Evaluation* (UNEG, 2016).

The project team is given the opportunity to provide input with regards to the content, structure, and length of the report, keeping in mind the independence of the evaluators regarding the actual findings and recommendations of the report.	<input type="checkbox"/>
A quality review of the final evaluation report is conducted prior to publication, including a revision as to whether the report addresses the objectives of the evaluation, that it has been well prepared and is clearly presented. <sup>69</sup>	<input type="checkbox"/>
A review of the findings and recommendations of the final report takes place in coordination with relevant stakeholders.	<input type="checkbox"/>
A debriefing (such as a workshop or conference) is organized for the donor, the national government, partners and other stakeholders regarding the results of the evaluation as well as possible follow up. The report is equally made available to other offices, Headquarters and partners for future sharing of best practices.	<input type="checkbox"/>
Concrete actions for follow-up on implementation of the recommendations are discussed with the actors for whom the evaluation was conducted.	<input type="checkbox"/>

<sup>69</sup> Quality review checklists for Evaluation ToRs and Evaluation Reports are available at the IOM Evaluation Webpage/technical references.

## Annex 5: Example of complete feasibility grid

Dimensions	Potential approaches	Useful for	Criteria 1: Individual	Criteria 2: Community	Criteria 3: Structural
Economic	Cash-based assistance.	High level of non-productive debt; lack or insufficiency of income-generating activity; acute vulnerabilities; remote locations or where access is limited.	<input type="checkbox"/> The respondent has pressing and immediate vulnerabilities relative to his or her community. <input type="checkbox"/> Providing cash-based assistance would not pose a protection risk to the individual. <input type="checkbox"/> Cash-based assistance will be of sufficient value to enable the returnee to escape their cycle of debt.	<input type="checkbox"/> Other members of the community are receiving cash-based assistance. <input type="checkbox"/> There is low risk of tension between returnees and non-returnees over receipt of cash-based assistance.	<input type="checkbox"/> There is infrastructure to safely deliver cash-based assistance (such as SIM cards).
	Providing non-cash assistance.	High level of non-productive debt; lack or insufficiency of income-generating activity.	<input type="checkbox"/> The respondent has pressing and immediate needs relative to his or her community. <input type="checkbox"/> Providing in-kind aid would not pose a protection risk to the individual.	<input type="checkbox"/> Other members of the community are receiving in-kind assistance. <input type="checkbox"/> There is little tension between returnees and non-returnees over receipt of such assistance.	<input type="checkbox"/> It is safe to purchase specific forms of assistance on behalf of beneficiaries. <input type="checkbox"/> Partners from whom goods are purchased can be relied upon without concerns of corruption or misuse of funds.
	Job placement.	Lack or insufficiency of income-generating activity.	<input type="checkbox"/> The respondent has relevant job skills. <input type="checkbox"/> The respondent is interested in receiving a job placement. <input type="checkbox"/> They have access to job markets and job sites.	<input type="checkbox"/> Employment is high in the area. <input type="checkbox"/> There are employers that are looking to hire. <input type="checkbox"/> There are main industries of employment in the community and nearby areas.	<input type="checkbox"/> There is a job placement scheme in the country that the respondent can participate in.
	Business Development Support.	Lack or insufficiency of income-generating activity.	<input type="checkbox"/> The beneficiary has a genuine commitment to the business approach, and the basic capacity and skills to run a sustainable business. <input type="checkbox"/> The beneficiary has a feasible and market-oriented business plan.	<input type="checkbox"/> The foreseeable impact of the business on the local community and market system is positive or neutral. <input type="checkbox"/> There is a sufficient market for the business to succeed in the community. <input type="checkbox"/> Not many similar businesses already exist. <input type="checkbox"/> The business does not adversely impact the community's natural environment. <sup>70</sup> <input type="checkbox"/> The business does not pose environmental risks for the community (such as unsustainable use of natural resource inputs, waste management, pollution). <input type="checkbox"/> The business may contribute to building the community's resilience to climate change.	<input type="checkbox"/> The legal context allows for the business. <input type="checkbox"/> The business is socio-culturally appropriate. <input type="checkbox"/> The levels of violence and conflict are low enough to allow the business to succeed. <input type="checkbox"/> The business is not subject to environmental risks (such as climate change, poor water supply, land degradation, natural hazards).

<sup>70</sup> Examples of environmental screening questions can be found at the end of each module of the IOM *Project Handbook* (2nd edition, Geneva, 2017). Other simplified screening tools could be useful, such as the World Food Programme's (WFP) [Environmental and Social Screening Tool](#) (Consultation Version) (Rome, 2018). It may be necessary or advisable to engage with or refer to specialist organizations. In some cases, national legislation may require a full Environmental Assessment Impact (EIA) but this is usually only for large-scale projects.

Dimensions	Potential approaches	Useful for	Criteria 1: Individual	Criteria 2: Community	Criteria 3: Structural
Economic	Business start-up grant.	Lack or insufficiency of income-generating activity.	<input type="checkbox"/> The respondent has a realistic business plan. <input type="checkbox"/> The respondent has the skills necessary to achieve the plan. <input type="checkbox"/> They are genuinely interested in starting a business. <input type="checkbox"/> The business leverages existing skill sets of the returnee.	<input type="checkbox"/> There is sufficient market for the business to succeed in the community. <input type="checkbox"/> Not many similar businesses already exist.	<input type="checkbox"/> The legal context allows for the business. <input type="checkbox"/> The levels of violence and conflict are low enough to permit the business to succeed. <input type="checkbox"/> The business is culturally appropriate.
	Vocational training.	Lack or insufficiency of income-generating activity.	<input type="checkbox"/> The respondent lacks relevant job-related skills. The respondent is willing to participate in a training scheme.	<input type="checkbox"/> The vocational training programme links to the available livelihood opportunities in the community.	<input type="checkbox"/> Training schemes are available in the country.
	Scholarship for primary or secondary education.	Lack or insufficiency of income-generating activity.	<input type="checkbox"/> The respondent lacks primary or secondary education. <input type="checkbox"/> They are interested in going to school. <input type="checkbox"/> They have a rough idea of how they plan to use their education after school to gain an income.	<input type="checkbox"/> The community has public or private schools that can accommodate the respondent.	<input type="checkbox"/> More education will lead to better job opportunities. <input type="checkbox"/> There are no cultural or gender barriers facing the respondent.
	Scholarship for tertiary education.	Lack or insufficiency of income-generating activity.	<input type="checkbox"/> The respondent has successfully completed secondary education. <input type="checkbox"/> The respondent is interested in tertiary education. <input type="checkbox"/> The respondent has an idea of how to use their tertiary education after completion.	<input type="checkbox"/> The community has public or private schools that can accommodate the respondent. <input type="checkbox"/> If not, there is a school that is reachable nearby that can provide the education.	<input type="checkbox"/> More education leads to better job opportunities. <input type="checkbox"/> There are no major cultural or gender barriers facing the respondent.
	Consolidating employment and education records.	Lack or insufficiency of income-generating activity.	<input type="checkbox"/> The respondent has documentation from education and employment attained while living abroad.	<input type="checkbox"/> Certificates and degrees from abroad are perceived positively in the community.	<input type="checkbox"/> Review national regulations around certificates and degrees (from abroad) to obtain a job. <input type="checkbox"/> These documents add value to help beneficiaries access adequate or better-paying jobs.
	Financial management training.	High level of non-productive debt.	<input type="checkbox"/> The respondent is interested in receiving financial management training. <input type="checkbox"/> They are available to participate fully in the training.	<input type="checkbox"/> There are financial management and literacy training programmes available in the community.	<input type="checkbox"/> There are financial management and literacy training programmes provided by the government.
	Microsaving.	High level of non-productive debt.	<input type="checkbox"/> The respondent is interested in saving money. <input type="checkbox"/> They lack access to traditional banks and savings and credit unions. <input type="checkbox"/> They have sufficient income to make such an intervention relevant.	<input type="checkbox"/> Microsaving programmes are available in the community.	<input type="checkbox"/> The government or banks provide microsaving programmes nationally. <input type="checkbox"/> Banking systems are trustworthy and widely used.

