



Co-founded by the European Union



ADMIn4ALL

SUPPORTING SOCIAL INCLUSION OF VULNERABLE MIGRANTS IN EUROPE

BUILDING THE CAPACITY OF **MUNICIPALITIES** IN **SOCIOECONOMIC** INCLUSION OF VULNERABLE **MIGRANTS**



**TRAINING
CURRICULUM**

The opinions expressed in the publication are those of the authors and do not necessarily reflect the views of the International Organization for Migration (IOM). IOM and its partners will not be considered legally responsible for the accuracy, completeness or usefulness of any information in this publication. The designations employed and the presentation of the materials through the publication do not imply the expression of any opinion whatsoever on the part of IOM concerning the legal status of any country, territory, city or area, or of its authorities, or concerning its frontiers or boundaries.

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.

This document was produced with the financial assistance of the European Commission. The views expressed herein can in no way be taken to reflect the official opinion of the European Commission.

Publisher: International Organization for Migration (IOM)
Mission in Italy with coordinating role for the Mediterranean
Casale Strozzi Superiore
Via L.G. Faravelli snc 00195, Rome
Email: iomrome@iom.int
Internet: www.italy.iom.int

This publication has been issued without formal editing by IOM.

Cover image: © freepik.com

© 2019 International Organization for Migration

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the publisher.

PUB2019/081/R



BUILDING THE CAPACITY OF **MUNICIPALITIES** IN **SOCIOECONOMIC** INCLUSION OF VULNERABLE **MIGRANTS**

TRAINING
CURRICULUM

INDEX

Introduction	7
PART 1. General elements of the curriculum	9
1. Target groups and objectives	10
2. Identification of the training topics	11
3. Structure of the training programme	13
4. List of training modules and sessions	15
5. Methodology	17
6. Process-related sessions	19
6.1. Introductory session	19
6.2. Daily closing, tasks and review of the tasks	21
6.3. Evaluation and closing of the training	22
7. Support for trainers and multipliers	25
7.1. Becoming a multiplier	25
7.2. Key features of the training approach	25
7.3. Needs assessment	26
7.4. Designing a training programme	27
7.5. Delivering the training	28
7.6. Training evaluation and reporting	30
PART 2. Training modules	33
Module 1: Understanding migration	34
Session 1: Countries of origin and push factors for migration	34
Session 2: Understanding the migration itinerary	38
Handout: Understanding migration	40
Module 2: Developing intercultural competence	68
Session 1: Intercultural communication and tolerance of ambiguity	68
Session 2: Overcoming stereotypes and developing empathy	71
Handout: Intercultural competence	76
Module 3: Non-discrimination	84
Session 1: Types of discrimination and ways to address it	84
Session 2: Discourse about discrimination and discrimination through discourse	88
Handout: Non-discrimination	90

Module 4: Conflict management	94
Session 1: Understanding and addressing conflicts	94
Session 2: Management of intercultural conflicts	97
Handout: Conflict management	100
Module 5: Interaction with migrants	107
Session 1: Supporting culturally sensitive and effective integration paths	107
Handout: Supporting culturally sensitive and effective integration paths	110
Session 2: Working with migrants in difficult situations: Supporting and developing resilience	117
Handout: Supporting and developing resilience	120
Session 3: Cooperation with Intercultural mediators	126
Handout: Working with intercultural mediators	128
Session 4: Feedback and consultation of migrants	131
Handout: Feedback and consultation of migrants	133
Module 6: Interaction with the local community	135
Session 1: Engaging with the local community and cooperation with NGOs	135
Session 2: Mobilizing local support and cooperation with volunteers	139
Handout: Mobilizing local support and cooperation with volunteers	141
Module 7: Management issues	143
Session 1: Access to services through cross-sector cooperation and One-Stop-Shops	143
Handout: Cross-sector cooperation and One-Stop-Shops	146
Session 2: Peer support and intervention for professionals working with migrants	150
Handout: Peer support and intervention for the professionals working with migrants	152

References

157

INTRODUCTION

This training curriculum has been developed under the project “ADMin4ALL: Supporting Social Inclusion of Vulnerable Migrants in Europe”. ADMin4ALL is funded by the European Union (EU) and implemented by the International Organization for Migration (IOM). It aims to enhance the capacity of municipalities across the EU to provide more inclusive and accessible social services for migrants.

The training curriculum targets municipality staff – working in specialized or generalized services – as well as staff within other entities who are entrusted to deliver services to migrants. The content builds on a needs-assessment conducted under the ADMin4ALL project as well as on feedback collected from municipal staff following an initial roll-out of the training. Because of its modular design, the curriculum is flexible and can serve as a useful basis for adaptation to varying national and local contexts.

The manual is structured around two sections:

Part 1 provides an overview of the training curriculum’s content, learning objectives, target audience and format. It further provides training guidelines for trainers wishing to roll-out the training to its end users.

Part 2 delves deeper in the training content itself. It contains the description of each training module, along with recommended teaching, learning and assessment procedures as well as the modules themselves. Each module is supported by key training tools including handout documents to be distributed to training participants.



PART 1

GENERAL ELEMENTS OF THE CURRICULUM



1. Target groups and objectives

The target group of the training programme consists of:

- Social workers of the specialized services of the municipality targeting refugees or TCNs;
- Social workers of the general social services of the municipalities;
- Other staff of the municipality or of other local institutions;
- Staff of the private entities contracted by the municipality to deliver services to refugees and TCNs or involved in projects on this topic in cooperation with the municipality.

The general objective of the training programme is to contribute to the development of the capacity at municipality level to support the integration of refugees and TCNs.

More precisely, the training aims at developing the competence of the training participants to deliver effective services to refugees and TCNs.

The envisaged competence includes:

- Attitudes favouring the effective and sustainable integration of migrants, as well as attitudes favouring teamwork and cooperation with other professionals;
- Knowledge and critical understanding of the current migration processes, causes and contexts of migration;
- Skills related to the interaction with migrants and with other local stakeholders, as well as related to the use of specific work methods and tools.

2. Identification of the training topics

The conclusions of the scoping study done in 2016, in preparation of the first phase of the project, emphasized that the training should cover:

- 2 main core topics: understanding migration and intercultural competence;
- 3 main elective topics: interaction with migrants, interaction with local community and management issues.

For each of the main topics several subtopics resulted as relevant from the scoping study, as follows:

Understanding migration.

- information on the countries of origin (geographic, historical, social, political, etc.);
- push factors of recent migration;
- understanding the migration itinerary and issues related to human trafficking;
- emotional issues, trauma and resilience.

Developing intercultural competence.

- intercultural communication;
- understanding cultural differences and empathy;
- attitudes favouring effective intercultural interaction;
- management of intercultural conflicts.

Interaction with migrants.

- cooperation with intercultural mediators;
- working with migrants in difficult situations;
- feedback mechanisms and consultation of migrants;
- supporting culturally sensitive and effective integration paths.

