

TRAINING OF TRAINERS MANUAL

INTERNATIONAL ORGANIZATION FOR MIGRATION

CONGREGATION OF THE MISSIONARY SISTERS
OF ST. CHARLES BORROMEO, SCALABRINIANS (MSCS)

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• • •

**ONLY THE
MOUNTAINS
NEVER MEET**

PROVERB OF BENIN

• • •

**LET YOUR
HEART
CHOOSE THE
GOAL, AND
THE REASON
TO SEEK THE
WAY**

HINDI PROVERB

The authors would like to thank everyone who contributed to the elaboration of this Manual with passion and commitment. In particular, we would like to thank the Scalabrinian Sisters of the Itinerant Service who tested the Manual during a pilot training in Italy contributing to its finalization and publication.

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IOM is committed to the principle that humane and orderly migration benefits migrants and society. As an intergovernmental organization, IOM acts with its partners in the international community to: assist in meeting the operational challenges of migration; advance understanding of migration issues; encourage social and economic development through migration; and uphold the human dignity and well-being of migrants.

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Published in 2019 by the International Organization for Migration (IOM) and the Congregation of the Missionary Sisters of St. Charles Borromeo, Scalabrinians (MSCS). Printed in Italy.

PREFACE

International migration is a complex phenomenon at the intersection of several political, economic, social, historical and environmental factors. All these elements need to be taken into consideration in order to understand the interdependences between all societies involved. In this sense, migration is an inherent phenomenon to social change.

In recent years, however, migration has been problematized in the political discourse and in the international debate, becoming a controversial issue. In 2015, it was included for the first time in the United Nations' 2030 Agenda for Sustainable Development. In December 2018, 152 United Nations Member States adopted the Global Compact for Safe, Orderly and Regular Migration, aware that international cooperation based on the principles of sovereignty and solidarity, and the respect of fundamental rights are necessary to manage migration.

In this context, the role of governments, and international organizations, as well as of civil society and humanitarian workers active in the field in favor of the most vulnerable migrants, are of considerable importance.

The International Organization for Migration (IOM) is pleased to offer the Scalabrinian Missionary Sisters this training path, which aims at exploring

the complexity of migration, highlighting the importance of the expertise and the skills that humanitarian workers who provide direct assistance to migrants in situations of vulnerability should develop. The manual's specific objectives aim to foster a multidimensional understanding of migration and of the training techniques that the trainers of the Itinerant Service can rely upon during their mission.

Aware that IOM and the Itinerant Service share the principle that safe and orderly migration in respect for human dignity benefits migrants and societies, we hope that this manual constitutes a useful tool for the Scalabrinians Missionary Sisters who work, and will continue to work to welcome, protect, promote and include migrants.



*Director, Coordination Office for the Mediterranean
Chief of Mission for Italy and Malta
Representative to the Holy See*

«Emigration is a natural right, [...]. It can be [...] a good or a bad thing depending on the way and the conditions in which it is fulfilled, but it is almost always a human good [...] that broadens the concept of homeland beyond material boundaries, making the world the homeland of man ».¹

This vision of the blessed Giovanni Battista Scalabrini, founder of the Congregation of the Missionary Sisters of St. Charles Borromeo Scalabrinians, underlies various initiatives in support of migrants and refugees. These include awareness raising initiatives throughout Christian communities and society, as well as the Scalabrinian charism and prophetic testimony.

Migration, a structural phenomenon in all societies, constitutes one of the great challenges faced by the Church and by our Institute, whose specific mission is the evangelical service to migrants; it is a challenge and a resource, which requires training, new methods, new expressions, information and pastoral creativity, thus constituting “a frontier apostolate”, for the protection of the dignity of migrants and refugees, in safeguarding their rights, including confessing and celebrating their faith, as well as mediating between the societies and the host churches and the migrants themselves.

The learning path represents for the Congregation a global, gradual and continuous process, for which we consider the training carried out with IOM an important tool for the Scalabrinian Missionary Sisters, for the development of the Scalabrinian mission in the church and, for those preparing for the itinerant service. Forced displacement, which makes migrants more vulnerable, especially women and children, is in fact

1 Cf. Scalabrini, *Una Voce Viva*, pp. 409–417.

caused in the contexts where the cry of migrants is stronger. The experience of transversal training in various socioeconomic, cultural, legislative, intercultural and educational fields, carried out with IOM and the belief that a positive vision of migration leads us to make the causes of migrants increasingly ours, without distinction of nationality, ethnicity and culture, contribute to raise awareness that there is a privileged opportunity in migration, to form one society of all societies, one family of all families.

We defend the right to emigrate, not to compel to emigrate, we defend migrants and refugees, often victims of “human flesh carriers”, as Blessed Giovanni Battista Scalabrini, the father of migrants said, so we leave each other the vocation, responsibility and charity to address global phenomena such as migration, as IOM does, and with whom we wish to continue to share reflections, ideas, experiences and good practices.

*«Seeds emigrate on the wings of the winds,
plants emigrate from continent to continent carried by water currents,
birds and animals emigrate, and, most of all,
man emigrates, now collectively, now on his own,
but always an instrument of that Providence
who presides over human destinies and guides [...] them towards the
ultimate goal».²*

Sr. Neusa de Fátima Mariano, mscs
Superior General, Congregation
of the Missionary Sisters
of St. Charles Borromeo, Scalabrinians

2 Cf. Scalabrini, *Una Voce Viva*, p. 418.

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INTRODUCTION

This manual for Scalabrinian Missionary trainers was prepared by the Coordination Office for the Mediterranean of the International Organization for Migration at the request of the Congregation of the Missionary Sisters of St. Charles Borromeo, Scalabrinians, in preparation for the Itinerant Service.

The manual has two main objectives. Firstly, it aims to foster a comprehensive understanding of international migration, of the different definitions or conceptualizations of the phenomenon, of the relevant legislative framework and the role of different actors concerned with migration, with a focus on the role of humanitarian workers in the protection of migrants in vulnerable situations. Secondly, it seeks to convey suggestions for trainers regarding the methodology and the skills necessary to successfully train other trainers.

This manual was prepared for the Scalabrinian Missionary Sisters who will carry out face-to-face trainings in preparation for the Itinerant Service, with groups not exceeding 20 participants.

The manual addresses a selection of themes relevant to the situations that the Missionary Sisters of the Itinerant Service will face. The manual consists of 3 modules that can be completed over a 4-day training

course. Although an indicative duration is provided for each session, the manual is a flexible tool and leaves to the trainer the freedom to structure the course according to the specific needs of the participants.

Each module provides contextual and theoretical elements, as well as methods, tools and exercises that the trainer can use to facilitate the active involvement of participants (see annexes with suggested training activities).

Finally, to facilitate the organization of a training, the manual provides some practical tools for the trainers, included as annexes, such as a draft agenda, a checklist and participants' handouts for the suggested activities.



**A THOUSAND
STEPS ALWAYS
START FROM A
SINGLE ONE**

PROVERB OF SOUTH AFRICA

Migrants and refugees in the Greek island of Lesbos. © IOM 2009 / Amanda NERO



MODULE 1

MIGRATION: CONCEPTS AND CONTEXTS



MODULE 1

- 1.1 What is migration?
- 1.2 Understanding the migration context



OBJECTIVES MODULE 1

- To analyse the concept of migration through a critical approach.
- To raise awareness of the importance of the context in which migration occurs, of the different levels of analysis and of the factors that influence the analysis of migration.



CLASSROOM MATERIALS

- Flipchart
- Post-its (size A5, colored)
- Markers
- Worksheet 1.1
- Worksheet 1.2



SUGGESTED DURATION

1.30 - 2h



SESSION 1.1

WHAT IS MIGRATION?

There is no universally agreed definition of migration.

International migration is generally understood as the movement across international borders (as opposed to internal migration, or the movement within the borders of a State).

Likewise, definitions of who is a(n) (international) migrant tend to vary, for instance, according to the place of birth and the purpose or duration of entry and stay. Each definition of migration is elaborated within a specific context and with a particular purpose. Therefore, each “conceptualization” of international migration and migrants conveys a specific standpoint and message based on a specific approach and shall not be taken as neutral or comprehensive.