Dimensions	Potential approaches	Useful for	Criteria 1: Individual	Criteria 2: Community	Criteria 3: Structural
Economic	Self-help groups.	High level of non-productive debt.	<input type="checkbox"/> The respondent is interested in participating in a self-help group.	<input type="checkbox"/> Self-help groups are available in the community.	<input type="checkbox"/> Self-help groups are supported by national regulation.
	Savings and credit associations.	High level of non-productive debt.	<input type="checkbox"/> The respondent is interested in saving money. They have sufficient income to make such an intervention relevant.	<input type="checkbox"/> There are savings or credit associations available in the community.	<input type="checkbox"/> n/a
	Monetizing productive assets.	Lack or insufficiency of income-generating activity.	<input type="checkbox"/> The respondent has productive assets.	<input type="checkbox"/> The asset can constitute a source of livelihood. <input type="checkbox"/> There is a market for the services that come from the asset.	<input type="checkbox"/> The legal context allows for monetizing the productive asset. <input type="checkbox"/> It is safe to monetize the productive asset.
Social	Assistance identifying housing (list of places).	Inadequate housing situation.	<input type="checkbox"/> The returnee lacks information on affordable or accessible housing options.	<input type="checkbox"/> There are affordable or available housing options in the community.	<input type="checkbox"/> There are publicly provided housing options.
	Rent support and or temporary housing.	Inadequate housing situation.	<input type="checkbox"/> The returnee is unable to pay for his or her housing. <input type="checkbox"/> They are unlikely to be able to pay for their housing in the near future.	<input type="checkbox"/> The rent is fair for the market. <input type="checkbox"/> The overall standard of housing in the community is decent.	<input type="checkbox"/> There are public housing schemes in the country.
	Payment of school fees and books and uniforms.	Access to education for school-aged children.	<input type="checkbox"/> The returnee is unable to pay for their child's education. <input type="checkbox"/> They are taking on debt to pay for education. <input type="checkbox"/> Children are being forced to work instead of going to school.	<input type="checkbox"/> There are schools in the community that are within a reasonable distance. <input type="checkbox"/> They are of adequate quality.	<input type="checkbox"/> The state of education in the country is decent in terms of access and quality.
	Case manager physically accompanies returnee to access services.	Lack of access to civil documentation; public services and social protection schemes; remedies, justice and law; health care; education.	<input type="checkbox"/> The returnee needs hands-on guidance to better access services.	<input type="checkbox"/> Public services are accessible, affordable and adequate in the country. <input type="checkbox"/> It is appropriate for the case manager to accompany the returnee to government offices.	<input type="checkbox"/> There are programmes focusing on social safety nets in the country (such as PSN in Ethiopia).
	Provide information on services (infosheet, website, counselling).	Lack of access to civil documentation; public services; remedies, justice or law; health care; education.	<input type="checkbox"/> The returnee lacks information on how to access one or more types of services. <input type="checkbox"/> The returnee can read. If not, the information should be delivered orally. <input type="checkbox"/> The returnee is interested in information on how to access key services.	<input type="checkbox"/> Lack of documentation impacts access to services in the community. <input type="checkbox"/> There are public services or social safety nets in the community. <input type="checkbox"/> Most people in the community rely on formal or informal systems of justice. <input type="checkbox"/> There are health-care options in the community that are within a reasonable distance and are affordable.	<input type="checkbox"/> There is clear guidance on the process to access key services (civil documentation, public services, justice and law, health care, education). <input type="checkbox"/> There are informal channels for accessing these services.

Dimensions	Potential approaches	Useful for	Criteria 1: Individual	Criteria 2: Community	Criteria 3: Structural
Psychosocial	Identification and referral to identified clinical service providers.	Returnees with mental disorders.	<input type="checkbox"/> Are psychiatrists, clinical psychologists, mental health workers or physicians available in the country of origin?	<input type="checkbox"/> Is the community aware of, and ready to receive, a returnee with a mental disorder?	<input type="checkbox"/> Are clinical care services available? Are informal care services (traditional healers, herbalists) available?
	Identification and referral to identified psychological counselling and psychotherapy service providers.	Returnees who show high emotional distress.	<input type="checkbox"/> Are psychologists, social workers or psychological counsellors available in the country of origin?	<input type="checkbox"/> Are social support services and community organizations available?	<input type="checkbox"/> Are informal care services available (pastoral and other counselling services)?
	Identification and referral to generic psychosocial support providers.	Returnees with emotional, psychological, social difficulties.	<input type="checkbox"/> Are psychosocial support experts or counsellors available?	<input type="checkbox"/> Are community networks available? Are peer support mechanisms or religious or social congregations available?	<input type="checkbox"/> Are governmental and non-governmental social services available?
	Counselling to the family before and after return.	Domestic conflict	<input type="checkbox"/> Does the returnee's family want counselling or information on what to expect from the returnee? Do they appear to display a low level of understanding of the migration and return experiences?	<input type="checkbox"/> Would such information be well-received by families and communities?	<input type="checkbox"/> Is such counselling culturally appropriate?
	Interventions to reduce exposure to violence and crime (supporting work in the daytime, assisting with night-time transportation, and so forth).	Feelings of security.	<input type="checkbox"/> Are there relevant interventions that could help the returnee feel safer?	<input type="checkbox"/> Are the feelings of insecurity unique to the returnee or common to the community?	<input type="checkbox"/> What is the level of conflict and violence in the area?
	Supporting returnees' associations.	Isolation from the community and absence of support network.	<input type="checkbox"/> Does the respondent lack social connections or a support network? Does he or she want to participate in a returnees' association?	<input type="checkbox"/> Are there other returnees in the community who are interested in joining such an organization?	<input type="checkbox"/> n/a
	Mentorship programme.	Isolation from the community and absence of support network.	<input type="checkbox"/> Does the respondent want to be connected with a mentor? Would a mentorship programme benefit the returnee? Do available mentors have experience that would support the returnee's psychosocial reintegration?	<input type="checkbox"/> Who in the community is an appropriate mentor?	<input type="checkbox"/> Are there existing mentorship programmes for entrepreneurs in the country? Can diaspora members play this role?

Dimensions	Potential approaches	Useful for	Criteria 1: Individual	Criteria 2: Community	Criteria 3: Structural
Psychosocial	Introduction to CBOs, community leaders, religious groups, clubs.	Isolation from the community and absence of support network.	<input type="checkbox"/> Does the respondent lack contacts in the community? Does he or she wish to be introduced to contacts in the community?	<input type="checkbox"/> Does the community hold bias or prejudice against returnees? What are the public attitudes towards returnees?	<input type="checkbox"/> n/a
	Providing psychosocial support during training.	Signs of psychosocial distress.	<input type="checkbox"/> Is the respondent participating in a training scheme? Is he or she showing signs of psychosocial distress?	<input type="checkbox"/> Is there any prejudice towards psychosocial support in the community?	<input type="checkbox"/> Is it taboo to access psychosocial support services in the countries? Are psychosocial support services providers widely available?
	Community conversations.	Isolation from the community and absence of support network.	<input type="checkbox"/> Does the respondent lack social connections and or a support network? Does he or she want to participate in community conversations? Is he or she willing to share his or her experience as a returnee?	<input type="checkbox"/> Does the community hold bias or prejudice against returnees?	<input type="checkbox"/> What are the public attitudes towards returnees?



## Annex 7: Addressing availability, quality and accessibility gaps in existing services

Availability	Quality	Accessibility	Comment	Interventions
✓	✓	✓	In cases where mainstream structures are available, comprehensive and easily accessible to returnees, no urgent interventions are necessary.	<ul style="list-style-type: none"> <li>Sensitize local non-migrant populations that returnees do not diminish resources available to them;</li> <li>Ensure returnees have comprehensive knowledge of mainstream structure service portfolios.</li> </ul>
✓	✓	x	Returnees lack required documentation.	<ul style="list-style-type: none"> <li>Assess barriers to services which are linked to a lack of civil documentation;</li> <li>Facilitate issuance of documentation for returnees.</li> </ul>
			Returnees lack information on accessing mainstream services.	<ul style="list-style-type: none"> <li>Design mechanisms to inform returnees about the presence of mainstream services and the full range of their service portfolios;</li> <li>Design mechanisms to inform returnees about their rights to access mainstream services, on required administrative steps, and any other relevant procedures.</li> </ul>
			Staff are not adequately trained to address the specific reintegration needs of returnees.	<ul style="list-style-type: none"> <li>Implement short-term capacity-building for staff of the mainstream structure to sensitize them for the specific needs and challenges of returnees and for best practices to integrate them in the service provision workflow;</li> <li>Appoint designated focal points (for instance, "returnee desks") in critical institutions in areas of high return.</li> </ul>

Availability	Quality	Accessibility	Comment	Interventions
√	x	x	Service is sufficient in quality for non-migrant population but fails to address specific needs of returnees.	<ul style="list-style-type: none"> <li>• Consider options for the expansion or (co-)development of specific structures (such as integrating returnees into the workflows of already existing migration resource and response centres).</li> <li>• Engage with management staff of the mainstream structure to address inadequacy of identified service streams for returnees' needs;</li> <li>• Implement a service development strategy and capacity-building activities to improve service portfolios for returnees. Attention needs to be paid to not giving the impression of providing preferential treatment to returning migrants when compared to the local non-migrant population;</li> <li>• Implement partnerships for service provision (operational, cost-sharing, and so on).</li> </ul>
			Service is inadequate both for non-migrant population and returnees.	<ul style="list-style-type: none"> <li>• Engage with management staff of the mainstream structure to develop strategies aimed at addressing inadequacy of identified service streams;</li> <li>• Implement a service development strategy and capacity-building activities to improve service portfolios for returnees and non-migrants alike;</li> <li>• Implement partnerships for service provision (operational, cost-sharing, and so on), to the degree feasible in the reintegration budget. Many reintegration projects have a limited duration, meaning that cost-sharing agreements will generally need to be phased out after a certain time. Therefore, it is essential to define sustainable long-term funding strategies from the very outset.</li> </ul>
x	x	x	Entire mainstream services (health care, education, social protection) are not available in the local territory.	<ul style="list-style-type: none"> <li>• Engage with national-level counterparts and other international development partners to explore options to make the deficient mainstream structures available in the given local territory;</li> <li>• Explore options for collaboration with other international development partners to provide technical expertise, organizational support and funding for the creation of necessary mainstream structures;</li> <li>• Integrate reintegration services for returnees into the workflow of the new local structures.</li> </ul>

## Annex 8: Service mapping: most common service providers and considerations

Service mapping should be conducted according to the context, the anticipated needs of returnees and programme scope. The table below lists common service providers to be mapped, by dimension, that are often relevant for reintegration programming. It also includes some considerations about what information to collect, where and how.