Interaction with local community.

- engaging with the local community and mobilizing local support;
- public communication and combating xenophobic manipulation;
- public awareness campaigns and community education programmes;
- cooperation with community groups and organizations.

Management issues.

- cross-sector cooperation and one-stop-shops;
- project cycle management;
- management of volunteers;
- peer support, supervision, coaching.

The consultations with key stakeholders during the evaluation of the first phase of the project also pointed out the need to address in the future two additional topics:

- non-discrimination;
- general conflict management skills.

3. Structure of the training programme

The development and delivery of the training programme for the target groups and with the aims and topics presented above need to overcome a number of important challenges. There is a diversity of contexts in the target cities, significant diversity regarding the groups of migrants, a diversity of backgrounds and training experiences among the professionals involved, as well as different priorities and training needs expressed. An additional challenge is raised by the fact that the information regarding migration flows and the situation of the countries of origin is in permanent change.

Considering these challenges and the goals of the project, the training programme should have four important characteristics:

- Respond to the needs, priorities and interests of participants, with all their diversity;
- Provide a flexible approach, allowing to meet these needs;
- Stimulate the connection with the practice of participants;
- Be replicable by those participants who want to become multipliers and contribute to the professional development of their peers.

The training programme has been envisaged for three days. In order to ensure the best chances of connection with the practice, it is recommended that the training days are distributed over a period of a few weeks and at the end of each day simple tasks are given to participants to do until the next training. Time is then planned at the start of the following training to review the tasks with the participants.

A training day is considered as consisting of:

- An introductory session;
- Four training sessions taking 90 minutes each;
- One closing session.

Considering the elements described above, a common curriculum structure has been designed, with 7 modules consisting of 16 content-related sessions. For practical reasons, not all the subtopics mentioned in the scoping study were developed as a stand-alone module, taking into account the overlapping and the connection between some of the subtopics. Some topics which are very specific, such as working with migrants who experienced extreme traumatic experiences, the issue of trafficking or the work with unaccompanied minors, as well as the issues of coaching or project management, which cannot be properly addressed in a short training session, are not included in this training package.

Based on these modules the actual programme for each group for the three days can be built. In this way, the general flow will be similar with all groups but the actual programme considers the profile, context and needs of participants.

This general structure is presented below:

DAY 1	DAY 2	DAY 3
Introduction, expectations, objectives, process	Review of the task and introduction to day 2	Review of the task and introduction to day 3
Understanding migration <ul style="list-style-type: none"> • Countries of origin and push factors for migration 	Elective topic <ul style="list-style-type: none"> • Elective session 	Elective topic <ul style="list-style-type: none"> • Elective session
Understanding migration <ul style="list-style-type: none"> • Migration itinerary 	Elective topic <ul style="list-style-type: none"> • Elective session 	Elective topic <ul style="list-style-type: none"> • Elective session
Intercultural competence <ul style="list-style-type: none"> • Intercultural communication and tolerance of ambiguity 	Elective topic <ul style="list-style-type: none"> • Elective session 	Elective topic <ul style="list-style-type: none"> • Elective session
Intercultural competence <ul style="list-style-type: none"> • Overcoming stereotypes and developing empathy 	Elective topic <ul style="list-style-type: none"> • Elective session 	Management issues <ul style="list-style-type: none"> • Peer support, supervision and coaching
Closing and task	Closing and task	Evaluation and closing

This structure assumes a relatively balanced distribution of the main topics. It is recommended that the first day covers modules on understanding migration and intercultural competence, which are generally relevant and set the background for the other modules, while the last module is preferable to be the one on peer support and supervision, which opens up possibilities for follow-up and sustainability after the training. However, this structure is only a recommendation and there might be alternative options, including expanding the time of training to cover all modules or insisting more on some topics by allocating more than 90 minutes to one topic.

4. List of training modules and sessions

1. Understanding migration
 - 1.1. Countries of origin and push factors for migration
 - 1.2. Understanding the migration itinerary
2. Developing intercultural competence
 - 2.1. Intercultural communication and tolerance of ambiguity
 - 2.2. Overcoming stereotypes and developing empathy
3. Non-discrimination
 - 3.1. Types of discrimination and ways to address it
 - 3.2. Discourse about discrimination and discrimination through discourse
4. Conflict management
 - 4.1. Understanding and addressing conflicts
 - 4.2. Management of intercultural conflicts
5. Interaction with migrants
 - 5.1. Supporting culturally sensitive and effective integration paths
 - 5.2. Working with migrants in difficult situations: Supporting and developing resilience
 - 5.3. Cooperation with intercultural mediators
 - 5.4. Feedback mechanisms and consultation of migrants
6. Interaction with local community
 - 6.1. Engaging with the local community and cooperation with NGOs
 - 6.2. Mobilizing local support and cooperation with volunteers

7. Management issues

7.1. Cross-sector cooperation and one-stop-shops

7.2. Peer support, intervention and supervision

The fact that modules and the sessions are listed in this order does not necessarily mean that this must be the order in which they are delivered. There are some exceptions, with sessions that rely on others to be done first, but the appropriate training flow should be designed for each group.

In part two, the sessions corresponding to each of the modules are described in a way that makes it easy for trainers to prepare for their delivery.

A common structure is used for the description of the sessions, including the learning outcomes, the resources necessary, a brief description of the session structure and detailed instructions for the trainers, as well as recommendations for assessment and additional comments. The materials to be distributed to participants in the training programme are included after each session.

For some of the sessions there are several alternative versions, in order to address specific needs related to the migration context and to take into account the previous experience of participants.

5. Methodology

Key principles of the methodology:

- Considering the aim of developing competence and not only acquisition of knowledge, a balanced combination of methods will be used;
- Priority is given to interactive methods and all activities will include reflection;
- The training programme is structured over three days, based on the specific needs identified in the target municipality and includes a session allowing participants to plan how they can incorporate the competences acquired during the training into their future professional activity;
- A variety of methodological and theoretical references backed by research and practice are used in the training but the emphasis should remain on practice and on the practical relevance of the theoretical models.

Trainers will focus on:

1. Avoiding a patronizing or blaming approach, stimulating peer reflection and encouraging participants to take ownership of possible solution for their work, while recognizing that they are the experts in their field;
2. Creating an atmosphere of safety and confidence in which participants can openly express their concerns, questions, doubts, fears, etc., without pressure to comply to a politically correct discourse and fear to be judged, while making clear that a human rights based approach is taken;
3. Presenting in a nuanced way the complexity of issues related to the integration of migrants, without generalizing, without avoiding sensitive issues;
4. Overcoming the tendency of participants to favour a simplified understanding of migration and integration and to request miraculous, easy and quick solutions.