For the International Organization for Migration (IOM) “migrant” is “*an umbrella term, not defined under international law, reflecting the common lay understanding of a person who moves away from his or her place of usual residence, whether within a country or across an international border, temporarily or permanently, and for a variety of reasons. The term includes a number of well-defined legal categories of people, such as migrant workers; persons whose particular types of movements are legally defined, such as smuggled migrants; as well as those whose status or means of movement are not specifically defined under international law, such as international students.*”¹

¹ International Organization for Migration, Glossary on migration, IML Series No. 34, 2019, available at: https://publications.iom.int/system/files/pdf/iml_34_glossary.pdf

The current dominant discourse about migration tends to “externalize” the so-called “root causes”, be they economic (e.g. poverty), political (e.g. conflict) or environmental (e.g. climate change) as factors unrelated to the dynamics of the “destination” countries. Instead, these phenomena are inherent to structural inequalities, to the accumulation of wealth, the lifestyles, consumption and production patterns, and the political choices of all societies concerned, in all sectors of governance, regardless of how countries are classified (e.g. “rich” or “poor”, “developed” or “underdeveloped”, countries of “origin” or “destination”).



The approach that promotes coherence between migration and sectoral policies allows a reflection in terms of reciprocity and interdependence between migration and sustainable development, as defined in Agenda 2030 and the Sustainable Development Goals.

This approach entails making sectoral policies more sensitive to migration (to migration decisions, the conditions under which migration takes place and its results), assessing the extent to which such policies and their means of implementation determine, facilitate, compel or constrain people’s mobility. Such approach requires, simultaneously, making migration policies more sensitive to sustainable development goals.



KEY MESSAGES

There is no universal definition of migration.

Each definition of migration is elaborated in a specific context, with a specific purpose based on a specific approach, and should therefore not be considered as neutral or comprehensive.

The conditions under which migration takes place determine its effects.

Migration influences and is influenced by people's agency and by structural social, cultural, political, historical and economic dynamics.

Migration is an inherent element of social change.

The approach that promotes coherence between migration policies and sectoral policies allows a reflection in terms of reciprocity and interdependence between migration and sustainable development as defined in Agenda 2030 and the Sustainable Development Goals.

"...emigration merges and perfects civilization and expands the concept of homeland beyond material boundaries, making the world the homeland of man..."

Scalabrini
*To Missionaries for Italians
emigrated in America 1892*



SUGGESTED ACTIVITIES

Worksheet 1 - Let's define migration in a world café



SESSION 1.2

UNDERSTANDING THE MIGRATION CONTEXT

Understanding the context in which migration occurs is crucial to appreciate its effects. The analysis of such context necessarily entails recognizing the interdependencies between all the contexts that are, in one way or another, linked through the migration phenomenon.

For example, many scholars have analysed the phenomenon of “care chains”, in which migrant women are hired as domestic workers abroad, implying that in the country of origin care responsibilities are taken on by someone else, generally another woman, either a family member or a woman in a subordinate position compared to the migrant woman. As such, care chains are the result of structural inequalities between countries (e.g. rich and poor countries), welfare policies (e.g. privatization of care services), the structuration of labour markets including along gender lines (e.g. the division between skilled and unskilled jobs and between feminized and masculinized sectors), and social factors such as discrimination along, for example, class, ethnicity, nationality and gender lines (including inequality between women of different social classes). This analysis demonstrates how a transnational approach (how the dynamics “here” influence and are influenced by the dynamics “there”) is useful to appreciate all these interlinkages.

LEVELS OF ANALYSIS

The migration context can be analysed across different levels. At the macrolevel, for example, processes such as urbanization, interconnectivity, historical relations between countries and migration policies influence people's aspirations and abilities to migrate. At a meso or intermediate level, migration influences and is influenced by social and institutional relations or structures, such as family dynamics, social networks and the structuration of labour markets (for example the demand for foreign workers in another country). At the microlevel, migration is shaped by individual or personal decisions, motivations and relationships and personal characteristics (age, gender role, etc.), all of which have, in turn, an impact on migration.

Several factors have an impact on the conditions under which migration occurs as well as on its results, for example: the causes, the nature (voluntary or involuntary) and the pattern of migration (permanent, temporary, circular); socioeconomic characteristics (such as age, gender, nationality, ethnicity, social status, migration status); the selectivity of migration (e.g. if the migrant belongs to a privileged group, or if migration takes place in contexts marked by pre-existing inequalities); migrants' access to social capital and their involvement in transnational transactions and networks; the opportunities and challenges that migrants face in the contexts of origin, transit and destination and the roles migrants play in such contexts.

The different levels of analysis are always interlinked and must guide a comprehensive analysis of migration. Migration must be analysed not only from an economic / econometric perspective, but also from a social point of view, as human development is, above all, about people's well-being in all dimensions of individual and collective life, and therefore goes beyond the level of income. For example, migrants can improve their living standards while working abroad (individual economic condition), but they may also face difficult working conditions, pressures and discrimination in the contexts of destination that may affect their well-being and health (social

condition). Migrants' knowledge, skills, culture and values are human and cultural resources that can contribute to the well-being of the societies they belong to, but these resources may be undermined or the possibility of contributing such resources can be hindered by administrative factors (e.g. migration status, procedures for the recognition of qualifications, etc.) or social dynamics (e.g. marginalization, exclusion and discrimination).

WHICH CONSIDERATIONS?

Finally, it is important to consider some aspects that influence the analysis of migration phenomenon, such as the use of categories; e.g. "country of origin" associated to "countries of the South", and "country of destination", associated to the "countries of the North", etc. Categories are problematic not only because most countries are simultaneously countries of origin, transit and destination, but also because they risk to underestimate the interdependencies between countries, or to suggest that the interests of countries belonging to different categories are necessarily different or even incompatible. This vision risks preventing collaboration, an open and transparent dialogue, and the emergence of a shared vision and action to protect migrants and manage migration, which presupposes the existence of common priorities for all stakeholders involved, regardless of the countries' level of income or geopolitical classification.

It is also important not to dissociate the current migration trends from the historical processes that shape and have shaped them, and that influence people's identities, networks and links to different places. For example, today's migration trends in West Africa could not be explained without considering factors such as demography, economic integration processes, forced migration that characterized colonialism or displacement caused by conflicts.

The gender dimension is equally important (session 2.3). Gender roles and relations influence and are influenced by migration (decisions, conditions

and outcomes results of the migration experience) in a holistic manner, from the individuals, to social groups, to communities, to institutions, to the State and the transnational dimension. For example, gender influences the policies and practices that affect certain categories of migrants (e.g. the protection of male or female victims of trafficking for sexual exploitation). Gender affects migrants' incorporation into the labour market, as the latter is structured through social norms and perceptions concerning gender roles: migrant women are usually employed in traditionally "feminized" sectors (e.g. care or domestic work) and men in "masculinized" sectors (e.g. construction).

Finally, it is important to consider the availability of data on migration, whose poor quality and comparability is often mentioned among the factors that prevent a better understanding of migration. Statistics on international (and internal) migration have several limitations for a variety of reasons, including the lack of a universal definition of international migration (which explains the diversity of national approaches) and effective data collection systems in many countries, as well as the frequency of data collection and analysis, or the difficulties to estimate migration flows through non-ordinary channels. The analysis of migration can benefit from the complementarity between qualitative and quantitative methodological approaches, which provide different perspectives on the phenomenon.

DATA ON MIGRATION: WHICH CHALLENGES?

Common difficulties concerning migration data include the heterogeneity of definitions, methodologies, coverage, relevance, quality, paucity and accessibility of data.

Different institutions collect and process different types of information and data (for example, national statistical institutes conduct population censuses, household and labour market surveys; central banks collect data on remittances, many academic institutions carry out qualitative studies;

etc.). Better inter-institutional coordination and communication is likely to facilitate more integrated analyses of available data and evidence-based policymaking and programming.

Furthermore, data and information are not always accessible to relevant actors or to the public concerned. Finally, it is interesting to note that, even when relevant, timely and comparable data are available, this does not always translate into more adequate or consistent and coherent policies. Indeed, data availability or accuracy are not the only factors that influence policymaking. Many other factors, including political will, the public opinion, international commitments, to name but a few examples, shape this process.