### Economic dimension

Type of service	Services and entities to consider	Considerations
Job placement	<ul style="list-style-type: none"> <li>• Job brokering entities (matching individual jobseekers to vacancies);</li> <li>• Public and private employment services;</li> <li>• Labour market programmes to provide or promote employment for unemployed and other persons;</li> <li>• Special programmes for the disabled;</li> <li>• Public work initiatives (provision of employment to the unemployed through the government, generally focusing on the creation of public goods).</li> </ul>	Useful to contact entities producing labour market information (which includes all quantitative or qualitative data, research and analysis related to employment and the workforce).
Technical Vocation Education and Training (TVET)	<ul style="list-style-type: none"> <li>• TVET programmes;</li> <li>• Work-based learning programmes and on-the-job training;</li> <li>• Apprenticeship programmes;</li> <li>• Internship programmes;</li> <li>• Professional mentorship programmes;</li> <li>• Career planning and guidance programmes.</li> </ul>	Consider private, non-profit and government programmes.
Business development support	<ul style="list-style-type: none"> <li>• Business development trainings;</li> <li>• Cash-support schemes.</li> </ul>	Consider contacting the Chamber of Commerce and the National Development Agency for information.
Financial services	<ul style="list-style-type: none"> <li>• Banks;</li> <li>• Financial service institutions and microfinance institutions;</li> <li>• Financial counselling programmes.</li> </ul>	Collect general eligibility criteria for services.

## Social dimension

Type of service	Services and entities to consider	Considerations
Health services	<ul style="list-style-type: none"> <li>• Primary, secondary and tertiary health services;</li> <li>• Health insurance providers;</li> <li>• Pharmacies;</li> <li>• Centres for victims of SGBV;</li> <li>• Laboratories;</li> <li>• Community health workers;</li> <li>• Specialized and vertical diseases programmes (such as HIV or TB);</li> <li>• Ambulance services;</li> <li>• Crisis Units hotline;</li> <li>• Traditional healers;</li> <li>• Shelters for people with special needs or disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Service Availability and Readiness Assessment (SARA) or the Health Resources Availability System (HeRAMS) can be useful;</li> <li>• National health cluster;</li> <li>• Important to include information on costs of care including acceptance of health insurance schemes;</li> <li>• Consider access to medicine (in some countries it is separate from the service);</li> <li>• Must include mental health, disability and palliative services;</li> <li>• Consider government and private sector referral options as well as NGOs, support groups and academic institutions.</li> </ul>
Housing	<ul style="list-style-type: none"> <li>• Temporary emergency housing;</li> <li>• Shelters for specific vulnerable groups (such as for victims of trafficking or children);</li> <li>• Housing providers and owners or landlords;</li> <li>• Housing associations and tenants' rights associations.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand general practices for renting housing including lease terms, documents needed, deposits, utilities and so on.</li> </ul>
Administration (documentation)	<ul style="list-style-type: none"> <li>• Civil registry;</li> <li>• Office for provision of identification documentation;</li> <li>• Driver's license and vehicle registration office.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish if there are archives of records that can be accessed and where the burden of proof lies;</li> <li>• Collect information on administrative fees.</li> </ul>
Social protection schemes	<ul style="list-style-type: none"> <li>• Social security office;</li> <li>• Unemployment benefits;</li> <li>• Pensions' office;</li> <li>• State-supported health insurance;</li> <li>• Disability insurance;</li> <li>• Food-based assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the regulations and requirements for enrolling in social protection schemes.</li> </ul>
Legal and justice services	<ul style="list-style-type: none"> <li>• Criminal and civil justice system;</li> <li>• Law enforcement agencies;</li> <li>• Judiciary;</li> <li>• Corrections' systems;</li> <li>• Human rights institutions;</li> <li>• Law offices (including NGOs and non-profits);</li> <li>• Existing informal justice systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider MoUs with law enforcement and justice system actors if necessary;</li> <li>• Understand what options are available for lawyers and legal services for those who cannot pay; state representation, pro bono work and so on.</li> </ul>
Education	<ul style="list-style-type: none"> <li>• Primary and secondary schools;</li> <li>• Universities;</li> <li>• Evening schools and classes;</li> <li>• Life skills' courses;</li> <li>• Language courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Important to consider course and examination fees as well as cost of equipment and transportation (books, uniform supplies).</li> </ul>
Childcare	<ul style="list-style-type: none"> <li>• Centre-based day care;</li> <li>• Home-based babysitter;</li> <li>• Social and educational activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect information on average costs and availability.</li> </ul>

## Psychosocial dimension

Type of service	Services and entities to consider	Considerations
Psychosocial services	<ul style="list-style-type: none"> <li>• Peer support groups;</li> <li>• Religious groups and congregations;</li> <li>• Sports groups or associations;</li> <li>• Sociocultural associations;</li> <li>• Theatre groups;</li> <li>• Dance groups;</li> <li>• Music groups;</li> <li>• Migrant associations.</li> </ul>	
Psychological services	<ul style="list-style-type: none"> <li>• Clinical psychological services;</li> <li>• Counselling centres (public and private including religious);</li> <li>• Telephone hotlines.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider contacting an association of psychologists and association of counsellors where they exist.</li> </ul>
Psychiatric services	<ul style="list-style-type: none"> <li>• Psychiatric hospitals and clinics and practitioners (public and private);</li> <li>• Psychiatric units, services and wards in general hospitals;</li> <li>• Primary health-care services able to provide first line psychiatric care;</li> <li>• Pharmacies selling and distributing psychotropic medication;</li> <li>• Drug and substance abuse rehabilitation centres;</li> <li>• Suicide hotline;</li> <li>• Shelters for people with special needs, disabilities or severe mental disorders.</li> </ul>	<ul style="list-style-type: none"> <li>• These services are to be considered together with overall health service mapping.</li> </ul>

## Annex 9: Examples of staff profiles for reintegration programmes

Profile	Description
Coordinator/ Programme Manager	<p>Liaises closely with reintegration partners (including, when relevant, with host countries) and oversees overall reintegration programming at individual, community and structural level, adjusting programming according to feedback from beneficiaries and stakeholders and ensuring it is aligned with broader migration strategies. They should have project management experience and in-depth understanding of return and reintegration.</p> <p>Depending on the size of the reintegration programme, there could be an overall national coordinator and several local coordinators at regional level.</p>
Case managers	<ul style="list-style-type: none"> <li>• Works directly with returnees, counselling and referring them to tailored and adequate support measures; documents the reintegration process; and collaborates with service providers and officials across different sectors. Case managers would also coordinate community level programmes in coordination with the other focal points (communications, protection, M&amp;E), where they exist.</li> <li>• Ideally, there should be several case managers with different areas of expertise to ensure a multi-disciplinary team according to the reintegration programme established, and available in different areas where returnees are present. This can include: <ul style="list-style-type: none"> <li>• Case managers in host countries to serve as a link between returnees and the country of origin.</li> <li>• A team member with a background in economic activation, Public Employment Services or livelihoods programming who would assist in developing reintegration initiatives at individual and community level and in matching returnees with the most relevant economic initiatives available.</li> <li>• A team member with a background in social work who would regularly update the service mapping, maintaining close contacts with the existing service providers at national and local level and put into practice the established referral mechanisms.</li> <li>• A team member with a background in clinical or counselling psychology or counselling social work to develop psychosocial reintegration initiatives at the individual and community levels. They should be able to train all staff in contact with returnees in Psychological First Aid (PFA) and on the psychological characteristics of return migration.</li> </ul> </li> </ul>
Protection focal point	<p>Provide specific support to migrants in vulnerable situations. Should have a background in social work and counselling and coordinate closely with case managers and medical focal point.</p>

<b>Communications and outreach and dialogue focal point</b>	Coordinate communications' activities within the communities, establish and implement a communications strategy with potential returnees and all stakeholders involved. They should have a communications background and a strong understanding of the local customs and norms.
<b>Medical focal point</b>	<p>The medical expert would establish referral mechanisms with medical providers and assist returnees with health-related needs.</p> <p>The medical focal point should have a medical degree from an accredited academic institution in general or internal or emergencies' medicine. An additional qualification in occupational health would be ideal.</p>
<b>Monitoring and evaluation specialist (or team)</b>	<p>Assist in establishing monitoring mechanisms for individual returnees and their families as well as for community-level activities and structural interventions. They would carry out regular monitoring visits and ensure collected data is analysed and used to improve programme efficiency.</p> <p>The M&amp;E specialist should have experience in developing, implementing and coordinating M&amp;E and research programmes.</p>
<b>Procurement, finance and administrative staff</b>	Support staff are key to the smooth functioning of the reintegration programme. They should already understand or be trained in the basics of reintegration programming and, if their job requires, on interacting with returnees, including over issues of confidentiality and data protection principles.