Preparation and evaluation:

- The national contact point will make it clear to the contact persons in each municipality that registration for the training is for all the three days, in order to make sure that there is no fluctuation among participants and that each training session builds on what is accumulated in the previous ones;
- It will also be made clear that participation implies the commitment to do the tasks presented at the end of the first two days and that participants will be supported in

doing these tasks, which are designed in a way that will not interfere negatively with their professional activity;

- Prior to the training, the designated trainer will communicate with the responsible person within target municipality to obtain information about the number and profile of participants and communicate the requirements regarding the training venue and logistics;
- An evaluation process will allow participants to provide feedback and illustrate the attainment of learning objectives, at the end of the third day of training or shortly after;
- The national contact point will process the results of evaluation and reflect it in a report which is to be discussed within the project team and with the responsible person in each municipality.

6. Process-related sessions

6.1. Introductory session

■ EXPECTED OUTCOMES

At the end of the session participants will:

- Have a clear understanding of the framework, objectives and limitations of the training, of the intentions of the trainers and of the expectations trainers have about the process;
- Understand the expectations of their peers and compare them with their own expectations.

■ RESOURCES NEEDED

- Programme of the training;
- Slides with the introductory presentation;
- Computer, videoprojector and screen;
- Post-its and a place to display them.

■ STRUCTURE AND METHODS

- a. 15 min: Introductory presentation;
- b. 10 min: Participants introduce themselves;
- c. 5 min: Participants express their expectations.

■ PROCEDURE

Present the context, the objectives, and the programme of the trainer and outline the intended methodology and the expectations regarding the involvement of participants. It should be made clear that:

- The trainer respects the expertise of participants in their specific field and participants are encouraged to bring into the training their experience and reflect on concrete situations encountered in practice;
- Nobody knows the answer to all questions and some questions do not have straightforward and unique answers;
- The training might only cover partially the needs, requests and concerns of participants;
- The training will include input provided by trainer but also opportunities for peer learning and joint reflection in which all are invited to be actively involved;
- For the success of the training it is important to have a positive atmosphere, with mutual respect and support among participants, possibility to share openly questions and concerns, as well as opinions or ideas without being judged;
- The training should be seen as a safe space, where things that do not work well or problematic situations can also be shared and discussed, with the request for all participants to maintain confidentiality;
- The success will depend a lot on the willingness of all participants to be involved and reflect.

Participants might already know each other but you probably do not know them so it will be necessary to do a round of presentations, in which everybody shares the name, the place of work and the type of activity done.

After this tour de table, in order to generate a positive atmosphere, you may want to have a brief activity helping participants to get to know each other as persons or/and an activity stimulating teamwork.

One suggestion can be the activity “Two truths and a lie”: Give participants post-its or small pieces of paper and ask them to think for one minute and write three things about themselves out of which only two should be true. They have to be formulated in such a way as to be difficult for the other colleagues to guess the lie out of the three. Ask each participant to

share their three points and the others to guess the lie. This activity works well with a group of up to 15 participants. For a larger group you may want to consider another activity or split participants in two groups.

At the end of the session ask participants to take a few minutes and reflect on their own expectations from the training. Ask them to write one idea on one post-it and use as many post-its they want. Collect the post-its and put them on the wall in an area prepared for this and read them to participants. Similar expectations should be grouped together.

Close the session by explaining that the expectations will be considered for all the three days of training and that they will be reviewed together at the end. Take a picture of the post-its with expectations, for further use.

6.2. Daily closing, tasks and review of the tasks

At the end of the first day of training, participants receive the task to fill-in the Autobiography of intercultural encounters by focusing on an interaction with a migrant. The Autobiography of intercultural encounters is a questionnaire guiding the reflection on a specific situation of encounter with a person perceived to have a different cultural affiliation and was developed by the Council of Europe. The questionnaire is available in multiple languages at www.coe.int/autobiography. Training participants should be free to decide the level of depth they give to the analysis and should mention only elements that they feel comfortable sharing with peers.

This will be discussed at the beginning of the second day.

At the end of the second day of training, participants will be asked to identify during their professional practice until the next training session an example of a situation where they applied or could apply at least one of the elements addressed in the training.

At the start of the third day, they will be asked to share the examples they chose. In this way, each participant will:

- Make the connection between the theoretical models and the tools mention in the training and their personal experiences;
- Will recall the main issues addressed in the previous day of training.

Time should be planned at the end of the first and second day for a brief review of the issues addressed and for allowing participants to express possible specific requests that can be included in the programme of the following days.

6.3. Evaluation and closing of the training

The final session of the last day should be dedicated to the evaluation and closing of the training. It should include:

- a. A review of the main elements of the content of all the three days of training to help participants to recall what they experienced;
 - b. A review of the degree to which initial expectations were met during the training;
 - c. One or several interactive evaluation activities;
 - d. A final round of feedback where every participant expresses feelings and thoughts related to the participation in the training;
 - e. Final words of the trainer and information about a follow-up online evaluation questionnaire.
- a. A good way to review the main elements of the training is to ask participants to share what they remember and/or what they perceived as interesting (without repeating what others already mentioned) and continue until the most important aspects are covered. This can include both the main topics addressed and references to some of the methods or tools used in various sessions.
 - b. Go back to the list of the main expectations formulated by participants during the opening session and check with them if they were addressed during the training. It may result that there are topics mentioned in the expectations which were not addressed in the training (for example, there may be requests which are specific to a certain small group of participants which were not addressed because they were not relevant for the rest of the group). In such cases you can propose to send additional documents or links to useful resources to the respective participants and you can also ask if there was something done during the training which may help them find the answer on their own or in cooperation with colleagues.
 - c. Two options for interactive evaluation activities are presented below, as examples:
 - i. Activity: Questions and answers.

Participants are given 10 minute to review all the documents received during the training and to formulate in written on a sheet of A5 paper a question with multiple answers (several, one or no answer option can be chosen correctly). The question and the answer options should be formulated in such a way as to be difficult for the other participants to identify the correct answer.

Then ask participants to stand in an empty area of the room and have with them the paper with the question and answers, together with a pen. Explain that when you say “start”, participants should walk randomly in the designated area of the room and when you say “stop” they should stop and pair-up with a person next to them, share their questions and try to find the right answer. If the correct answer is identified, the person who answered gets a point. If the answer is not correct, the person who formulated the question gets a point. Once both questions were addressed, the people involved start walking around randomly again. When you say “stop” new pairs are formed and questions are exchanged.

After a few rounds, ask participants to sit down, present their questions, indicate the correct answer and reveal the number of points accumulated.

This activity will reveal in an attractive and motivating way some of the most important elements that participants recall from the training but also some of the aspects which are not completely clear. You may want to comment, insisting on the questions for which fewer people identified the correct answer.

ii. Satisfaction target.

Draw on flipchart a target consisting of 5 concentric circles and divide it in a number of sectors equal to the number of dimensions you want to evaluate. These are some suggestions of aspects to look at (inspired by the objectives of the training):

- Understanding migration: to what extent you have a better understanding of migration to Europe?
- Interaction with migrants: to what extent you learned things helping you to have a more effective interaction with migrants?
- Local cooperation: to what extent you learned elements which can support in improving the cooperation at local level with other stakeholders?
- Peer learning: to what extent you learned useful aspects from other participants in the group?