**IF YOU WANT
TO FINISH
FIRST, RUN; IF
YOU WANT TO
GO FAR, WALK
TOGETHER**

KENYAN PROVERB



KEY MES- SAGES

Understanding the context in which migration occurs is essential to assess its effects at the individual (e.g. migrant's welfare) and structural levels (e.g. how migration shapes and is shaped by social, cultural, political and economic structures).

Migration can be analysed at different levels ("micro", "meso" and "macro"), recognizing the interdependencies among all contexts interlinked through this phenomenon.

A more comprehensive analysis of migration should consider the influence of the use of categories, gender and social dimensions, methodological approaches (e.g. qualitative versus quantitative) and the quality of available data on our understanding and interpretation of the phenomenon.



SUGGESTED ACTIVITIES

Discuss with participants the migration context of the country where the training is held, building on available data from different statistical sources.

Worksheet 1.2 - Migration data sources

Syrian refugee children get ready for class at the SSG, a multi-service centre supported by IOM. Hatay, Turkey.
© IOM 2016 / Muse MOHAMMED



MODULE 2

TRANSVERSAL ASPECTS OF THE MIGRATION PHENOMENON



MODULE 2

- 2.1 - Considerations on the international legal framework on migration.
- 2.2 - Considerations on inter-institutional coordination.
- 2.3 - The gender dimension.



OBJECTIVES MODULE 2

- To reflect on the international framework on migration.
- To reflect on the importance of coordination amongst the actors involved in managing migration in a given context.
- To reflect on the gender dimensions of migration.



CLASSROOM MATERIALS

- Flipchart
- Post-its (size A5, colored)
- Markers
- Worksheet 2.1. A and B; 2.2. A and B; 2.3



SUGGESTED DURATION

1.30 - 2h



SESSION 2.1

CONSIDERATIONS ON THE INTERNATIONAL LEGAL FRAMEWORK ON MIGRATION

MIGRATION: IS IT A RIGHT?

As a premise to this session, it is important to remember that while the international legal framework imposes significant obligations regarding the protection of migrants, States subject to these obligations have nonetheless broad sovereign powers with regards to the admission and residence of foreigners into their territories.

Although the principle of freedom of movement is recognized by international law, its scope is relatively limited. Article 12 of the International Covenant on Civil and Political Rights (ICCPR) States that “1. *Everyone lawfully within the territory of a State shall, within that territory, have the right to liberty of movement and freedom to choose his residence.* 2. *Everyone shall be free to leave any country, including his own.* 3. *The above-mentioned rights shall not be subject to any restrictions except those which are provided by law, are necessary to protect national security, public order (ordre public), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Covenant.* 4. *No one shall be arbitrarily deprived of the right to enter his own country.*” As such, it is highlighted that an individual generally does not hold the right to enter the territory of a State, unless that individual is a national of that State (the right to expel can be seen as corollary to States’ power concerning admission).

The reasons for refusal of admission may be very broad. Most of these reasons are included in the notions of public order (reasons based on previous criminal convictions, violations of immigration laws, etc.), national security and public health.

While States' powers are broad, the latter are subject to the rules of international law (for example, human rights, such as the right to family life, the right not to be subjected inhumane or degrading treatment, or the principle of non-refoulement concerning refugees).¹

OVERVIEW OF INTERNATIONAL MIGRATION LAW

International migration law is found in international human rights law (International Bill of Human Rights including the Universal Declaration of Human Rights which, while non-binding, contains provisions of customary international law; the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR); ILO's International Labour Standards, which apply to all individuals independent of their nationality and legal status; and other specific tools (conventions, treaties, etc.), which include:

- The International Labour Organization's Convention 97 (1949) and 143 (1975) on migrant workers and their non-binding recommendations (no. 86 and 151), which contain clarifications and other guidelines;
- The United Nations' International Convention on the Protection of the Rights of all Migrant Workers and Members of their Families (1990);

¹ The principle of non-refoulement forbids countries from forcing refugees or asylum seekers to countries in which they are liable to be in danger (UNHCR, 1951 Geneva Convention relating to the status of refugees).

- The International Convention on the Elimination of All Forms of Racial Discrimination (ICERD);
- The Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT);
- The treaties related to the protection of specific categories of people (ex. Committee on the elimination of Discrimination against Women (CEDAW) and the Convention on the rights of children (CRC)).
- The United Nations Convention against Transnational Organized Crime, including the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, and the Protocol against the Smuggling of Migrants by Land, Sea and Air.

For further information please refer to Worksheet 2.1. B: Examples of International Agreements and Treaties on migration.

Human rights instruments apply, in principle, to persons, regardless of their nationality. As such, a discussion on migrants' human rights, even if they do not hold the citizenship of the State of residence should be based on the principles that migrants are generally entitled to the same fundamental (human) rights than the nationals that State.

The principle of non-discrimination is thus, fundamental and twofold, as it implies both an indirect and an autonomous right. As an indirect right, it applies in complementarity to those rights recognized by international conventions, enhancing their efficacy. As an autonomous right, the principle takes into consideration national legislation and imposes on the State the duty of not adopting or implementing any discriminatory

measures. This obligation is binding to the articles stipulated by the international law also in cases in which no other recognized human right is involved.

In the application of the principle of non-discrimination to foreigners, it is important to note that there are no differences between civil and fundamental rights. This matter becomes more complex in relation to economic, social and cultural rights, as the principle of non-discrimination seems to garner greater flexibility in its application. Lastly, the legitimacy of a distinction of treatment may depend on the status or condition of the foreigner (e.g. regular or irregular presence in the territory).

Civil rights (freedom from slavery, forced labour, inhumane or degrading treatment, arbitrary arrest and detention, freedom of movement and the right to leave, along with the right to due process) are rights which must be ensured to migrants in the same way as they are to citizens, irrespective of their legal status. Other economic and social rights (such as the right to health care, housing, education, unemployment benefits and family reunification) are particularly important for the social inclusion of migrants. The right to family reunification and the right to public assistance (public services), are generally tied to the fulfilment of a series of conditions established nationally (e.g. length of the stay, income, living conditions, etc.).

At the national level, the implementation of anti-discrimination laws to distinctions in treatment based on nationality is often limited.

There are also regional instruments concerned with international migrants and internally displaced persons. Some examples are the European “Directives” concerning third-country nationals (e.g. on family reunification, long-term residents, researchers, seasonal workers, highly qualified employment), and free movement schemes within economic

communities such as the European Union, the Economic Community of West African States (ECOWAS), the Southern Common Market (MERCOSUR), the Association of Southeast Asian Nations (ASEAN), the Caribbean Community (CARICOM), etc.

Lastly, the Global Compact for Safe, Orderly and Regular Migration, adopted by the General Assembly of the United Nations on 19 December 2018, is a non-binding document which establishes common principles, commitments and understandings between Member States on international migration. Specifically, the document aims to contribute to strengthening global governance, and international cooperation on migration in all its dimensions. The Global Compact includes 23 objectives, and outlines means of implementation and follow-up mechanisms. Although partner States are responsible for the achievement of the identified goals, the Global Compact aims to enhance collaboration amongst all actors involved and the sharing of responsibilities concerning migration management among multiple stakeholders (e.g. UN, civil society, private sector, migrants, universities and research institutes, etc.), while recognizing States' sovereignty.



KEY MESSAGES

Although the international legal framework imposes significant obligations, States hold the sovereignty over matters pertaining to the admission and residence of foreigners on their territory.

The international legislative framework on migration is comprised of various agreements and treaties (both binding and non-binding).

The Global Compact for Safe, Orderly and Regular Migration provides a non-binding international framework for cooperation and action related to migration.

"Our desire is that, in its laws, in its institutions, in its customs, and in its public life, Society may return to be Christian".

Scalabrini – Pastoral Letter, 16.10.1896



SUGGESTED ACTIVITIES

Worksheet 2.1. A - Quiz on international migration laws.

Worksheet 2.1. B - Examples of International Agreements and Treaties on migration.



SESSION 2.2

CONSIDERATIONS ON INTER-INSTITUTIONAL COORDINATION

THE WHOLE-OF-GOVERNMENT AND WHOLE-OF-SOCIETY APPROACH TO MIGRATION

Migration influences, and is influenced, by sectoral policies. The fragmentation of roles, competencies and interests of national authorities and institutions responsible for migration policies and sectoral policies (e.g. employment, social protection, health, security, trade, development cooperation) does not favor the incorporation of migration within the development and programming of such policies.