## Annex 10: Key terms in the Handbook

Assisted voluntary return and reintegration (AVRR) programmes	Administrative, logistical and financial support, including reintegration assistance, to migrants unable or unwilling to remain in the host or transit country and who decide to return to their country of origin. <sup>71</sup>
Case management	Case management is a standard social work practice used to help beneficiaries meet their needs when they are receiving services from a variety of different providers. In the context of return and reintegration, case management can be helpful for assisting returnees and their families navigate what are often fragmented support services.
Community	A number of persons who regularly interact with one another, within a specific geographical territory, and who tend to share common values, beliefs and attitudes.
Community mobilization	Community mobilization aims to develop inclusiveness and a positive attitude towards reintegration of returnees, counteracting potential stigma. It is a sensitization activity through which community members, groups or organizations plan and carry out activities on a participatory basis to improve specific conditions, either on their own initiative or stimulated by others. It involves important processes like raising awareness and building commitment, giving community members the opportunity to explore their current beliefs, attitudes and practices, setting priorities, planning how best to meet their challenges, implement their plans and monitor their progress and evaluating results.
Community profile	Community profiles help the reintegration organization understand how reintegration activities can support both returnees and receiving communities, and how the reintegration process affects the community.
Counselling	Counselling is a helping interaction and relationship, based on communication, aimed at supporting and enabling a person to explore a problem. It raises the individual's awareness of the issues at stake, as well as their capacity to evaluate choices and take informed decisions. It is therefore not simply "talking" with people in need, as often happens between relatives and friends discussing a problem. <i>See more on counselling in section 2.1.</i>
Economic dimension of reintegration	Covers aspects of reintegration which contribute to re-entering the economic life and sustained livelihoods.
Gender-based violence (GBV)	GBV is an umbrella term for any harmful act perpetrated against a person, based on socially determined gender differences, that inflicts physical or mental harm or suffering, threats, coercion and other deprivations of liberty.

<sup>71</sup> In the migration context, the term "country of origin" is understood as "a country of nationality or of former habitual residence of a person or group of persons who have migrated abroad, irrespective of whether they migrate regularly or irregularly" (*IOM Glossary on Migration*, Geneva, 2019).

<b>Health</b>	According to the World Health Organization (WHO), “health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity”; it includes “the enjoyment of the highest rights of every human being without distinction of race, religion, political belief, economic or social condition.” <sup>72</sup>
<b>Integrated approach to reintegration</b>	Its premise is that the complex, multidimensional process of reintegration requires a holistic and needs-based approach, one that takes into consideration the various factors that can affect reintegration, including economic, social and psychosocial dimensions, to respond to the needs of the individual returnees and the communities to which they return in a mutually beneficial way, as well as addressing the structural factors at play.
<b>Mental health</b>	<p>“A state of well-being in which an individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.”<sup>73</sup></p> <p>Mental health is not only the absence of mental disorders but an overall state of well-being. For returning migrants, however, this state is more difficult to achieve. Unpacking the definition and adapting it to the case of returning migrants, it can be assumed that they could not realize their potential in their country of origin, which could have been one of the reasons for their migration. Not all returns are due to the failure of the migration project: migrants may go back to their country of origin for numerous reasons or simply because they consider their migration experience concluded. However, those who return due to the failure of their migration plan and were not able to accomplish their potential in the host country either, do so for different reasons. For all returning migrants, whatever the reason for returning, their sense of belonging to communities and cultures multiply and coexist, as these include the community of origin, the migrants’ community and the host community in the country of migration, all with their different expectations and forces of inclusion and exclusion. Moreover, the migration cycle may have been accompanied by abnormal stressors: perilous journeys, traumatic experiences, exploitation and rejection. These and other factors explain why return migration can impact the mental health of migrants, according to the WHO definition.</p>
<b>Migrants in vulnerable situations</b>	Migrants who are unable to effectively enjoy their human rights, are at increased risk of violations and abuse, and who, accordingly, are entitled to call on a duty bearer’s heightened duty of care. Vulnerable situations that migrants face can arise from a range of factors that may intersect or coexist simultaneously, influencing and exacerbating each other and also evolving or changing over time as circumstances change. <sup>74</sup>

72 WHO, *Twelfth General Programme of Work* (Geneva, 2014)

73 WHO, *Promoting Mental Health. Concepts, Emerging Evidence, Practice* (Geneva, 2004).

74 IOM *Glossary on Migration*, 2019.

<b>Migrants vulnerable to violence, exploitation and abuse</b>	A migrant or group of migrants with limited capability to avoid, resist, cope or recover from violence, exploitation or abuse within a migration context, as a result of the unique interaction of individual, household and family, community and structural characteristics and conditions.
<b>Psychosocial dimension of reintegration</b>	Encompasses the reinsertion of returning migrants into personal support networks (friends, relatives, neighbours) and civil society structures (associations, self-help groups and other organizations). This also includes the re-engagement with the values, way of living, language, moral principles and traditions of the country of origin's society.
<b>Referral system</b>	A referral system or mechanism is a process of cooperation between multiple stakeholders to provide reintegration assistance to returnees. An effective mechanism is required to coordinate the activities of pertinent government agencies and service providers (Public and Private Employment Services, Technical and Vocational Education and Training institutes, Business Development Support centres, education institutions, health-care providers, CSOs, and so on) and ensures the seamless operation of the reintegration programme between national and local level stakeholders.
<b>Reintegration plan</b>	A reintegration plan is a tool for a returnee to identify their objectives for their reintegration process and to plan, with the support of the case manager, what support is needed and how it will be provided. It is developed by bringing together an understanding of the returnee's skills, needs and motivations and the context to which the returnee is returning, including challenges, opportunities and available services.
<b>Reintegration</b>	The process which enables individuals to re-establish the economic, social and psychosocial relationships needed to maintain life, livelihood and dignity and inclusion in civic life.
<b>Return</b>	In a general sense, return refers to the act or process of going back or being taken back to the point of departure. It is also often associated with the process of going back to one's own culture, family and home.
<b>Returnee</b>	Generally understood as a person who returns to their place of origin, irrespective of the length of the absence or the modality of return. For the purpose of this Handbook, a returnee is a migrant unable or unwilling to remain in a host or transit country who returns to their country of origin.
<b>Service mapping</b>	Service mapping is identifying and recording all providers and services within a given geographical region in a systematic way. It details what local services are available to local populations and returnees, what the criteria are for accessing those services, who offers those services, any risks associated with accessing services, and the quality of the services available.
<b>Social dimension of reintegration</b>	Reflects the access by returning migrants to public services and infrastructure in their countries of origin, including access to health, education, housing, justice and social protection schemes.

Situation analysis	A situation analysis in the country of origin details the return and reintegration context and trends as well as the wider policy framework.
Stakeholder mapping	Stakeholder mapping provides a comprehensive assessment of the capacity, needs, willingness and potential for partnerships of different stakeholders at the national and local level.
Sustainable reintegration	Reintegration can be considered sustainable when returnees have reached levels of economic self-sufficiency, social stability within their communities and psychosocial well-being that allow them to cope with remigration drivers. Having achieved sustainable reintegration, returnees are able to make further migration decisions a matter of choice, rather than necessity. <sup>75</sup>

75 This definition implies the absence of a direct correlation between successful reintegration and further migration after return. The latter can take place and can still be a choice regardless of whether reintegration is successful, partially successful or unsuccessful. However, returnees are unlikely to reintegrate if they find themselves in situations whereby moving again or relying on a family member abroad is considered necessary for their physical or socioeconomic survival.

## Annex 11: Guidance for mainstreaming environmental and climate considerations into reintegration programming

### Key Messages

-  Integrating environmental considerations into reintegration programming is an emerging but promising area of work, which requires further attention. Increasing environmental degradation and exposure to natural hazards of many areas of return can indeed threaten the reintegration process.
-  Environmentally sustainable reintegration can create many opportunities for returnees and their communities, especially youth, in green sectors that contribute to the resilience, and adaptation to climate change impacts, of places of return.
-  By contributing to the climate change adaptation of territories of return, such opportunities also contribute to the mitigation of environmental drivers of migration and to strengthen social cohesion.
-  To be sustainable, reintegration programmes integrating environmental dimensions must adopt a participatory approach and involve a broad range of private and public specialized actors.



Policymakers

Programme managers/  
developersLocal  
governmentImplementing  
partnersService  
providersCase managers/  
other staff

### Introduction

#### Importance of mainstreaming environmental and climate concerns into reintegration programming

There is an increasing awareness of the role environmental factors play – in conjunction with others – in driving migration, and of the ways in which climate change impacts exacerbate these factors. It is also understood that people who return, for whatever reason, to environmentally degraded or hazard-exposed areas are likely to find it very difficult to re-establish secure livelihoods that are often largely dependent on natural resources. These challenges impact the sustainability of reintegration for returnees. In view of this, IOM has started to reflect on how to connect its reintegration programmes with climate change adaptation, disaster risk reduction and environmental sustainability efforts.<sup>76</sup>

<sup>76</sup> For instance, IOM organized a [workshop](#) held on 3 and 4 July 2019 in Rabat, Morocco to discuss opportunities for environmentally sustainable and climate-resilient reintegration of returning migrants.

Mainstreaming environmental dimensions into reintegration programmes is essential to the sustainability of their outcomes for both returnees and their communities. In full acknowledgment of this, IOM's definition of “sustainable reintegration” makes clear that:

“Reintegration can be considered sustainable when returnees have reached levels of economic self-sufficiency, social stability within their communities, and psychosocial well-being that allow them to cope with (re) migration drivers.”<sup>77</sup> These include environmental shocks and pressures (due to sudden-onset and slow-onset disasters, and longer-term environmental degradation processes) that can put pressures on livelihoods and communities and compel people to leave again.

To this end, it is essential to minimize the environmental impacts of the reintegration operations, but also to contribute throughout the reintegration process to the implementation of sustainable practices (in the agricultural sector, for instance) within the communities of return. These objectives can be pursued through the involvement of returnees in the development of activities, and their employment, in sectors contributing to sustainable ecosystem management, natural resource conservation, climate change adaptation, disaster risk reduction and so forth.