The dimensions can also be formulated in a more specific way and should take into account the profile of participants and the actual programme the group went through.

Give each participant a set of coloured sticky dots and ask them to place them on the target, putting one in each sector. The closer the dot is to the centre of the target, the highest the level of satisfaction with regards to the dimension corresponding to that sector. Dots can be placed one over the other.

This visual representation will indicate both the overall perception of the group with regards to the envisaged dimensions and the dispersion of participants' perceptions.

- d. Allow participants to share some final thoughts about the training. This can be done freely if the group is small, but it might need structuring for larger groups. An option can be to ask each participant to share only exactly two phrases about the training, one starting with "I think" and one starting with "I feel". In this way the session will remain brief and will cover both rational and emotional aspects.
- e. Share some final thoughts, thanking the group members for their involvement and wishing them to apply as much as possible from the elements addressed in the training. Mention that they are welcome to provide further feedback on how they are using the elements learned in the training in their professional practice in the period following the training.

7. Support for trainers and multipliers

7.1. Becoming a multiplier

This section of the training package is dedicated to professionals familiar with the content of the training or who already attended the ADMiN4ALL training and would like to become multipliers by delivering the training to peers or to colleagues in other institutions.

This can be the case of a person in a certain department of an institution or organization charged with overseeing the professional development of the team, of a person working in a department specialized in working with migrants supporting professionals in general structures, located for instance in various districts of the city, or simply a person with more experience or more motivation aiming at contributing to a better understanding by peers of the issues concerning migration and to improving the work with migrants.

The brief guidelines and suggestions below would not be enough to ensure necessarily a good quality and effective training for people without previous experience in training delivery. For such cases following additional training of trainers or reading general training manuals would be recommended.

7.2. Key features of the training approach

A common risk when there is an intention of using such a training package is to start from looking at the training modules and picking up those which are considered more relevant for the target group. In fact, it is very important to start with reviewing the first part of the training package which is providing “the big picture” and specifying the objectives, the principles on which the methodology is based and describing the overall structure.

Special attention needs to be given to the advices mentioned in the section about methodology regarding the attitudes and behaviours of trainers and the fact that if the training aims at developing competences, including values, attitudes and skills, besides the acquisition of knowledge, then methods need to be interactive and ensure a connection between training and practice.

The methodological perspective on which the training is based is that of constructivism. This means that:

- It is not an approach in which the trainer has knowledge that is transferred to training participants who lack this knowledge;
- On the contrary, training participants are acknowledged as having knowledge and experiences which, along with the input from trainer, are seen as resources for learning;

- Each training participant will construct his or her own understanding of the matter and develop competences starting from what they already know and can do;
- This construction of understanding and development of competences require not just access to information but also opportunities for interaction and reflection.

Therefore, the structure of the modules reflects these elements and offer to participants opportunities to connect the information and the theoretical models presented with their own practice, as well as to share opinions and ideas and to reflect on how theoretical models presented can be useful in their future work.

7.3. Needs assessment

Although you might think that you know your colleagues or the people you want to deliver the training to, taking some time to collect information and reflect on their actual learning needs may significantly improve the effectiveness and usefulness of the training.

This does not mean ignoring what you already know about the training needs of your target group, but it may involve a reality check (seeing if indeed your perception corresponds with the actual needs) or going deeper to understand what are the main concrete elements which the training should focus on. For example, you might notice that there is a problem in the communication with migrants but behind this there could be an issue of skills and know-how, as well as an issue of attitudes and awareness.

Giving opportunities to your groups to express their needs prior to the training is very good because it contributes to both the building of a relevant training offer and the creation a positive and balanced relationship with the training participants who feel listened to and gain confidence to express openly their views and ideas.

However, this does not mean simply collecting data based on questionnaires and relying on the input received. Not always participants are aware of their training needs. Sometimes it is difficult to know what you do not know or what you need to change in the way you see a certain topic. Therefore, input based on questionnaires should be complemented with qualitative data based on discussions, interviews or focus groups.

7.4. Designing a training programme

The assessment of the training needs will be the basis for the design of the training programme, which, although based on the same elements of the training package, will have to be adapted to the specific group that you will be training.

If time is available and if this corresponds to needs identified, you can plan to use all the modules in the package, but you may also need to prioritise and select only some of the modules.

Even the modules selected might need certain adaptations and adjustments depending on the needs of the group. An obvious adjustment is needed for the module on understanding migration, but other adjustments might be needed as well. For example, if participants are new to the field, more time might be necessary to provide background elements on migration, clarifying the concepts, the issues regarding the legal status, the rights, etc. For this, it is preferable to select not just relevant documents but sometimes the message can be better conveyed by showing some brief video materials. IOM website and Youtube channel, but also UNHCR website, various international NGOs, or TED, can be useful sources for such materials.

In the case of some modules it is recommended to invite a guest (e.g. intercultural mediator, NGO representative). If you decide that this is useful, you need to contact potential guests, check availability and plan with them the delivery of the session. It may be relevant to invite also other resource persons or experts which can cover with participants specific topics of interest which are not included in this training package. They can be researchers, specialists, experienced professionals, managers or policymakers, etc.

It is very important to plan the structure of the training programme in a way that ensures a logical flow from the perspective of participants, which modules that build upon one another and follow a meaningful order.

If it is possible to organize the training in several parts (entire days or half-days), separated by several days or even a week, give participants concrete but easy to achieve tasks in which to put in practice elements of the training. This has the advantage of enhancing the connection between the content of the training and the current professional activity of participants and will significantly increase the chances of sustainable impact of the training. If participants work together in the same service or organization, or meet regularly as part of their professional responsibilities, you may also give tasks that need to be performed in cooperation in small groups of 2 to 4 persons.

Even if you know the participants and they know each other, it is necessary to plan some time for an introductory activity. Also, time will be needed at the end of each training day, or at least at the end of the training, for evaluation and feedback from participants.

7.5. Delivering the training

The delivery of the training needs to be based on the principles and guidelines outlined in the methodology section of the training package.

The key ideas behind these principles should be communicated explicitly from the start of the training. In the introductory process it is important to create a positive atmosphere and set the tone for a horizontal and open communication between trainer and trainees and between trainees. It should be made clear that all views will be listened to and discussed and that experiences, doubts and questions participants bring are equally valid and useful as the input from the trainer.

All modules rely predominantly on interactive methods, combining brief introduction of information or theoretical models with analysis and reflection based on practice and case studies and building on the experience of participants. There are specific techniques to stimulate active participation during activities and avoid situations where people remain passive or when a few active people take control and get involved but the others remain outside the process.