Policy coherence can facilitate a more consistent and efficient approach to migration management. This requires making sectoral policies more sensitive to migration, assessing the extent to which such policies and their means of implementation determine, facilitate, compel or constrain people's mobility. This entails, for example, understanding how sectoral policies affect migration decisions, the conditions under which migration occurs (be it voluntary or forced safe or dangerous) and its outcomes (on the well-being of migrants, their participation and contribution to the societies they belong to, or their discrimination and exclusion). Concurrently, it is important to make migration policies more sensitive to the objectives of sectoral policies, which in many cases are an expression of the United Nation's Sustainable Development Goals. As such, there is a need for greater coherence among all sectoral policies. Indeed, many countries have established interministerial or inter-institutional coordi-

nation platforms for migration policy planning, adopting a whole-of-government approach. In some cases, non-governmental organizations and migrants themselves are also represented in these coordination platforms, which facilitates the whole-of-society approach.

INTER-INSTITUTIONAL COORDINATION AND CONSULTATION FOR MAINSTREAMING MIGRATION INTO SECTORAL POLICIES

Mainstreaming migration into sectoral policy planning and achieving policy coherence, is not an easy or automatic process. This process presents several difficulties and challenges, including fragmentation poor coordination or even conflicting interests between the entities responsible for migration. These factors may influence the achievement of policy coherence between migration policy and policies concerning health, education, employment and security, for instance.

In this context, consultations between all the actors involved (including government actors, including local authorities, the private sector, civil society organizations, academia, etc.) become fundamental. Recognizing the interests, expectations and expertise of these different stakeholders, and enhancing their collaboration from the start, can foster national ownership of the process. A shared process can help defining a common vision and understanding of the objectives and outcomes of the relevant policies, ensuring the commitment of all relevant actors and a clear division of roles and responsibilities.



KEY MESSAGES

Migration influences and is influenced by different sectoral policies.

Mainstreaming migration into sectoral policies is, therefore, key to achieve coherence between migration policy and other sectoral policies.

This process requires inter-institutional coordination, as well as consultations and the participation of all actors directly or indirectly involved in the management of migration, so as to identify a common vision and understanding of shared objectives and national ownership.

"Dedicate all care to society, so that the spirit of community may grow and strengthen the bonds of human fraternity, substituting the weakness of individuals and safeguarding from misfortune: a brother aided by a brother is as a fortified city".

Scalabrini, *Socialism and the action of the clergy*, Piacenza 1899



SUGGESTED ACTIVITIES

Worksheet 2.2. A - Role Play: Inter-institutional coordination

Worksheet 2.2. B - Mind Map



SESSION 2.3

THE GENDER DIMENSION

THE GENDER DIMENSION

Gender is a social construction, a set of rules, responsibilities, constraints, opportunities and privileges that people, social groups and institutions ascribe to female and male roles in a given context. Gender traits are thus a social construction and can change in time and space.

As a social construction, gender shapes and is shaped by migration. In fact, gender can influence the choice to migrate. For example, in certain societies, masculinity is built, among others, through migration experiences aimed at ensuring greater economic stability to have a family.

Gender influences the migration experiences of women and men in different ways, affecting for example their labour market incorporation in feminized or masculinized sectors, as certain professions or occupations may be deemed more appropriate for men or women according to the characteristics attributed to the different gender roles.

Migration can in turn influence gender-related discourses, perceptions and practices. For example, the perception of migrant women in a given community may change from being a “dependent” to a “breadwinner”, a role normally ascribed to men.

As such, the adoption of a gender approach to migration implies understanding how gender dynamics influence and are influenced by migration through a holistic approach that considers individuals, groups, communities, institutions, as well as national and transnational dimensions.

Furthermore, gender intersects with other social factors, such as class, ethnicity, sexual orientation, nationality, migratory status, with important effects on the experiences, opportunities and inequalities that underlie the relationships between men and women.

THE GENDER DIMENSION IN PRACTICE: WHY IS IT IMPORTANT?

A gender approach is important to understand and address gender inequalities (and within the same gender category) as a product of social norms, institutions and policies. This perspective also helps understanding the specific conditions and needs of migrant men and women, and the different impacts migration has on their lives.

Inequalities can be analysed at different levels, for example within the couple, the family, the communities, the institutions (such as the education system or the labour market) and the international sphere (e.g. the sexual division of labour).

Adopting a gender-based approach implies not taking for granted gender roles, and understanding how this dimension creates opportunities or challenges for migrants (men and women) in different contexts (including for example related to the sexual orientation).



KEY MESSAGES

Gender is a social construction which influences, and is influenced by, migration.

Adopting gender-sensitive approach implies considering the impact that the migration of men and women can have on the societies concerned; and simultaneously, understanding the impact that migration can have on gender roles and gender-based inequalities, including within the same gender category.

"They were old men, curved by age and fatigue... women, which they drew behind them... their children, young and made brothers by one common thought. They were all directed towards one communal destination. They were migrants."

Scalabrini – For the Barns of the Sky, n° 11.7



SUGGESTED ACTIVITIES

Worksheet 2.3 A - Role play: The gender dimension



**WHAT ONE
HAS IN THE
HEART SHOWS
IN THE EYES**

BENGALI PROVERB

MODULE 3

PSYCHOSOCIAL VULNERABILITY AND MIGRATION



MODULE 3

- 3.1 Psychosocial approach in humanitarian actions.
- 3.2 Psychosocial implications related to age and gender.
- 3.3 Vulnerable cases: Burn out prevention.



OBJECTIVES MODULE 3

- To better understand psychosocial vulnerability in migration contexts.
- To provide tools for the identification of factors of vulnerability.
- To promote an approach that recognizes the resilience and resources of vulnerable groups.



CLASSROOM MATERIALS

- Flipchart
- Post-its (size A5, colored)
- Markers
- Worksheet 3.1, 3.2, 3.3



SUGGESTED DURATION

4.30 - 6h



SESSION 3.1

PSYCHOSOCIAL APPROACH IN HUMANITARIAN ACTIONS

The psychosocial well-being of migrants in vulnerable situations is not only affected by violent and stressful experiences, but also by the context, including cultural misunderstandings between migrants and humanitarian workers, and the inability of humanitarian workers to understand and respond appropriately to behaviours and tensions that involve emotional aspects.

Very often, the level of stress, tension and violence characterizing some migrant populations, especially during the identification, reception and integration phases, is mitigated when humanitarian workers apply psychosocial and cultural considerations to their relief and support activities.

In compliance with international guidelines, and based on the results of action-research, IOM's psychosocial approach is based on the interrelations between social, psychological and anthropological factors concerning the individual and the societies of origin and destination, as well as on analysing needs and identifying adequate responses at different levels of action.

Migration entails a number of changes that can have a considerable impact on the psychosocial balance and well-being of individuals. The characteristics of the journey, exile, and permanence in a transit and/or reception centre, can negatively affect both, individual and collective psychological defense mechanisms, causing or amplifying any difficulties, which can, in turn, affect an individual's ability to respond to challenges.



KEY MESSAGES

The psychosocial well-being of vulnerable migrants is not only affected by violent or stressful experiences but also by the context.

It is vital that humanitarian workers apply psychosocial and cultural considerations to their relief and support activities.

IOM's psychosocial approach is based on the interrelations between social, psychological and anthropological factors concerning the individual and the societies of origin and destination, as well as on analysing needs and identifying adequate responses at different levels.

"They departed, those poor unfortunates ... They went to America where, they had heard so many times, well-paid work for those with strong arms and good will. However, not without tears did they say farewell to their native village ... and there, far away they expected to find bread, less scarce or, at least, less sweated."

Scalabrini – For the Bards of the Sky, n° 11.3



SUGGESTED ACTIVITIES

Worksheet 3.1 – Case studies: Aby, Blessing and Manuel



SESSION 3.2

PSYCHOSOCIAL IMPLICATIONS RELATED TO AGE AND GENDER

In situations of crisis, children and adolescents tend to lose family habits, the environment and the people who make them feel safe; they risk not being able to satisfy their basic needs or to protect themselves. Unaccompanied children (including adolescents) separated from their families are particularly exposed to these risks; they are often exposed to smuggling and trafficking, and to labour and/or sexual exploitation, they risk being recruited into armed forces; girls in particular are at risk of abuse, exploitation and stigmatization.