This approach offers many benefits. Green jobs<sup>78</sup> can be created in any country, regardless of its level of economic development, in both urban and rural areas, and in all sectors (agriculture, services, industry) and with the involvement of private entrepreneurs and companies, public authorities, NGOs, returnees themselves and members of their communities. By creating such opportunities that benefit both returnees and their communities, this approach promotes migrant reintegration as a strategy to address some of the environmental, including climate, challenges in areas of return. As a result, it can help address factors that might compel people to (re)migrate away from these areas. Finally, such sustainable reintegration programmes empower returnees and promote a more positive perception of their return and presence in the communities, contributing to the building of social cohesion and to the prevention or management of potential related tensions.

Exploring opportunities for integrating environmental dimensions into reintegration activities also represents an innovative response to international policy commitments to address the environmental drivers of migration, such as those made in the [Paris Climate Agreement of 2015](#), and the [Global Compact for Safe, Orderly and Regular Migration](#) in 2018. It can contribute, in particular, to meeting objectives 2 (“Minimizing the adverse drivers and structural factors that compel people to leave their country of origin” which contains a specific section on “Natural disasters, the adverse effects of climate change, and environmental degradation”), and 5 (“Enhance availability and flexibility of pathways for regular migration”) of the [Global Compact for Migration](#). It also helps to achieve objective 21 of the [Global Compact for Migration](#), promoting sustainable reintegration, return and admission (“Cooperate in facilitating safe and dignified return and readmission, as well as sustainable reintegration”). The guidance provided in the present document is also aligned with the [2030 Agenda for Sustainable Development](#), and the [Sendai Framework for Disaster Risk Reduction](#)<sup>79</sup>. The guidelines also respond to calls by States<sup>80</sup> to improve cooperation on sustainable reintegration.

77 *Towards an Integrated Approach to Reintegration in the Context of Return* (IOM, 2017).

78 ILO defines green jobs as “decent jobs that contribute to, preserve or restore the environment, be they in traditional sectors such as manufacturing and construction, or in new, emerging green sectors such as renewable energy and energy efficiency.” Brochure: ‘[The Green Jobs Programme of the ILO](#)’ (2015).

79 In particular Priority 2 “Strengthening disaster risk governance to manage disaster risk”, Priority 3 “Investing in disaster risk reduction for resilience”, and Priority 4 “Enhancing disaster preparedness for effective response and to ‘Build Back Better’ in recovery, rehabilitation and rehabilitation”. The Sendai Framework specifically acknowledges the role of migrants in DRR: “Migrants contribute to the resilience of communities and societies, and their knowledge, skills and capacities can be useful in the design and implementation of disaster risk reduction”.

80 For example, commitments made by EU and African States at the [Valletta Summit on Migration](#) (2015), to “improve cooperation on return and sustainable reintegration,” and to “address the root causes of irregular migration and forced displacement resulting from state fragility and insecurity, as well as from environmental trends.”

## Aim and scope of this annex

This guidance document aims to encourage reflection and initiatives to better understand opportunities and challenges associated with the inclusion of environmental dimensions into reintegration programmes. It also aims to guide practitioners and decision makers in designing and implementing reintegration programmes that fully integrate environmental perspectives — an emerging area of work and approach, for which few examples of previous activities or tools are available.

All around the world, areas to which migrants are returning face numerous environmental and climate challenges, such as land degradation, water scarcity, pollution or extreme events. The return of migrants can potentially exacerbate pressures on already stretched resources and fragile ecosystems, and thus be considered as undesirable by their communities. Developing reintegration programmes that contribute to building resilience to the environmental challenges faced by communities is therefore essential both to ensure the sustainability of the reintegration outcomes and to support more environmentally and socially sustainable practices for the whole community.

This document should be considered as a basic awareness-raising and guidance tool for stakeholders involved in reintegration activities, and as the foundation for future efforts towards more established practical guidelines to develop and implement environmentally sustainable reintegration programmes, in cooperation with sustainability specialists. It is composed of policy and programme-level suggestions relating to environmental perspectives that are important to reintegration programmes, but does not go into the detailed considerations on reintegration programmes in general (such as assessment, counselling and case management of individual returnees, psychosocial support and so forth. Readers should consult the corresponding modules of the Reintegration Handbook for this type of information. This document will also complement rather than replace the usual environmental screening for project proposals (or environmental impact assessment where relevant).

In developing this guidance document, IOM draws on its unique position as an organization with extensive experience in both reintegration programmes and on the linkages between migration and the environment. IOM has been designing, delivering and supporting assisted voluntary return and reintegration worldwide for 40 years. It has also been at the forefront of efforts to bring environmental migration to the heart of international, regional and national concerns. Beginning with research activities as far back as the 1990s, these efforts were scaled up from 2007 onwards, in response to a request from Member States to expand the Organization's work in this area, including in regard to climate change.<sup>81</sup>

## Structure of the annex

This guidance document supports IOM's integrated approach to reintegration and therefore should be read in conjunction with the broader guidelines on reintegration contained in the main modules of the Reintegration Handbook. It thus follows the same structure, proposing a checklist, or a set of guiding questions, for each level at which reintegration assistance occurs – individual, community, structural – and a section on monitoring and evaluation. These checklists should help to incorporate environmental considerations and identify opportunities at each level, such as supporting returnees in business creation or training in green economy sectors (individual level); developing community-based projects that involve both returnees and community members and seek to improve resilience and stability of the targeted area (community level);

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<sup>81</sup> As part of the Director General's [IOM Strategic Vision 2019–2023](#) for IOM, and in response to the demand of Member States for IOM to invest more in understanding and responding to the emerging drivers of migration, notably environmental degradation and climate change, IOM is developing an institutional strategy on migration, environment and climate change.

or sensitizing local and national authorities and promoting public–private partnerships to create an enabling environment for sustainable reintegration programmes (structural level). Each section will also include case studies of activities involving returnees and their communities that have been, or could be, integrated into reintegration programmes to make their outcomes more sustainable.

### Target audience

This document is aimed at all stakeholders involved in reintegration policies and programmes, such as national and local public authorities (including technical ministries and agencies), Technical Vocational Education and Training (TVET) institutions, development agencies, donors, NGOs, IOs, climate change adaptation and disaster risk reduction specialists, and livelihoods experts. The guidance it provides is of particular relevance for staff at the organizations responsible for developing and delivering reintegration programmes (hereinafter referred to as the ‘lead reintegration organization’),<sup>82</sup> such as project and programme developers, programme implementation staff and M&E specialists.

### Individual level

This section provides guidance on how to integrate environmental considerations into activities directly supporting individual returnees and their families, especially through the counselling process. Sample questions are provided for each step of the reintegration process.

At the individual level, returnees should be informed of environmental considerations when deciding on their reintegration plan and case managers should be able to refer them to training programmes, jobs and initiatives that take these considerations into account. It should be emphasized to returnees that green jobs are, for instance, likely to be in growth sectors and thus to provide employment and income opportunities over the longer term.

This section focuses primarily on the economic dimension of the integrated approach to reintegration, with three core areas considered:

- Support for business development (“green entrepreneurship”);
- Access to training; and
- Insertion of returnees into the job market.

### Counselling sessions

- Has the reintegration case manager provided appropriate information to the returnee on environmental challenges, risks and opportunities in areas of reintegration?
- Has the returnee been informed about employment, training and business opportunities in green economy sectors (renewable energy, sustainable farming and so forth)?<sup>83</sup>
  - *Where conditions allow, such information should be provided prior to departure from the host country as part of pre-departure counselling and included in country fact sheets.*

<sup>82</sup> Depending on the country in question, the lead reintegration entity may be a national public institution (a ministry for example), an international organization (such as IOM for example) or an NGO.

<sup>83</sup> See ILO’s definition of “green jobs”, footnote 2. The green economy is also, more generally, defined by the [United Nations Environment Programme](#) (UNEP) as low carbon, resource-efficient and socially inclusive.

**Skills assessment**

- Does the returnee already possess skills or qualifications and knowledge in green economy (agroforestry, energy efficiency, waste management, green construction, recycling, ecosystems restoration), climate change adaptation (CCA) or disaster risk reduction (DRR) sectors?
  - *The returnee should be primarily oriented in sectors where he or she already possesses skills or expresses an interest in training.*
- Are there credit options for these kinds of activities accessible to the returnee?

**Personal network assessment**

- Does the returnee have existing contacts, personal networks (family, friends, relatives) working in green economy, CCA or DRR sectors in the area of return?

**Health and risk assessment**

- Does the returnee present as having adequate health conditions for working in green economy, CCA and DRR sectors, especially if it requires physical effort (such as in the agricultural or construction sectors)?

**Reintegration planning and follow-up**

- Does the feasibility grid used by the case manager to help the returnee design an individual reintegration plan integrate environmental criteria?
  - *The feasibility grid should include at least one environment-related business opportunity, but also environmental criteria to ensure that the reintegration plan does not have negative environmental consequences, and that businesses created are not subject to high environmental risks such as natural resource scarcity, disaster risk or adverse impacts of climate change.*

**Economic and social reintegration assistance**

- Does training in business development projects include a module on environmental challenges and opportunities tailored to the area of return, as well as information on opportunities for business creation in green economy, CCA and DRR sectors?
- Is access to relevant technical and vocational training (and financial support to follow such training) facilitated to provide the returnee with the skills to engage in green jobs or green entrepreneurship?
- Does the lead reintegration organization have established partnerships with specialized entities (public, private, voluntary sectors) to support green entrepreneurship (for example, reducing energy and raw material consumption, limiting greenhouse gas emissions, assessing the market demand for sustainable products or services, identifying green financing opportunities, developing sustainable agricultural practices, minimizing waste and pollution, greening strategies for businesses, and so forth)?