Here are some suggestions in this sense:

- Alternate plenary discussions with discussion in pairs and small group work.
- Groups should always be of 3-5 persons, not more. In a group of 6 persons or more, either someone will be left outside, or subgroups will create spontaneously. Insist in keeping groups at maximum 5 members even if participants say that it will work fine in a larger group.
- Alternate composition of groups for different activities so that participants get to work with a variety of people. Pay attention to gender balance. Sometimes homogeneous groups (for example people with the same professional background, current work assignment, or working in the same service or in the same location), while in other cases it will be better to have heterogeneous groups so that different perspectives are brought in discussion.
- Alternate the position of groups in the training room. Often such a change stimulates an open mind-set and readiness to look at issues from a different perspective. This means also that along the implementation of the activities your position as trainer in the room could change in different moments to stimulate this mental process of out-of-the-box thinking.
- You should pay attention to managing diversity or homogeneity in the groups also from the point of view of previous experience, previous training, or of tendency to speak out. For example, in some cases you may want to have in each group a person with rich experience from which the others can learn, while you may want to have all the persons who have the tendency of speaking and putting the others in shadow in a common group, so as the other participants feel more comfortable sharing their views in a group where there is no dominant participant.

- To make the group work more effective and avoid domination of some members which are more active, assign specific roles among group members, besides the task that the group shares. For example, in every group, one member will moderate (and have the task to make sure all group members have equal chances to contribute and if they are not speaking they are asked and encouraged to speak), one will be the rapporteur, who will share the conclusions with the others, one can be the timekeeper, to make sure that there is a balanced allocation of time between the subtasks or enough time left to draw conclusions and write them on a flipchart paper, one can observe the communication pattern in the group and give a brief feedback at the end, one can have the task of writing on the flipchart, etc. With such an approach a more egalitarian group process will be stimulated and the domination of participants who have a higher status in the hierarchy or who are more experienced is avoided.
- Presentation of group results should be planned to avoid a boring sequence of similar presentations with a lot of repetitions. If the groups have identical or similar tasks, start in a random order and ask the groups only to add what is new or to point out what is different in their findings compared to the previous groups. If there are different topics or tasks assigned to groups, or if each group looks at a certain local reality, then there should not be more than 6 successive presentations. It could be useful to have a brief break in the middle or do a brief energizer to help participants maintain focus. And if there are more groups presenting it is better to avoid classical presentation in plenary and opt for alternative methods such as an exhibition format, where flipchart papers are displayed, one group participant remains as host and the others visit the “exhibition” reading the posters and talking with the respective hosts. After this, in plenary, only the most important points are underlined.

Avoid making presentations longer than 7–8 minutes. If you need more time, after 5–7 minutes stop and ask for comments or questions, if needed, respond to questions, review the main points and move forward.

Encourage participants in addressing sensitive issues, asking questions and sharing also problematic situations they encountered in practice or elements that they are not sure about. This does not mean that you should have an answer for everything but it is likely that, on one side, there could be somebody in the group who can bring a useful response, but, on the other side, sometimes it is useful to only raise the issue and keep it on the agenda as a topic to address in the future or as something to reflect upon.

Sometimes participants start complaining and enter in psychological games and inviting the others to join. This is when you can refer to the module where the drama triangle is addressed and stimulate them to maintain a constructive approach. This means not thinking only of what others should do and are not doing, but also on how each participant can do within his or her area of responsibility, what can be done to motivate others to change or support change and focus on improving future practice while avoiding blaming and a patronizing approach.

There are some activities touching the attitudes and beliefs of the participants in order to develop their empathy and make them aware of their own prejudices and stereotypes. These are very sensitive moments where blaming and labelling should be avoided and participants should be given space to reflect also individually on the impact of these activities on themselves, without the obligation to share these sensitive thoughts with the others.

Debriefing at the end of the activities is very important and it should start with a review of the process, continue with awareness of the emotional elements and end with a reflection on similarities and differences, reasons and causes of reactions or behaviour and on transfer and lessons learned for future.

The way in which training support materials are managed is also important and may influence the process. If they get all materials at the start of the training, participants may read ahead of the sessions the texts and come with an already established view on the topic, which may not be the same as the one they would reach by engaging first with the training process, or they may spend time reading during the sessions and not pay attention to the input, the activities and tasks and the interaction with the others. In order to prevent this from happening, at the start of the first session participants can receive a folder with the general presentation of the project and of the training. Later, gradually, at each session, at the moment indicated in the descriptions of the modules, the handouts will be distributed and collected by participants in the folder.

7.6. Training evaluation and reporting

The evaluation is an important part of the training process and, depending on the specific situation, it may have different purposes, including:

- Check the competences of participants at the end of the training or the fact that they performed the tasks assigned at a satisfactory level in order to verify if they are entitled to receive course certificates (summative evaluation);
- Made participants aware of what they learned and identify areas or topics on which more training is needed in the future (formative evaluation);
- Provide feedback to the trainer on the effectiveness of the learning activities proposed in order to adjust and improve the training in the future.

Evaluation is not only something that the trainer or an external evaluator designated for this purpose do with training participants. Peer evaluation (when participants give each other feedback) or self-evaluation may be equally valuable.

There can be various sources of information on which evaluation can rely, including:

- The response of participants to an evaluation questionnaire distributed at the end of the training or during the days following the training;
- Oral feedback at the end of the training;
- Input provided by participants when doing interactive group evaluation exercises at the end of the training;
- Observation of the behaviour and interventions of participants during training activities;
- Reports presented by participants about how they performed the tasks given at the end of the first day and of the second day and discussed at the start of the following session;
- Products of the activities usually reflected on posters, notes of group work, etc.

Evaluation should be seen as a tool for empowerment, not for categorizing, classifying or labelling participants. It should emphasize what has been achieved and avoid situations in which some participants are considered less competent than others. This would have negative consequences at the level of team work and risks to demotivate those concerned. On the contrary, emphasizing achievements may increase motivation and stimulate openness and readiness to learn more in the future.

At the end of a training it is useful to write a report summarizing what has been done, with whom and with what results, and drawing some conclusions and proposals for the future. The target audience of this report can be, besides the management, also the participants in the training.

© IOM 2016 / Muse MOHAMMED





PART 2

TRAINING MODULES



Module 1:

Understanding migration

▶ **SESSION 1:**

COUNTRIES OF ORIGIN AND PUSH FACTORS FOR MIGRATION

■ **LEARNING OUTCOMES**

At the end of the session learners will:

- Have a nuanced and critical understanding of the situation in the countries of origin of the main groups of migrants;
- Be able to identify and analyse the main factors currently driving people to migrate to Europe;
- Have enhanced empathy and understanding of the perspective of migrants with regards to the decision to migrate to Europe;
- Have a critical understanding of some of the common preconceptions regarding the motivations of migration and the migration phenomenon in general.