It is therefore important to refer unaccompanied children to relevant agencies or to a network of reliable organizations that provide protection and, when possible, the possibility to reunite with their families.

Humanitarian operators should not leave unaccompanied children abandoned or unattended, and should keep them safe, and protect them from distressing scenarios, from the contact with and sight of injured people, from situations of destruction, from the media, from being exposed to traumatic situations or accounts.

It is important for unaccompanied minors to be heard, to have someone to talk to and play with. The operator must behave calmly, relate to the children's visual range and use appropriate language. The operator must

also take into account children's opinions about the situation they are experiencing and try to highlight their strengths.

Multiple factors, including children's resources and external conditions and interventions, can assist them in overcoming the potentially dangerous situations, difficulties and effects of a State of crisis. The same factors can encourage adaptive responses, which minimize developmental issues and prevent the deterioration of the child's psychosocial well-being. It is important to ensure access to basic services in order to provide a starting point for the reconstruction of a sense of stability. It is useful to design participatory supporting tools and modalities to access culturally appropriate services, in order to ensure the respect of human rights, equality and the dignity of children and adolescents. Rebuilding a daily routine and a sense of "home" and organizing activities that foster the sense of belonging in a community can also help children to build a sense of stability and security necessary for their well-being.

Providing opportunities for children and adolescents to express their point of view and thoughts on the experienced crisis, on their hopes and dreams for the future helps them feel recognized and to recognize themselves as actors in overcoming the crisis and as part of the community.



KEY MESSAGES

Unaccompanied children are exposed to specific risks.

Girls are particularly at risk of abuse, exploitation and stigmatization.

It is vital that humanitarian workers make boys and girls feel safe, in order to recover the feeling of stability and security necessary to re-build their well-being.

"...migration is the source of well-being for those who leave and those who remain. Thus, alleviating the soil from a super population, and valorizing the manual labour that stayed ..."

Scalabrini –16th Italian Catholic Congress
in Ferrara 1899



SUGGESTED ACTIVITIES

Worksheet 3.2 - Video "In a refugee's words"
(Aware Migrants)



IT TAKES A VILLAGE TO RAISE A CHILD

KENYAN PROVERB



SESSION 3.3

VULNERABLE CASES: BURN OUT PREVENTION

There is a constant interaction between us, the environment in which we live and the daily situations we face. The dynamics of such interaction are constantly changing, compelling us to react and adapt through coping strategies.

Coping strategies help us maintaining a balanced and comfortable mental State. Such mental comfort is defined individually and thus changes from one person to another. Failing to reach a comfortable mental State can trigger different kinds of stress and produce negative coping strategies.

A systemic approach to burn out prevention analyses the interaction between the context of intervention, humanitarian workers and the situations of stress they experience, as well as their reaction to the latter; focusing on the different coping strategies available aimed at reducing stress. Everything that works and is appropriate to the situation should be encouraged. Ineffective coping strategies should be abandoned. Overall, stress cannot be considered a personal failure; it is the result of ineffective coping strategies.

It is possible to cope with stress by modifying the environment, as well as one's self-perception and the vision of one's condition, or the situation itself. Humanitarian work-related stress has been classified into three major categories: baseline stress, cumulative stress and traumatic stress.

Baseline stress is experienced daily; cumulative stress is experienced repeatedly for a long period of time and is intense, with consequences on the individual's well-being and mental processes. Traumatic stress is caused by exposure to traumatic events or a particularly critical incident. Traumatic stress is an emotional reaction to an extraordinary, unexpected, violent situation that goes beyond ordinary human experiences.

In an emergency and migration contexts, exposure to extremely emotional situations that risk causing stress and burn-out is commonplace. Burnout is a condition generally associated with difficulties in maintaining a certain degree of emotional distance in emergency situations, and with other negative experiences, which manifests also through physical reactions such as fatigue, insomnia, loss of appetite and isolation.



**DO NOT BE
AFRAID OF
MOVING
SLOWLY, BE
AFRAID OF
STANDING
STILL**

HINDI PROVERB

The risk of burnout can be prevented by organizing sessions dedicated to the listening and supervision of humanitarian workers dealing with vulnerable groups.

Emotional stress is a “normal” reaction in the context of humanitarian work and support to vulnerable groups.

Taking care of yourself means also taking care of others.

“Let us raise the spirit in our deeds, let our hearts expand, let us hope; but may our hope be calm and patient; let us hope but without being detached...”

Scalabrini – Pastoral Letter for the Holy Lent 1877,
Piacenza

“May God assist you and use you to operate all possible good for His glory and for the salvation of souls”.

Scalabrini,
Scalabrini – Pastoral Letter to Giuseppe Marchetti,
26.12.1894



KEY MESSAGES



SUGGESTED ACTIVITIES

Worksheet 3.3 - Role play: Aby, Blessing and Manuel

METHODOLOGY WORKSHEET

PLANNING AND EVALUATING A TRAINING



OBJECTIVE

To provide a list of methodological considerations to plan a training.

*Students listen to the IOM Community Liaison Officer in Puttalam, Sri Lanka.
© IOM 2017 / Imthath BASAR*



ANALYSING THE TRAINING NEEDS: WHY?

Analysing training needs allows to:

- Know the target group.
- Identify the level of knowledge and expectations of the participants.
- Draft a training agenda that matches the identified needs and expectations.

Methodologies

- Questionnaire (also online).
- Individual or group interviews.
- Pre-training test on participants' knowledge.

IDENTIFYING THE OBJECTIVES, CONTENT AND ACTIVITIES: WHAT?

The specific objectives determine the choice of training contents and techniques (the activities).

The content corresponds to the identified training needs and/or the continued learning needs of the participants.

The content is structured to respond to the specific training objectives.

The activities facilitate the achievement of the set learning objective.

Refugees from five Nations living in Medan, Indonesia with IOM's assistance in Medan, Indonesia.

© IOM 2017 / Ravi MUNIANDY



DEVELOPING TRAINING TECHNIQUES: HOW?

Different learning styles correspond to different training techniques.

Learning styles:

- cognitive (knowledge)
- observative (demonstration)
- experiential (experience) – starting from a practical situation and applying knowledge
- active (action)
- sensorial (visual, auditive, kinesthetic)

Examples of training techniques

- Case study
- Role play – different techniques
- World café
- Mind map

** Trainers should be able to adapt and use different training techniques to facilitate adult learning.*

EVALUATING A TRAINING: WHAT HAVE WE LEARNED, AND HOW CAN WE APPLY IT?



Create an appropriate environment. Consider the room display and seating arrangement, lighting, temperature, services, etc.

Create an appropriate emotional/relational setting. Make sure the setting is welcoming, reassuring, non-judgmental, etc.

Make sure the trainer uses appropriate interpersonal skills. The trainer should be able to listen, show empathy, facilitate communication and dialogue, and address positive or negative feedback.

Prepare the course. Know the participants, their experiences and expectations. Define the training process, as well as the necessary steps to reach the identified objectives, and the most appropriate training methods and materials. Preparation allows the trainer to be present and aware.

Prepare appropriate materials. Hand out any materials before the training.

Pay attention to cultural aspects such as factors linked to religion, dietary requirements, gender, dress code, etc.

"All our thoughts, all our words, all our actions ... must be strokes of the brush that forms and depicts in us some trait of the life of Jesus Christ".