- Where business opportunities in environment-related domains already exist in the community, can the case manager propose insertion of the returnee into them, to avoid duplication of projects and favour social cohesion?
- *The selected reintegration project should also be subjected to an environmental screening tool.<sup>84</sup>*
  - *To note that insertion into an existing business should only be sought if it does not perpetuate possible existing social barriers, such as ethnicity-based dynamics.*



### Case Study 1: Environmentally friendly technical training for returnees from Morocco

Migrants in Morocco who have decided to return to their countries of origin, often find themselves having to wait for a few weeks before their actual departure. To capitalize on this pre-departure period and help them prepare for their return, they can access two technical modules, on transformation and handicraft, as part of the FORAS Project.

These modules were developed as a result of a study to identify the main economic reintegration opportunities in the five initially targeted countries (Cameroon, Côte d'Ivoire, Guinea, Mali and Senegal).

Beneficiaries of the training in the transformation and conservation of farm products acquire skills in the value addition of agricultural products, through the observation and practice of different conservation and processing techniques. For example, they learn how to make shampoo and other honey-based cosmetics, produce jams and dry fruits and vegetables.

Beneficiaries of the course on handicrafts learn different modern and traditional decoration and painting techniques, the use and transformation of recycled products to produce small objects, and the creation of small furniture.

These modules are complemented by one course on life and soft skills and personal development, and another on business development.

Such courses contribute to the engaging of beneficiaries in income-generating activities that are environmentally friendly. They can also be used to raise awareness about the importance of protecting the environment so that activities on which their livelihoods may depend are sustainable.



#### Tips for success:

- Undertake an analysis to identify promising areas of environmentally friendly economic activities in the country of origin.
- Closely coordinate activities between the host country and the country of origin to leverage the training opportunities available in the host country, to benefit the reintegration process in the country of origin.

<sup>84</sup> Examples of environmental screening questions can also be found at the end of each module of the IOM *Project Handbook* (2nd edition, Geneva, 2017). It may be necessary or advisable to engage with and refer to specialist organizations. In some cases, national legislation may require a full Environmental Assessment Impact (EIA) but this is usually for large-scale projects.

## Community level

This section provides guidance on how to integrate environmental considerations into community-level projects,<sup>85</sup> one of the main avenues through which reintegration programmes can contribute to building resilience to environmental challenges in areas of return. For instance, a strong advantage to the creation of green jobs at the community level is that it does not generally require specialized, high-skilled labour (that is building basic irrigation infrastructure, basic slope stabilization or soil conservation infrastructure) so they are easily accessible to returnees and local community members with basic training. By contributing to long-term access to natural resources or to increasing resilience to climate change impacts and natural hazards, reintegration projects with an environmental dimension also help to strengthen the social stability and cohesion of the community.

Beyond the returnees' technical contributions to community-level projects, making full use of their skills can also contribute to the mitigation of potentially negative perceptions of the returnees as "failed migrants" and thus address the psychosocial and social cohesion dimension of reintegration.

Such projects may cover different areas of interventions, such as:

- Improving access to a sustainable supply of water and energy for household consumption, through, for instance, rehabilitation or construction of irrigation canals, or a community forestry project which ensures a sustainable supply of firewood.
- Reducing disaster risk, through, for instance, building basic flood prevention infrastructure such as levee and drainage systems or strengthening buildings to make them more resistant to storms or earthquakes.
- Reducing waste and pollution, through, for instance, sensitization programmes, recycling and waste management schemes.
- Rehabilitation of agricultural land through soil conservation, sustainable water management practices and reforestation, through, for instance, agroforestry schemes, community tree-planting, or construction of check dams.

If such projects already exist in the area of return, it can greatly reduce costs and oversight to consider a partnership with the organizations implementing them.

Integrating a reintegration component in such ongoing projects, however, can also pose challenges related to matching the skills and motivation of returnees with a local project's needs, and obtaining acceptance from local communities for the integration of returnees. If such challenges are properly addressed (for example through training, awareness-raising or adaptation of the project), these approaches can also contribute to social cohesion.

To be as supportive and beneficial as possible, community-level initiatives should consider the following elements:

### Defining and engaging the community

- Has the lead reintegration organization informed local communities and authorities about the project?

<sup>85</sup> The term "community" is defined as "a number of persons who regularly interact with one another, within a specific geographical territory, and who tend to share common values, beliefs and attitudes." *IOM Handbook on Protection and Assistance for Migrants Vulnerable to Violence, Exploitation and Abuse* (2019).

- Has the lead reintegration organization established a close coordination with local communities and authorities to engage them in the project and avoid duplication of existing businesses and initiatives and to ensure local acceptance and ownership of new businesses involving returnees?  
- *To note that insertion into an existing business should only be sought if it does not perpetuate possible existing social barriers, such as ethnicity-based dynamics.*
- Does the project create (employment) opportunities for both returnees and community members and thus contribute to the economic development of the entire community and promote social cohesion?
- Are environmental challenges and opportunities related to the project addressed during focus groups to ensure that those engaged in the project are sensitized and knowledgeable about them?
- Are the traditional know-hows and good practices of the community in relation to sustainability taken into account when designing the reintegration project?

### **Community assessments and projects**

- What are the main environmental challenges identified in and by the community of return?
- What are the natural hazards the community most frequently faces? What measures does the community currently have in place to reduce risks and cope with the impacts of such hazards?
- How is the community hazard profile expected to change in the future?
- What is the local availability of natural resources and what are the challenges the community is facing this?
- Is the area already experiencing intracommunal or intercommunal tensions or conflict, including those relating to access to natural resources?
- Have relevant local and national stakeholders, including environmental management, disaster risk reduction and adaptation experts and authorities been involved in community assessments as part of the design of reintegration programmes?
- Are key environmental challenges and opportunities included in the feasibility grid used to select reintegration projects (for an example see Annex 5 of IOM's Reintegration Handbook, 2019)?  
- *Environmental challenges and opportunities should be included in the feasibility grid to ensure that the reintegration project does not have negative environmental consequences and is not subject to significant environmental risks due to, for instance, natural resource scarcity, natural hazards and disaster or the adverse impacts of climate change.*

### **Reintegration assistance at the community level**

- Does the project design consider skills that returnees and local community members might have (or might lack) for addressing environmental challenges?
- What are the knowledge and skills' gaps, and related training needs, at community level on issues such as energy production and consumption, agroecology or water management?  
- *Are other community projects with an environmental sustainability focus ongoing in the area of return? If that is the case, can the inclusion of returnees within these projects be considered?*



## Case Study 2: Community waste management project in Côte d'Ivoire

As a result of rapid population increase and urbanization, Côte d'Ivoire is facing critical waste management issues, as landfills are located well outside overcrowded urban centres. With no collection and transportation system in place, garbage often piles up in open dumpsters inside the country's cities. Daloa, the third most populated city in the country, is no exception to this worsening environmental and public health problem.

Within the framework of the EU-IOM Joint Initiative for Migrant Protection and Reintegration, IOM partnered with CARE International in Côte d'Ivoire to launch a EUR 300,000 community-based reintegration project focused on city cleaning and waste management, with the involvement of returnees and community members.<sup>86</sup>

In Daloa, more than 200 people from both groups were selected to support existing waste management structures, and were equipped with motorized transporter tricycles, gloves, boots and other equipment. These workers now collect waste against a monthly fee ranging from CFA 1,000 for households to CFA 5,000 CFA for restaurants (1.5 to 7.5 euros).

The project has significant development opportunities: while only 2 per cent of Daloa's population has subscribed to this service so far (the fee can be high, considering the minimum salary in Côte d'Ivoire is just over CFA 65,000), the project aims to reach 25 per cent of the population in the near future. In addition, there are plans to couple waste management with a waste recycling system, thereby generating additional jobs and incomes, and helping to address broader environmental issues.

Beyond its economic impact on beneficiaries, the project also has a significant psychosocial impact on returnees. Every returnee is accompanied by a mentor from the community whose role is to teach them new skills, to help them adjust to life back in Côte d'Ivoire, and to provide them with emotional support. Additionally, the project has important environmental as well as health impacts on people living close to makeshift landfills.

Since the launch of the project in January 2019, IOM has ensured the monthly monitoring of the project's activities and has supported it through sensitization activities on the need for waste management across the city.



### Tips for success:

- Aim to couple waste management with sensitization activities on the need for waste management and its benefits.
- Complement waste collection with recycling to further benefit from the process and provide additional services to the community.

<sup>86</sup> *Joint Initiative for Migrant Protection and Reintegration in Sahel and Lake Chad* 01 May 2017 to 30 November 2020; funded by the EU, implemented by IOM.



### Case Study 3: Pilot project for farmers returning to Casamance in Senegal

The village of Medina Touat is located in Kolda, a region affected by the Casamance conflict and among the poorest areas in Senegal. While the region has traditionally been very fertile, offering significant farming opportunities, climate change and ecosystem degradation have depleted local soils and are now threatening livelihoods of those local communities that depend mostly on agriculture. To survive, communities have turned to illegal deforestation, which aggravates biodiversity loss and ecosystem degradation, soil stabilization practices and emigration. Over the last decades, Casamance has become the area of Senegal from which most people emigrate. Return and reintegration of migrants to the area is difficult due to the lack of local economic opportunities and support structures for returnees, as well as continuing environmental pressures.