■ **RESOURCES NEEDED**

- Corresponding sections of the document on understanding migration;
- Slides with the key information from the selected sections, including maps and graphics;
- Computer, videoprojector and screen;
- Signs with 'agree' and 'disagree' and tape;
- Flipchart sheets and markers.

■ STRUCTURE AND METHODS

- a. 40 min: asylum seekers, refugees and economic migrants – rights, responsibilities and challenges (presentation and debate);
- b. 20 min: situation in the countries of origin (presentation and Q&A session);
- c. 45 min: case study and debriefing (preferably after a break);
- d. optional or as alternative to a. 20–40 min: deconstructing some of the myths related to migration.

■ PROCEDURE

- a. Asylum seekers, refugees and economic migrants.

The content of the session may vary considerably depending on the local context and to the profile of the participants. The version proposed here starts from the assumption that, at least partly, participants deal with asylum seekers and refugees.

The first part of the session is dedicated to discussing the challenges related to the distinction between asylum seekers, refugees and economic migrants, their needs and rights and the consequences for the host society.

Present the slides corresponding to this part. Take a few clarification questions and provide answers.

Then put on the screen the slide with the definition of refugee and ask participants to stand up. Position the signs with 'agree' and 'disagree' at the opposite sides of an empty area where participants can stand in line. Tell participants that you are going to formulate a statement and they have to express their opinion about the statement by positioning themselves anywhere on the continuum between agreement and disagreement. When everybody is ready, say the statement: "The status of refugee should be given only to people who are facing direct persecution because of their political, ethnic, or religious affiliation." Participants will position themselves on the line. Ask one or two participants at the extremes and one or two in the middle to say briefly why they chose that position. After that, allow participants to revise their position if they want, after hearing the arguments formulated. Divide participants in two equal-size groups around the people closer to the extremes. Even if they are not distributed evenly on the line, the division is groups should be balanced. Give each group 10 minutes to prepare a list of arguments supporting or contradicting the statement. Ask groups to share their arguments and then respond to the arguments formulated by the other group. Conclude by outlining the diversity of opinions and arguments on this issue.

- b. Countries of origin.

The second part will present and submit to discussion information about the current situation and drivers of migration regarding the countries of origin of the most numerous groups of

migrants in target municipality. Pick the origin countries relevant for the local context. You may need to adjust the information and include up-to-date information regarding statistics or important recent changes. Also, additional country fact sheets might be needed, depending on the major countries of origin relevant for your context of work. To build them, you can use the format of the country fact sheets in the support document on understanding migration and gather information from various sources. The IOM website (www.iom.int/countries) provides relevant information but you may need to add data from other sources as well. It is important to avoid general judgments and present verifiable facts. For statistical data, it is preferable to rely on international organizations or recognized research bodies. If you use Wikipedia, pay attention to the sources quoted there and make sure they are reliable.

c. Case study.

The third part will stimulate a reflection on decision to migrate based on a case study of a migrant. Divide participants in groups of four. Ask each group to pick one case of a migrant, based on the experience of one of the participants in the group. Several proposals can be made by group members but one case has to be selected by consensus for analysis. The selected migrant should be from one of the countries for which there is a description in the supporting documents. The group member who had direct experience with the migrant will present the case, provided as much information as possible, but making sure that professional confidentiality is respected. Allow 15 minutes for participants to discuss the case and prepare a description of what would happen to the respective person if he or she would have decided not to leave the country of origin. How would that person be now and within the next five and ten years? Also, at the end, in each group participants will discuss and decide individually what they would do if they were in the place of the person described in the case study. Would they stay in the country of origin or would they leave?

Ask each group to share the results. Each presenter will start with a brief description of the case.

Discuss with the group which are the main drivers of migration and compare them to see if they are general or specific to each country.

d. Deconstructing some of the myths related to migration.

This section can be done if the time for the delivery of this module can be extended, or if participants are already clear with the distinction between asylum seekers, refugees and migrants and if this is considered more appropriate than what is proposed in part a. above.

This can be done in various ways, depending on the size of the group and the specific interests and background of participants. Two alternatives are presented below:

- i. Display in a visible way (on one slide or on paper) the list of 10 myths. Distribute to participants sticky coloured dots and ask them to place them on the myth that they think is more important to clarify.

Take the myths with the highest numbers of dots (in decreasing order) and for each of them first ask participants what their opinion is and then reveal

the explanation, take questions and provide clarifications and, if needed, additional comments.

In this way you do not need to go through all the myths (some of them may not be of such high interest for participants) and a long sequence of presentations can be avoided.

- ii. Cut the handout and distribute the pieces to participants in such a way that some of them will only have the myth and other will have only the comments.

Ask who has myth number 1 and ask the respective participant to read it out to the whole group.

Then ask who has the answer to that issue. Participants who receive only the comments have to check if the comment they have fits with that statement. The person who thinks having the right answer reads it to the whole group. Check with the group if the correspondence has been rightly made and correct if needed, until the right comment is identified. Ask all participants to express their opinion, share agreement or disagreement, bring more arguments or request clarifications. For some of the myths, you may also ask participants to share if they are aware of what kind or arguments are usually put forward by those who believe the statement.

Continue in this way until all statements are discussed or until time is up.

The two options presented above can also be combined. In both cases participants get the full handout and they can check all the comments, in case not all have been discussed during this module.

■ ASSESSMENT

The assessment for this session is better done jointly with the assessment of the session on the migration itinerary.

■ COMMENTS

You may need to adapt some of the documents in order to fit with the local context. Make sure that the training room is appropriate for the interactive elements and for the group work. Do not be worried that you might get questions to which you do not know the answer, it was stated at the beginning that nobody knows everything and also things change.

Part d. can also be kept to be done in a brief format as part of the summary of the day or even as a task for reflection until the following day of training.

▶ **SESSION 2:** **UNDERSTANDING THE MIGRATION ITINERARY**

■ **LEARNING OUTCOMES**

At the end of the session learners will:

- Be able to identify the main itineraries of migration to Europe and the evolution in time of migration flows over the past few years;
- Be able to distinguish the common elements of the migration itineraries to Europe and the elements of the itinerary which are specific to the countries of origin and to the main migration route taken;
- Have enhanced empathy towards migrants, considering the experiences they faced on their way to Europe.

■ **RESOURCES NEEDED**

- Hand-outs with the relevant maps and factsheets;
- Supporting documents on migration itinerary;
- Slides about migration itinerary;
- Computer, video-projector and screen.

■ **STRUCTURE AND METHODS**

- a. 15 min: Presentation of data about migration flows and itineraries;
- b. 30–45 min: Group work and general discussion on cases;
- c. 10 min: Assessment.

■ **PROCEDURE**

- a. Migration flows and itineraries.

Present the information on migration itineraries using the slides. Allow clarification questions and comments from participants.

You may choose to select or emphasize information that is directly relevant for the migration to the country or region of the participants in the training.

b. Case study.