Scalabrini – Pastoral Letter for Lent, 1883



KEY MESSAGES

TRAINING OF TRAINERS - SAMPLE AGENDA

TIME	DAY 1	DAY 2	DAY 3	DAY 4
9:00-10:30	Welcoming remarks Course objectives Participants' expectations Ice-breaker	Recap of the previous day Module 2 (continued)	Recap of the previous day Module 3 (continued)	Practice: conducting a training
COFFEE BREAK				
11:00-12:30	MODULE 1	MODULE 2 (continued)	Planning a training	Practice: conducting a training (continued)
LUNCH				
13:30-15:00	MODULE 1 (continued)	MODULE 3	Planning a training (continued)	Practice: conducting a training (continued)
COFFEE BREAK				
15:30-17:00	MODULE 2 Conclusions Day 1	MODULE 3 (continued) Conclusions Day 2	Planning a training (continued)	Conclusions and general evaluation of the training Closing remarks

PRACTICAL TIPS FOR THE TRAINER



OBJECTIVE

To provide the trainer with a checklist of activities to be completed for a successful training



Checklist for the trainer

	STATUS √ ○ X	COMMENTS
Agenda reviewed and approved		
Agenda shared with other trainers		
Materials reviewed and, if necessary, modified		
Presentations and materials reviewed and approved by all trainers		
Presentations for the different sessions ready		
Presentations copied on the PC that will be used during the training		
Presentations saved on USB drive		
Materials for the participants translated, when necessary		
Materials for the participants printed		
Evaluation questionnaires printed		
Certificates printed, if appropriate		
Training space prepared, set and checked		
Participants list confirmed		
Group activities prepared		
Possible catering service confirmed		
Internet connection, overhead projector and IT hardware checked		
Copies of the materials shared with the interpreters, if present		

ANNEXES

A. K., S., U. et Ad., at the AFCF centre at Nouakchott before their return. Nouakchott, Mauritania.
© IOM 2018 / Sibylle DESJARDINS





WORKSHEET 1.1

LET'S DEFINE MIGRATION IN A WORLD CAFÉ

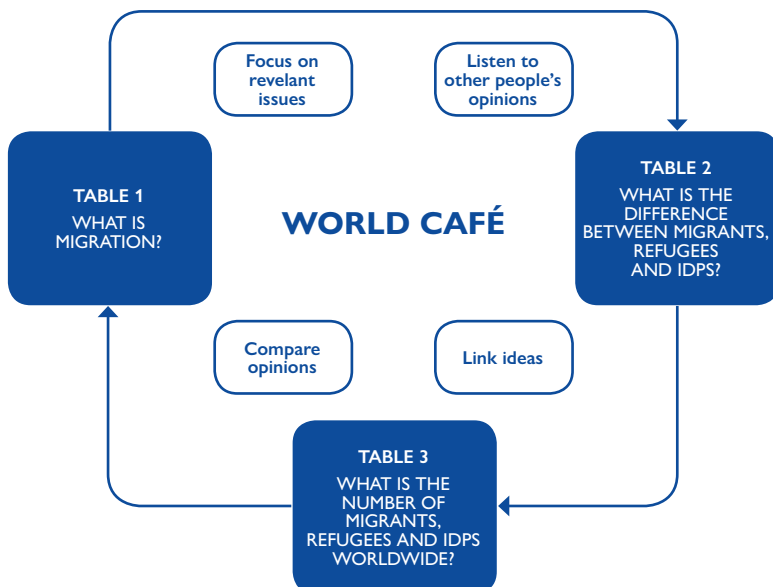


OBJECTIVE

To conduct a constructive discussion on the concept of migration, and to understand its complexity.

WORLD CAFÉ METHODOLOGY

The world café is a dynamic and engaging way to start a group discussion. Participants are divided into tables, each of which will focus on a question/issue. Each table appoints a spokesperson, who is in charge of writing down what is being said. Each group has 15 minutes to discuss the proposed question. The spokesperson remains fixed, while the groups run around the different tables. Once the groups have finished touring the tables, the spokespersons present the results of the discussions.



- Table 1: What is migration?
- Table 2: What is the difference between migrants, refugees and IDPs?
- Table 3: What is the number of migrants, refugees and IDPs worldwide?

1. DEFINITION OF MIGRANT – INTERNATIONAL ORGANIZATION FOR MIGRATION

IOM defines a migrant an umbrella term, not defined under international law, reflecting the common lay understanding of a person who moves away from his or her place of usual residence, whether within a country or across an international border, temporarily or permanently, and for a variety of reasons. The term includes a number of well-defined legal categories of people, such as migrant workers; persons whose particular types of movements are legally defined, such as smuggled migrants; as well as those whose status or means of movement are not specifically defined under international law, such as international students.



Source: IOM, 2011, Glossary on Migration (second edition).
www.iom.int/who-is-a-migrant

2. INTERNATIONAL MIGRANT - UNITED NATIONS DEPARTMENT FOR ECONOMIC AND SOCIAL AFFAIRS

International migrant is defined as any person who changes his or her country of usual residence. A person's country of usual residence is that in which the person lives, that is to say, the country in which the person has a place to live where he or she normally spends the daily period of rest. Temporary travel abroad for the purposes of recreation, holiday, business, medical treatment or religious pilgrimage does not entail a change in the country of usual residence.

Source: UN DESA, 1998, Recommendations on Statistics of International Migrant Revision 1, Statistical Papers Series M, No. 58, Revision 1, New York: United Nations.

https://unstats.un.org/unsd/publication/SeriesM/SeriesM_58rev1e.pdf

3. MIGRANT WORKERS

International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, 1990.

“The present Convention shall apply during the entire migration process of migrant workers and members of their families, which comprises preparation for migration, departure, transit and the entire period of stay and remunerated activity in the State of employment as well as return to the State of origin or the State of habitual residence. The term “migrant worker” refers to a person who is to be engaged, is engaged or has been engaged in a remunerated activity in a State of which he or she is not a national “.

Source: United Nations, 1990, International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families. www.ohchr.org/EN/ProfessionalInterest/Pages/CMW.aspx

4. REFUGEE

A refugee is “someone who is unable or unwilling to return to his/her country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion.”

Source: 1951 Refugees Convention, article 1A.
<https://www.unhcr.org/4ca34be29.pdf>

5. INTERNALLY DISPLACED PERSONS

Internally displaced persons (IDPs) are individuals or groups of individuals who have been forced to leave their homes or places of habitual residence, in particular due to situations of generalized violence, violations of human rights, or armed conflicts, but without crossing an international border.

Source: UNHCR.

*A displaced woman at a school collective site outside Gedeb (Gedeo zone), Ethiopia.
© IOM 2018 / Olivia HEADON*





WORKSHEET 1.2

MIGRATION DATA SOURCES



OBJECTIVE

To become familiar with data sources on migration trends.

Sources



IOM Mediterranean updates
<https://bit.ly/2VW6HrZ>



IOM Migration Data Portal, Global and National data overview
https://migrationdataportal.org/?i=stock_abs_&t=2017



IOM Global Migration Indicators 2018
<https://bit.ly/2Rjpr9d>



IOM *World Migration Report 2018*
www.iom.int/wmr/world-migration-report-2018



UNHCR Statistics
www.unhcr.org/figures-at-a-glance.html



UN DESA Statistics
www.un.org/development/desa/en/key-issues/statistics.html



IOM Global Migration Data Analysis Centre
<http://gmdac.iom.int/>



IOM Displacement Tracking Matrix
www.globaldtm.info/



World Bank
www.worldbank.org/



International Labour Organization
www.ilo.org/global/lang--en/index.htm

Mother wearing the Little Sun around her neck with her baby at the back. Dolo Ado, Ethiopia.
© IOM 2017 / Rikka TUPAZ





WORKSHEET 2.1. A

QUIZ ON INTERNATIONAL MIGRATION LAW



OBJECTIVE

To become familiar with some international agreements, treaties and instruments related to migration.

TRUE OR FALSE?



1. The 2030 Agenda on Sustainable Development, approved by the United Nations General Assembly on 25 September 2015, is a binding document that includes – for the first time – migration, as one of the objectives to be achieved by 2030.



2. The Universal Declaration of Human Rights, approved by the United Nations General Assembly in 1948, declares the right of every individual to leave any country, including his or her own, and enter another.



3. The 1951 Convention on the Status of Refugees constitutes a fundamental legal document which defines the term “refugee” and specifies the rights of forced migrants as well as the legal obligations of States to protect them. The fundamental principle stipulated is that of non-refoulment, which is considered today a norm within international law.



4. The Global Compact for Safe, Orderly and Regular Migration, adopted on 19 December 2018, is a non-binding State-led process to strengthen the management of international migration.



5. The Global Compact on Refugees was developed by UNHCR and is a binding international agreement.



6. The term “migrant worker” included in ILO’s 1975 Convention on Migrant Workers includes all migrant workers.



7. The International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (1990) declares that all migrant workers and the members of their families have the right to form and participate in associations and unions present in the countries in which they work, in order to promote and protect their economic, social and cultural interest.