As part of the project *Mainstreaming Environmental Dimensions into Reintegration Support to Reduce the Effects of Climate Change on Migration in West Africa*, in 2019, IOM Senegal implemented a pilot project in the village of Medina Touat. This is creating economic opportunities for returnees contributing to managing climate change impacts in the region, reducing pressure on natural resources and increasing resilience of local communities through increased food security.<sup>87</sup>

Funded by the Government of France, the pilot project was implemented in partnership with the NGO Trees for the Future (TREES) and aimed to inform and train a selected group of returnees in agroforestry and sustainable agricultural techniques – following the TREES Forest Garden Approach – as well as income-generating practices. Trainees attended a course at Sow Ranch, a demonstration farm next to Medina Touat. Hectares of land have been allocated to establish a farming perimeter where returnees cultivate fruits and vegetables that will contribute to the local economy and food security of the entire community. The activities also help protect the local environment by preventing the felling of nearby forests for fuelwood and food products, and thus also contributes to mitigating climate change.

Following expressions of interest in the activities by local community members and local authorities, the project has been extended to target other groups beyond returnees, adopting a more inclusive approach that now increasingly contributes to building social cohesion. Several IOM offices and local and national authorities also indicated their interest in replicating such projects in other regions of Senegal, and in different countries.



#### Tips for success:

- Partner with a local expert agency that can train beneficiaries on specific sustainable agricultural techniques.
- Ensure that climate change mitigation activities can also generate a regular income.

<sup>87</sup> Available at <https://reliefweb.int/report/senegal/green-return-returning-migrants-rebuild-their-lives-trees-future-and-international> and [https://medium.com/@ONUmigration\\_38700/au-s%C3%A9n%C3%A9gal-les-migrants-de-retour-luttent-ensemble-contre-exploitation-foresti%C3%A8re-c6347cf4abc4](https://medium.com/@ONUmigration_38700/au-s%C3%A9n%C3%A9gal-les-migrants-de-retour-luttent-ensemble-contre-exploitation-foresti%C3%A8re-c6347cf4abc4) (in French).

## Structural level

This section provides guidance to lead reintegration organizations on how to integrate environmental considerations into reintegration programmes. Structural interventions aim to create the overall political, institutional, economic and social conditions for sustainable reintegration programming. They encompass initiatives seeking to ensure the engagement, capacity-building and ownership of key stakeholders – such as national and local public authorities, civil society organizations, private sector actors – and to strengthen or establish coordination mechanisms to mainstream environmental considerations into reintegration programmes.

Such initiatives may include:

- Reforestation initiatives, pasture regeneration or mangrove rehabilitation;
- Sustainable land management and land rehabilitation practices;
- Water management and water access;
- Clean energy;
- Hazard-resistant infrastructure and housing and nature-based solutions to disasters or hazards.

Engaging local and national authorities is essential to ensure a minimum level of local ownership and continued funding. Should this not be possible, other funding options can be considered, such as levying small charges on water for household consumption or agricultural production, or on waste collection services.

Whenever possible, and especially if the project is beyond the available budget of a reintegration programme, partnerships should be explored with national and local public authorities, international organizations, development agencies, private sector companies, INGOs and civil society organizations (including diaspora associations). Furthermore, gender and social inclusion should be a key consideration of the project.

Some partners may be unable to provide financial support but might be able to assist with in-kind contributions such as land, skills training or project-oversight support. For example, national authorities may be able support through technical line ministries and agencies, such as those responsible for infrastructure, local government or environmental protection.

The following elements should be addressed to ensure the proper integration of an environmental dimension within broader reintegration policy and frameworks, coordination structures and initiatives.

### Stakeholder engagement, capacity-building and ownership

- What are the national and local priority sectors where investment is needed in order to develop environmentally sustainable reintegration programmes? Have relevant national stakeholders (such as the nodal agency on climate action) and international organizations (such as ILO) been consulted to identify these sectors?
- Has a stakeholder (both public and private) mapping been conducted during the design phase of the reintegration programme to identify relevant partners and to ascertain their mandates, experience, capacities and ability to support?
  - *For instance, has contact been established with companies operating in the green economy?*

- Have partners (such as NGOs, international organizations, national stakeholders) with mandates and expertise on environmental issues that address a potential lack of in-house capacity, been consulted with a view to designing and implementing reintegration programmes that integrate environmental dimensions?
- Have stakeholders on gender, marginalized population groups and indigenous communities been consulted with a view to designing and implementing reintegration programmes that integrate environmental dimensions?
- Are the relevant stakeholders, including reintegration case managers, trained in the reintegration-environment nexus?<sup>88</sup>
  - *Reintegration case managers play a key role in advising returnees on the opportunities available in the area of return for livelihoods, so it is important to build their awareness and capacities on the topic.*
  - *Generic training, and, to the extent possible, country- or region-specific training, should be provided to relevant stakeholders involved in reintegration programmes, such as local officials or case managers, that cover common environmental challenges and opportunities for individuals and communities to engage in activities contributing to environmental sustainability and resilience to climate change impacts and disasters.*

### Effective international cooperation

- Were opportunities for multi-stakeholder partnerships and co-funding for the reintegration project explored?
- Have awareness-raising activities been conducted in host countries and countries of origin on the environmental challenges and opportunities linked to reintegration in the country of origin?
- Do these awareness-raising activities target the following audiences:
  - *National and local authorities;*
  - *Public and private employment agencies;*
  - *Training providers;*
  - *Private entrepreneurs;*
  - *NGOs working in the fields of reintegration, adaptation to climate change, climate change mitigation, ecosystem management and conservation, disaster risk reduction;*
  - *Other relevant stakeholders, including women's groups, marginalized population groups, indigenous populations and people with disabilities.*

<sup>88</sup> IOM MECC has developed the *Migration, Environment and Climate Change: Training Manual* with the support of the EU and the IOM Development Fund. This manual can be used to train, and raise awareness among, policymakers and practitioners on the migration-environment nexus, and provide practical and concrete tools for formulating national and regional policies to address this critical issue. This manual does not specifically address the reintegration-environment nexus but can serve as a basis for, and be adapted to, delivering training workshops in the context of a reintegration programme. For more information please contact the MECC Division: [mecc@iom.int](mailto:mecc@iom.int).

## Strengthening national frameworks

- Is the reintegration project coordinated and coherent with existing national green economy and green jobs programmes, so as to ensure long-term opportunities and full commitment of local and national stakeholders?
- *Green works in the fields of climate change adaptation and disaster risk reduction are usually publicly funded and employment-intensive.<sup>89</sup> While related green jobs are usually for a limited duration, such projects may also create longer-term jobs, such as in the maintenance of constructed infrastructure, or farming of rehabilitated land, if well-coordinated and consistent with existing green jobs programmes.*
  - *Which sectors and sectoral employer federations represent those sectors?<sup>90</sup>*
- Is the project accompanied by policy and advocacy efforts to ensure that environmentally sustainable reintegration is embedded in local and national migration and development strategies and relevant sectoral policies in the country of origin?<sup>91</sup>
- *Reintegration policies: promote environmental sustainability and encourage the incorporation of environmental challenges and opportunities within existing reintegration approaches.*
  - *Development policies:<sup>92</sup> mobilize diaspora groups to invest in community-level environmental sustainability projects and to benefit from technical support provided by diaspora members with relevant skills (engineering, agronomy, waste management and so forth).*
  - *Employment policies: facilitate the recognition of returnees' environmentally relevant qualifications and experience obtained abroad and facilitate access of returnees to skills' development policy and support programmes for the creation of Small and Medium Enterprises (SME) in relevant sectors for the green economy.*
  - *Climate change adaptation policies: include reintegration considerations into community-based adaptation approaches.*

89 For an overview see ILO (2011) Local investments for climate change adaptation: [Green jobs through green works](#).

90 For more detailed consideration of private sector engagement for reintegration, see [section 4.1.1](#) of the [IOM Reintegration Handbook](#) "Stakeholder Engagement" (p. 142).

91 These elements are suggestions that should not be seen as comprehensive. Many other opportunities to integrate environmentally sustainable reintegration considerations into national frameworks may exist and should be explored, dependent on a country's specificities.

92 Migration and development policies seek to ensure that migration makes a positive contribution to the social and economic development of origin and destination countries, while being beneficial to the situation of migrants and their families.



### Case Study 4: Technical workshop on Climate-resilient Reintegration of Returning Migrants in Rabat, Morocco

In West Africa, environmental challenges already contribute to the drive of migration from rural areas, where livelihoods in key sectors (agriculture, mining and fisheries) are largely dependent on natural resources. Simultaneously, these challenges impact the sustainability of reintegration for returnees, limiting their livelihoods' options and access to natural resources.

In order to discuss these challenges and identify opportunities for integrating environmental dimensions into reintegration activities, IOM organized a two day-workshop in July 2019 in Rabat, Morocco.<sup>93</sup> The workshop was held within the framework of the IOM project Mainstreaming Environmental Dimensions into Reintegration Support to Reduce the Effects of Climate Change on Migration in West Africa, funded by the Government of France.

The workshop gathered experts, policymakers and academics from North Africa, sub-Saharan Africa and Europe to exchange knowledge and good practices on environmentally sustainable reintegration activities, build a shared understanding of opportunities and challenges associated with related programming and gather recommendations to develop such reintegration programmes.

Similar workshops could be conducted in other regions or in specific countries to raise awareness for policymakers and practitioners and engage them in the creation of an enabling policy environment for developing environmentally sustainable reintegration programmes. It is also the occasion to develop relevant partnerships with stakeholders, both public and private, willing to engage and invest in such reintegration activities.