Ask participants to get back in the groups as in the previous session and to get back to the cases they were discussing. Each group will have to provide a description of the itinerary of the person whose case they analysed, combining the real information available with imaginary elements by considering:

- The background of that person (age, gender, previous experience, education, etc.);
- The starting point and the steps of the itinerary;
- The other people involved (fellow migrants, smugglers, locals of the transit places, police or other authorities, etc.);
- The dangers and risks really or possibly face on the way;
- The thought and feelings that the person might have had at different moments during the journey.

Each group then shares the description of the itinerary and accepts comments and questions from colleagues in the other groups.

The general discussion will point out the common elements and the differences between the itineraries presented. Ask participants to identify what are the elements that make the difference. How is this information useful in their work?

■ ASSESSMENT

Take about ten minutes at the end of the session to do an assessment based on both sections related to understanding migration.

Ask participants to write individually:

- Three new elements they learned about the situation in the countries of origin;
- Three elements that surprised or impressed them regarding the migration itinerary.

■ COMMENTS

If participants prefer it, you may allow one or more groups to choose another case than the one discussed previously, if they have about someone else more relevant information on the migration itinerary.

► HANDOUT: UNDERSTANDING MIGRATION

The aim of the information provided below is to support readers in finding answers to the following key questions:

- What is happening? (who are the migrants and what is the dimension of the phenomenon and its evolution over the past few years?);
- How is it happening? (how is migration taking place, what are the main migration itineraries and what are the risks migrants face in their travel?);
- Why is it happening? (what are the main push factors in the countries of origin, is migration determined by economic factors, security issues or political persecution?).

Up-to-date statistics are available on a regular basis on the IOM website. Periodic press releases present, for example, data regarding the number of arrivals and deaths on the main routes of migration to Europe. Some of this data is shown as infographic and data presented in table format can be used to compile specific graphics to illustrate the dynamics of migration flows and to allow for comparisons between various migration routes, countries of origin or countries of arrival and of destination.

■ MIGRANTS, ASYLUM SEEKERS AND REFUGEES

The definitions below clarify the distinction between migrants, refugees and asylum seekers and show the distinction between the legal meaning of the term “refugee” and the way this term is commonly used in the media reports on migration in recent years.

Migrant - IOM defines a migrant as any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of (1) the person's legal status; (2) whether the movement is voluntary or involuntary; (3) what the causes for the movement are; or (4) what the length of the stay is (IOM, 2019).

Refugee - A person who, “owing to a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinions, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country”. (Art. 1(A)(2), Convention relating to the Status of Refugees, Art. 1A(2), 1951 as modified by the 1967 Protocol).

Asylum seeker - An individual who is seeking international protection. In countries with individualized procedures, an asylum seeker is someone whose claim has not yet been finally decided on by the country in which he or she has submitted it. Not every asylum seeker will ultimately be recognized as a refugee, but every recognized refugee is initially an asylum seeker (IOM, 2019).

■ MIGRATION TO EUROPE IN A GLOBAL CONTEXT

Worldwide, the large majority of people having to escape their homes stay within the borders of their country. According to the UNHCR, in 2017 there were over 68.5 million displaced persons. 25.4 million have fled their countries to escape conflict and persecution.

In the past few years, the main source countries of asylum seekers were the Syrian Arab Republic, Afghanistan, Somalia, South Sudan, Sudan, Democratic Republic of the Congo, Central African Republic and Eritrea. Combined, these account for over three quarters of the global refugee population. The top five host countries are Turkey, Pakistan, Lebanon, the Islamic Republic of Iran, Ethiopia and Jordan. In Lebanon, there are around 1.5 million refugees, while the local population is of less than 4 million (the largest proportion of refugees per inhabitant in the world). Important migration processes have also as origin countries in South-East Asia, particularly Myanmar, or in South-America, particularly Colombia and, more recently, the Bolivarian Republic of Venezuela.

In 2015, unaccompanied or separated children – mainly Afghans, Eritreans, Syrians, and Somalis – lodged some 98,400 asylum applications in 78 countries. This was the highest number on record since UNHCR started collecting such data in 2006. Since 2015, children and young people below 18 years of age constituted almost half of the refugee population.

Europe is not the only destination of migrants from Africa and Middle East. Thus, for example, in 2014 over 80,000 people crossed the Gulf of Aden and the Red Sea from Ethiopia and Somalia to Yemen or onwards to Saudi Arabia and the countries of the Persian Gulf. Another example is the migration from Afghanistan to Pakistan and the Islamic Republic of Iran. It is also important to take into account that the largest numbers of people forced to migrate due to the civil war in the Syrian Arab Republic are located in camps in Turkey, Lebanon and Jordan.

In fact, migration to Europe represents a fraction of these migration processes and it is important to understand it within a larger context.

The [UN Refugees Convention](#), adopted in 1951 and amended by an additional protocol in 1967, is ratified by 145 countries and represents the main international law instrument guiding national legislation with regards to asylum seekers and refugees. It builds on Article 14 of the 1948 Universal Declaration of Human Rights, which recognizes the right of persons to seek asylum from persecution in other countries.

In September 2016 the UN General Assembly adopted the [New York Declaration for Refugees and Migrants](#) which launched the process for the adoption of two new international reference documents related to migrants and refugees: the Global Compact for Safe, Orderly and Regular Migration, adopted in December 2018 at a dedicated Intergovernmental Conference in Marrakech, Morocco and the [Global Compact on Refugees](#), proposed by the UN High Commissioner for Refugees in his 2018 annual report. Both documents were validated by the UN General Assembly in December 2018.

The Global Compact for Migration is the first-ever UN global agreement on a common approach to international migration in all its dimensions. The global compact is non-legally bind-

ing and is grounded in the values of state sovereignty, responsibility-sharing, non-discrimination, and human rights. It recognizes that a cooperative approach is needed to optimize the overall benefits of migration, while addressing its risks and challenges for individuals and communities in countries of origin, transit and destination. The Global Compact comprises 23 objectives for better managing migration at local, national, regional and global levels.