8. According to the Convention on Domestic Workers (2011), a person who provides domestic labour occasionally or sporadically is not considered a domestic worker.



9. The Kampala Convention (2011) on the protection and assistance of internally displaced people in Africa is legally binding and imposes States to follow a series of obligations concerning humanitarian assistance, compensation and support in the search for sustainable solutions for IDP, as well as access to all human rights recognized for these people.



10. The General Agreement on Trade in Services (GATS) is a multilateral agreement relative to the commerce of services in all 148 members of the World Trade Organization (WTO). Ar-



ticle 4 stipulates the free circulation of services as applied to citizens and, in certain circumstances, permanent residents of the WTO Member States which seek to export their services (permanent residents are covered by this agreement when the Member State does not have citizens or establishes the same treatment of permanent residents and citizens).



11. With its additional Protocol, the United Nation's Convention Against Transnational Organized Crime seeks to prevent, condemn and punish the trafficking of humans, particularly women and children, by i) preventing and fighting against the trafficking of humans, with particular attention on women and children; ii) protect and assist victims of trafficking in full reflection of their human rights; and iii) promote the cooperation between States Parties in achieving these goals.

QUIZ – ANSWERS

1. False
2. False
3. True
4. True
5. False
6. False (Art. 11, does not apply to border residents, artists and free-lance workers, among others)
7. False
8. True
9. False
10. True
11. True

*Migrants and refugees in the Greek island of Lesbos, Greece.
© IOM 2015 / Amanda NERO*





WORKSHEET 2.1. B

EXAMPLES OF INTERNATIONAL AGREEMENTS AND TREATIES ON MIGRATION



OBJECTIVE

To become familiar with certain international agreements and treaties on migration.



1. Universal Declaration on Human Rights, United Nations, 1948.
www.un.org/en/universal-declaration-human-rights/



2. United Nations Convention on Transnational Organized Crime
– Protocols on Trafficking and Smuggling, 2003–2004.



<https://bit.ly/2YkQLgh>

<https://bit.ly/2JsHPkO>



3. Convention relating to the Status of Refugees, 1951.

<https://bit.ly/2nltjpl>



4. Migration for Employment Convention, International Labour Organization, 1949.

<https://bit.ly/2VefwZy>



5. Migrant Workers (Supplementary Provisions) Convention, 1975, International Labour Organization, 1975.

<https://bit.ly/2Hb3lnk>



6. The Equality of Treatment (Social Security) Convention, International Labour Organization, 1962.

<https://bit.ly/30jyDp8>



7. Convention on Domestic Workers, International Labour Organization, 2011.

<https://bit.ly/2AQOzVe>



8. International Convention on the Protection of the Rights of Migrant Workers and Members of their Families, United Nations, 1990.

<https://bit.ly/2E442T0>



9. General Agreement on Trade in Services (GATS) - Mode 4 (movement of natural persons) World Trade Organization, 1995.

<https://bit.ly/2vRwEdA>



10. Kampala Convention (African Union Convention for the Protection and Assistance of Internally Displaced Persons in Africa), UNHCR, 2012.

www.unhcr.org/50f9551f9



11. 2030 Agenda for Sustainable Development, United Nations, 2015.

<https://bit.ly/1Ep648>



12. Global Compact for Safe, Orderly and Regular Migration, United Nations General Assembly Resolution, 19 December 2018.
<https://bit.ly/2zuZ8yj>



13. Global Compact on Refugees, 2018.
www.unhcr.org/gcr/GCR_English.pdf



WORKSHEET 2.2. A

ROLE PLAY:

INTER-INSTITUTIONAL COORDINATION



VIDEO

ESETA'S STORY

<http://awaremigrants.org/eseta>



CONTEXT

Eseta is an Ivorian woman who is staying in a reception centre in the Niger after having been in Algeria and Libya. She claims to have been discriminated in these places, on the basis of the color of her skin:

"... you can't even walk, and since you're black, you're different from their race... you can't buy anything, you have to wait until night to go out, as if in a prison but it's not prison... when you walk by someone they spit at you..."

Eseta was bought by a woman and put in a cell where she met a pregnant woman who complained of serious pain in her abdomen, and eventually lost her child.

Often, she was not given any food or water, and sometimes food was thrown at her. As there were many people in prison, she says, there was not enough food for all.

Eseta was pregnant; she was not sure whether her child was alright. She was unable to receive any medical attention and was afraid to lose the child.

"... he's a gift from God, I wasn't sure whether he would be born or survive mine and his suffering".

The manager of the reception centre in which Eseta is currently staying has called for a meeting to decide on her, and her child's, future.



ISTRUZIONI

- Read the case individually and decide how to intervene, in a coordinated manner, on the situation.
 - Discuss the case as a group and prepare discussion points to present your position.
 - Choose two members of your group to:
 1. Represent the position assigned to you.
 2. Observe the discussion dynamics at play during the representation exercise and take notes on: the problems identified, the role and the responsibilities of each institution and the possible solutions identified for the improvement of inter-institutional coordination.
-

*A displaced girl in Hammam Al-Alil transition centre, south east of Mosul city, Iraq.
© IOM 2016 / Raber AZIZ*



Role A: Sister Camilla, MSCS Itinerant Service

Based on your mandate, the Itinerant Service will ask:

- To have Eseta and her child transferred immediately to a safe structure.
- To promote the creation of a local network that can collectively address Eseta's case.

Role B: Manager of the reception centre

- Eseta and her child must leave the centre within 48 hours as there will be a new group of migrants arriving.
- He cannot wait for a network that can take on Eseta's case to be developed.
- He works with many people in the centre (he seems nervous and not very collaborative; he seems cynical and shows signs of "burn-out")

Role C: Director of the local health-care services

The Director of the local health-care services communicates that:

- The local-health care services are precarious or non-existent for the local population and, as such, it is more difficult to ensure access to health care for migrants.
- Migrants in an irregular situation are not entitled to access national health-care services by law.
- The Director recommends resorting to private medical care.

Role D: District Representative

The Representative of the district in which the reception centre is located, insists that:

- The reception centre should be closed.
- Funding should be provided for local development, such as the development of infrastructure, electrification, sanitation and potable water, etc.
- He has never been in the centre and is not aware of the conditions in which migrants live.



WORKSHEET 2.2. B

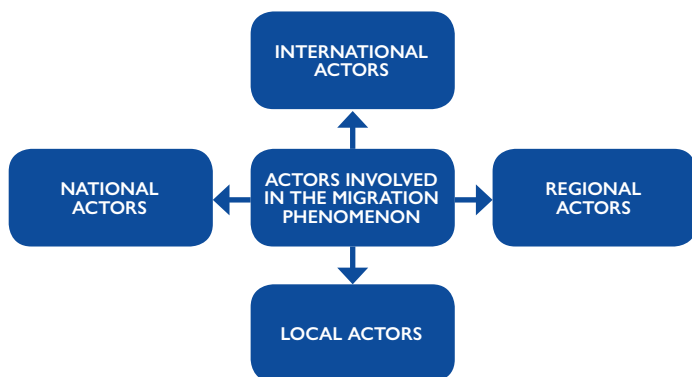
MIND MAP



OBJECTIVE To develop a Mind Map

METHOD: WHAT IS A MIND MAP AND HOW IS IT DEVELOPED?

MIND MAPPING



A mind map is a graphic representation of thoughts, elaborated using visual memory techniques to facilitate the memorization of concepts and information.

A mind map can support personal creativity, memorization and note taking. The elements of a mind map should be described with single key words or images, rather than sentences, to allow for potential new associations, additions and combinations that can be made in a dynamic

manner as the map is developed, following a hierarchical and associative structure, similar to mental connections.

A mind map does not require a hierarchical structure. The hierarchical organization of a mind map follows contextual themes, with related elements branching out of a central point which is placed in the centre and should be the starting point from which all other associations originate. Furthermore, there are no excluding criteria when it comes to the elements of a mind map. For example, if the starting point of a certain mind map was “cinema”, “free time” could be a first-level association and the same could apply if “free time” was the central element, with “cinema” as the association.