#### Tips for success:

- Foster a positive setting to promote the exchange of knowledge and good practices between participants with different areas of expertise.
- When possible, couple presentations and discussions in plenary and in small groups with a field visit to offer a practical example of topics being discussed.

93 See: <https://environmentalmigration.iom.int/climate-resilient-reintegration-returning-migrants-technical-workshop>.

## Monitoring and evaluation (M&E)

This section provides some pointers for staff tasked with developing and monitoring individual and community-based reintegration projects and internal or external evaluation specialists. It should be read in conjunction with Module 5 of the Reintegration Handbook, dedicated to monitoring and evaluation of reintegration programmes, and for general guidance on key topics such as selection of indicators or how to undertake an evaluation. The guidance and suggestions below do not replace specialized tools for project-level monitoring and evaluation that are available from a range of sources. For example, and depending on the focus of the project, relevant specialized M&E tools can be consulted in relation to local economic development projects, climate change adaptation or disaster risk reduction.<sup>94</sup>

The following elements should be addressed to ensure proper integration of environmental dimensions into monitoring and evaluation:

### Monitoring

When monitoring sustainable reintegration programmes and progress made towards achieving the intended results, the environmental issue(s) that such programmes aim to tackle should be included in questions such as:

- What does success in the context of this reintegration programme look like?
- How is success expected to be achieved?
- What evidence is needed to demonstrate success of the programme?

In order to achieve this, the following questions should be considered:

- Have environmental issues been considered in the situation and problem analyses carried out during the project's conceptualization phase?  
- *Is an environmental assessment needed?*
- Are the desired links between the intended reintegration programme and environmental results clearly articulated?
- Are the aims to achieve the results outlined?
- Is it stipulated how progress towards these results will be measured?
- Have environmental aspects been included in the logic and assumptions underpinning the theory of change, including the pathways of "how and why" changes happen? For example:  
- ***IF** returnees are trained (based on their needs and motivation) and they are supported with sustainable livelihoods' initiatives;  
**THEN** their knowledge and (vocational) skills on the environment will be enhanced which may help them in engaging in green economy activities and to earn a salary which may in turn have a positive effect on their income. The positive effect on their income may enhance their social and economic well-being and eventually increase their resilience. The positive effect of the green economy may also reduce environmental degradation and help with climate change adaptation;*

<sup>94</sup> See for example: [www.adaptation-undp.org/projects/spa-community-based-adaptation-project](http://www.adaptation-undp.org/projects/spa-community-based-adaptation-project).

**BECAUSE**

- i) Enhanced environmental knowledge and skills will increase the returnee's agency in addressing environmental issues and promoting local development; or*
- ii) Environmental degradation or lack of sustainable livelihood options as push factors to migrate have been addressed; or*
- iii) When returnees have the agency and ownership over the design and implementation of evidence-based sustainable solutions they are more likely to continue utilizing the benefits that arise to help them stabilize their local living conditions.*

- Are environmental aspects reflected in the results framework and matrix (activities, outputs, outcomes, objectives)?<sup>95</sup>
- Do the monitoring data collection tools include relevant questions on environmental elements?
- Do the monitoring data collection tools include relevant questions on gender and social inclusion?
- Do monitoring staff have the capacity to incorporate environmental aspects into the monitoring plans and data collection tools?
- Are environmental sustainability elements incorporated into knowledge products?
- Are there learnings that can be incorporated into the project from previous initiatives?
- What learnings can be documented during the project implementation period and how can these be used to inform and adjust ongoing programming and future related programmes?

**Evaluation**

Evaluations are recommended for all sustainable reintegration programmes, with the type, scope, timing and approach being dependent on its intended use. When designing evaluations on sustainable reintegration programmes, environmental elements should be considered when identifying what information is needed and by whom, and how the information collected will be used. The following are additional points to be considered for evaluations:

- Is there an evaluation component incorporated in the programme budget and workplan?
- Are environmental issues considered in the evaluation design and criteria (relevance, coherence, effectiveness, efficiency, impact, sustainability)?
- Does the evaluator have the skills and knowledge to assess environmental issues together with those related to the sustainable reintegration of returnees?

<sup>95</sup> See table 5.4: Results-monitoring framework of the *IOM Reintegration Handbook* (p.180).

### Example of Indicators (not conclusive, depending on the project scope)

Examples of outcome level indicators (disaggregated by gender, age, ethnicity and type of respondent, to the extent possible):

- Percentage of returnees and non-migrant community members who report being employed in green sectors (baseline required);
- Percentage of community leaders, non-migrant community members and returnees who report being satisfied with the environmental initiatives and durable solutions implemented under the project;
- Percentage of returnees, non-migrant community members and key stakeholders (state and non-state) who report being able to apply the skills and knowledge gained through the IOM training under the project (6–12 months after training; disaggregated by type of training);
- Number of reintegration solutions and responses implemented by key stakeholders (state and non-state) on environmental sustainability with support of the project (disaggregated by type of solution and response);
- Number of of reintegration-related policy documents (strategies, frameworks, policies, plans) that have been updated to include environmental considerations with support of the project;
- Percentage of public–private actors who report being engaged in green economy initiatives supported by the project (baseline required).

Examples of output level indicators (disaggregated by gender, age, ethnicity, and type of respondent, to the extent possible):

- Number of returnees, non-migrant community members and key stakeholders (state and non-state) trained in sustainable ecosystem management, natural resource conservation, climate change adaptation and disaster risk reduction (disaggregated by type of training);
- Number of returnees, non-migrant community members and key stakeholders (state and non-state) who score 80 per cent and above in a post-training questionnaire;
- Percentage of non-migrant community members who report having the intention of applying the new skills and knowledge acquired through the IOM training under the project (immediately after training);
- Number of workshops held on sustainable ecosystem management, natural resource conservation, climate change adaptation or disaster risk reduction with support of the project (disaggregated by type of workshop);
- Number of communities benefiting from local environmental initiatives supported by the project;
- Number of new local environmental initiatives supported by the project involving returnees;
- Number of beneficiaries who have participated in an environmental vocational training under the project;
- Number of environmental assessment reports supported by the project that are available.

# USEFUL RESOURCES

## Community-based climate change adaptation

International Labour Organization (ILO)

2011 *Local Investments for Climate Change Adaptation: Green Jobs through Green Works*. ILO, Geneva.

## Environment–migration nexus

International Organization for Migration (IOM)

2013 *Compendium of IOM Activities in Disaster Risk Reduction and Resilience*. IOM, Geneva.

2014 *Migration, Environment and Climate Change: Evidence for Policy – Glossary*. IOM, Geneva.

2014 *IOM Outlook on Migration, Environment and Climate Change*. IOM, Geneva.

2016 *Migration, Environment and Climate Change: Training Manual (Facilitator's Guide)*. IOM, Geneva.<sup>96</sup>

n.d. *IOM Environmental Migration Portal*. IOM, Geneva.

n.d. *Country Profiles (Assessments)*. IOM, Geneva.

n.d. *Policy Brief Series*. IOM, Geneva.

Ionesco, D., D. Mokhnacheva, and F. Gemenne

2017 *The Atlas of Environmental Migration*. Routledge, London.

UK Foresight

2011 *Migration and Global Environmental Change: Future Challenges and Opportunities. Final Project Report*. The Government Office for Science, London.

## Environmental Sustainability Programme<sup>97</sup>

International Organization for Migration (IOM)

2017 *Annual report for 2017*, Council, 109th Session, 18 June.

2018 *Annual report for 2018*, Council, 110th Session, 12 June.

2019 *Update on policies and practices related to migration, the environment and climate change and IOM's Environmental sustainability programme*, Standing Committee on Programmes and Finance, Twenty-fourth Session.

<sup>96</sup> For more information please contact the MECC Division: [mecc@iom.int](mailto:mecc@iom.int).

<sup>97</sup> In 2017, IOM launched its Environmental Sustainability Programme with the objective of mainstreaming environmental sustainability principles in the Organization (C/109/4). In line with the commitments and standards of the United Nations, it made an institutional commitment to improve the environmental sustainability of its operations at three different levels: strategy/policy, programme/project and facility/operations.

## Green economy and Green jobs

International Labour Organization (ILO)

2015 [Anticipating skill needs for green jobs: A practical guide](#). ILO, Geneva.

ILO web resources

2015 [The Green Jobs Programme of the ILO](#). ILO, Geneva.

2016 [What is a green job?](#) ILO, Geneva.

n.d. [Resource guide on green jobs](#). ILO, Geneva. Contains several document and tools.

United Nations Environment Programme (UNEP)

2011 [Towards a Green Economy: Pathways to Sustainable Development and Poverty Eradication](#). UNEP, Geneva.

UN PAGE initiative

2013 [PAGE](#) is a partnership consisting of five UN agencies - UN Environment, ILO, UNITAR, UNIDO and UNDP (with support from eight donors). It was established in 2013 to provide countries with assistance in planning and implementing their transition to a greener and more inclusive economic model.

## Land restoration

The Great Green Wall Initiative

2007 Launched by the African Union as an African-led initiative, the [Great Green Wall Initiative](#) aims to restore Africa's degraded landscapes and transform millions of lives in one of the world's poorest regions, the Sahel.

The 3S initiative

2016 [The 3S initiative, 'Sustainability, Stability and Security'](#), is an intergovernmental initiative co-led by Morocco and Senegal (secretariat provided by UNCCD), which seeks to provide 2 million jobs on 10 million hectares of rehabilitated land in Africa. Many of the planned programme interventions target migration (reducing out-migration, and facilitating return migration).