In this specific exercise, the central key element in our mind map will be the “actors involved in the phenomenon of migration”. The objective of the mind map will be to identify the various actors concerned with migration in a given situation and at different levels (local, national, regional, international and global), as well as the relations between them.



WORKSHEET 2.3

ROLE PLAY:

THE GENDER DIMENSION



OBJECTIVE

To raise participants' awareness of the importance of the gender dimension.

METHOD: HOW TO DEVELOP A ROLE-PLAY ON THE GENDER DIMENSION.

The activity proposed for this session is a role-play, which helps raising participants' awareness of the potential gender-related difficulties and challenges faced by persons identified with different gender categories.

First, the trainer invites the participants to form a horizontal line and assigns each individual a role, which is written on a piece of paper. Once the roles have been assigned, the trainer reads a list of actions, jobs and activities. Every time the trainer reads a statement those whose assigned roles allow them to engage in such actions take a step forward.

At the end of the role-play, some participants will have taken "many steps", while others will likely remain behind or at the starting point. The trainer should then engage in a discussion that considers the reasons and factors that made possible for some participants to advance, while others could not, in order to highlight the importance of gender characteristics and roles and the ways in which these can influence an individual's life.



WORKSHEET 3.1

CASE STUDIES: ABY, BLESSING AND MANUEL

ABY



CONTEXT

Aby is 50 years old, he remained paralysed after being severely injured in last month's tsunami in Indonesia. His village was completely destroyed, his house is underwater. Nothing is left of his small shop on the beach, his parents are reported missing. Only his family survived: his wife and two children. His elder son helps him with all necessary movement. Unfortunately, doctors prescribed his immediate transfer to a hospital for further clinical investigations, and his family has to authorize his departure. The island is in complete chaos, and nobody can properly prioritize the most desperate cases. Aby does not complain, but he is in great pain. His doctors say that his case is particularly serious, and he needs adequate treatment.

Read the case individually for 5 minutes.

Identify in your group an "observer", who will take notes during the discussion, highlighting the emotions and reactions triggered by this case, as well as possible solutions identified by the group, and who will present to the rest of the group in the plenary.



INSTRUCTIONS

Discuss in the group and try to answer the following questions:

1. You meet Aby in Sumatra, in an improvised tent for survivors of the tsunami in Indonesia. What risks will you present to the family during the first meeting?
2. Which contacts would you activate to allow the family to remain together despite the imminent transfer of Aby to the island of Java?
3. What type of solutions do you think are possible in this case, considering the elder son does not intend to let the father go without the rest of the family?



DURATION

- Case study individual reading (5')
- Group discussion (10')
- Answer the questions (15')
- Present your conclusions/solutions to the group in plenary (10')
- Questions/answers (10')

BLESSING



CONTEXT

Blessing is an 18-year-old Nigerian girl, who decided to leave her village to reach Europe and help her family. Mary, a friend of hers, volunteers to pay for her journey. They leave together from Nigeria and arrive to Libya, where Mary “sells” Blessing to another woman who manages a “transit” shelter. Blessing is forced into prostitution for 2 years without the chance to ask for help, and is exposed to violence, abuse, and a number of abortions. When Blessing finishes paying her “debt” the madame suggests that she continues working in the transit house for 6 more months, to make enough money to leave for Italy. Blessing accepts the offer and the madame gives her a contact in Italy that will help her once she will be there. After around 6 months, Blessing crosses the sea and arrives alone in Augusta, after three days of fearful travel.

**madame is the nickname given by human traffickers to women who take young girls into custody.*

Read the case individually for 5 minutes.

Identify in your group an “observer”, who will take notes during the discussion, highlighting the emotions and reactions triggered by this case, as well as possible solutions identified by the group, and who will present to the rest of the group in the plenary.



INSTRUCTIONS

Discuss in the group and try to answer the following questions:

1. You meet Blessing in a reception centre close to the port of Augusta. What risks will you discuss during the first meeting with the girl?
 2. Which contacts would you activate to allow her to protect herself from the criminal network that is holding her in hostage?
 3. What type of solutions do you think are possible in this case, considering that Blessing does not listen to anyone and wants to reach her contact?
-



DURATION

- Case study individual reading (5')
 - Group discussion (10')
 - Answer the questions (15')
 - Present your conclusions/solutions to the group in plenary (10')
 - Questions/answers (10')
-

MANUEL



CONTEXT

Manuel is a 15-year-old boy, who ran away from poverty in his village and from violence often perpetrated to minors of his age. Manuel wants to work and help his family, he is looking for a better future and starts a journey on his own, hoping to reach the United States of America, where his father's cousin lives, not far from the border with El Paso. He is short, but a strong and determined kid. He does some small jobs to earn his living and plans the legs of his journey in order not to get lost. Many men and women have seen him alone and approached him, but he does not pay attention and continues straight towards the border.



INSTRUCTIONS

Read the case individually for 5 minutes.

Identify in your group an “observer”, who will take notes during the discussion, highlighting the emotions and reactions triggered by this case, as well as possible solutions identified by the group, and who will present to the rest of the group in the plenary.

Discuss in the group and try to answer the following questions:

1. You meet Manuel in a transit centre at the border with Mexico, which risks will you discuss with him during the first meeting?
 2. Which contacts would you activate to allow him to protect himself from the risks he is exposed to during his journey?
 3. What type of solutions do you think are possible in this case, considering that Manuel does not listen to anyone and wants to leave and continue his journey?
-



DURATION

- Case study individual reading (5')
 - Group discussion (10')
 - Answer the questions (15')
 - Present your conclusions/solutions to the group in plenary (10')
 - Questions/answers (10')
-



WORKSHEET 3.2

VIDEO



VIDEO

THE STORY OF TCHAMA

<http://awaremigrants.org/story-tchama>



VIDEO

THE STORY OF EMILIE

<https://awaremigrants.org/story-emilie>



Displaced Somali woman smiles for the camera with her floral outfit echoing the Little Sun's floral shape. Dolo Ado, Ethiopia.
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WORKSHEET 3.3

ROLE PLAY: ABY, BLESSING AND MANUEL

ABY



CONTEXT

Aby arrives to Jakarta and he is accompanied to the Itinerant Service, where a first meeting takes place to discuss the services provided and identify first steps that can be taken. You realize he is alone, very nervous and scarcely collaborative. Just after a few minutes into the meeting, he bursts into tears and refuses to speak. He asks to go back to the tent camp where his family is, where he can find his elder son, who helped him with all his movements and needs.



INSTRUCTIONS

- Discuss the situation with your group and prepare arguments to support your role.
- Choose within the group the participants to the role play, following the roles A and B.
- Act the role play.



DURATION

- Read the situation 5'
- Discuss and choose roles 15'
- Role play 10'

BLESSING



CONTEXT

Blessing arrives in Rome and she is accompanied to the Itinerant Service, where a first meeting takes place to discuss the services provided, and identify first steps that can be taken and shared points to start her care-path. You realize she is with her little baby, very nervous and scarcely collaborative. Just after a few minutes into the meeting, she bursts into tears and refuses to speak.



INSTRUCTIONS

- Discuss the situation with your group and prepare arguments to support your role.
- Choose within the group the participants of the role play, following the roles A and B.
- Act the role play.



DURATION

- Read the situation 5'
- Discuss and choose roles 15'
- Role play 10'

Displaced Somali woman with her baby on her back looking into the horizon strewn with make-shift shelters. Dolo Ado, Ethiopia.
© IOM 2017 / Rikka TUPAZ



MANUEL



CONTEXT

Manuel arrives at the border between the United States and Mexico and he is accompanied to the Itinerant Service, where a first meeting takes place to discuss the services provided and identify first steps that can be taken to identify shared points to start his care-path. You realize he arrives on his own and he looks nervous and non-collabourative. Just after a few minutes into the meeting, he bursts into tears and refuses to speak. He asks to continue his trip to reach his cousin, who will help him to find a job so he can support his family.



INSTRUCTIONS

- Discuss the situation with your group and prepare arguments to support your role.
 - Choose within the group the participants to the role play, following the roles A and B.
 - Act the role play.
-



DURATION

- Read the situation 5'
 - Discuss and choose roles 15'
 - Role play 10'
-

NOTES

Handwriting practice lines consisting of 15 sets of three horizontal dashed lines.