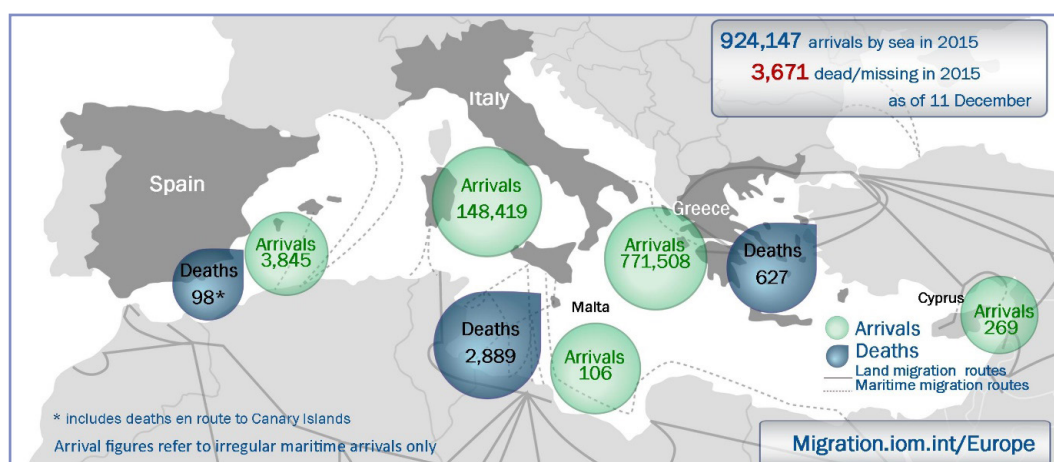
The Global Compact on Refugees restates the principles and key objective on refugees mentioned in the New York Declaration, and particularly in the Annex 1, on a Comprehensive Refugee Response Framework (CRRF) and proposes a plan for volunteer cooperation in sharing the burdens and responsibilities regarding the reception, admission and inclusion of refugees, as well as the organization every four years of a Global Refugee Forum to address issues like funding, partnerships and data gathering and sharing.

■ MIGRATION TO EUROPE AFTER 2013

There are three major milestones which influenced migration to Europe over the past few years:

- 2011 – Arab Spring events, with significant political changes in North Africa and the Middle East, including the start of the civil war in the Syrian Arab Republic;
- 2014 – internal conflicts re-emerge in Libya making this country a major element in the transit from sub-Saharan Africa to Southern Europe across the Mediterranean Sea;
- 2015 – a huge increase in numbers of arrivals to Europe, due to the migration over the Eastern Mediterranean and Balkan routes, from Turkey, across the Aegean Sea to Greece and towards Central Europe.

The picture below presents the situation at the end of 2015.



Source: www.iom.int

This map is for illustration purposes only. The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by the International Organization for Migration.

Italy, Greece, Spain as well as, to a smaller extent, Malta and Cyprus, are the main arrival countries of the migration across the Mediterranean. Over the past few years, various migration routes were used by migrants trying to reach EU countries.

The most used routes are:

- The Eastern Mediterranean route, through Turkey to Greece or Cyprus;
- The Balkan route – from Greece, via Western Balkan countries to Central and Northern Europe;
- The Central Mediterranean route – through Libya to Italy (mostly Lampedusa and Sicily) or Malta;
- The Western Mediterranean and the Atlantic routes – through Morocco to mainland Spain, to Spanish territories in Africa or to Canary Islands.

There are also alternative less used routes:

- The Northern route: through the Russian Federation to Finland and Norway;
- The Eastern European route: from or through Ukraine to Poland;
- The Black Sea route, from Turkey to Bulgaria or Romania across the Black Sea or by land to Bulgaria.

The table below represents a comparison of the situation in terms of arrivals and deaths on the Mediterranean Sea for each Mediterranean route in 2018 and 2017.

It shows a decrease, both in the number of total arrivals across the Mediterranean and in the number of people who lost their life on the sea. Overall, the number of arrivals in 2018 is 67 per cent of that of 2017, while the number of deaths in 2018 is 71 per cent of the one in the previous year.

The most significant decrease is in the number of arrivals to Italy, from 119,369 in 2017 to 23,370 in 2018, which is partially compensated by an increase of arrivals to Spain, from 22,108 to 57,922. This increase (more than double) in the number of arrivals to Spain is unfortunately associated with an increase in the number of deaths at sea, from 224 to 769. A significant increase of arrivals can also be noticed in Malta, but the numbers remain much lower compared to the main destination countries, Italy, Spain and Greece.

Arrivals by sea and deaths in the Mediterranean – 2018 compared to 2017

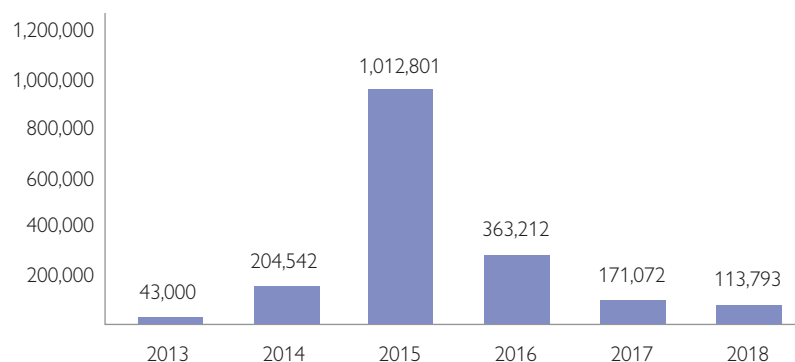
Country of Arrival	2018		2017	
	Arrivals	Deaths	Arrivals	Deaths
Italy	23,370	1,306 (Central Med. route)	119,369	2,853 (Central Med. route)
Malta	1,445 (IOM est.)		23	
Greece	32,501	167 (Eastern Med. route)	29,595	62 (Eastern Med. route)
Cyprus	1,035 (IOM est.)		1,067 (IOM est.)	
Spain	57,922	769 (Western Med. route)	22,108	224 (Western Med. route)
Estimated Total	116,273	2,242	172,162	3,139

Source: IOM 2019

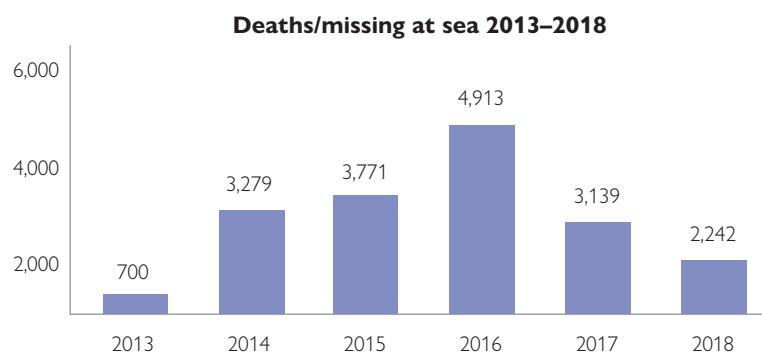
Putting this evolution in a larger perspective, the effect of the key years 2014 and 2015 can be observed. The table below shows the evolution of the numbers of arrivals and of persons who lost their life at sea between 2013 and 2018:

Year	2013	2014	2015	2016	2017	2018
Total arrivals	43,000	204,542	1,012,801	363,212	171,072	113,793
Dead at sea	700	3,279	3,771	4,913	3,139	2,242

The graphic below represents the total number of arrivals from 2013 to 2018 and shows the increases of the number of arrivals in 2014 (five times more than in 2013) and 2015 (almost five times more than in 2014), followed by a significant reduction in 2016, continued in 2017 and 2018. The total for 2018 is already below the one in 2014.

Total arrivals by sea to Europe 2013–2018

The number of lives lost at sea during the crossing of the Mediterranean increased until 2016 and then decreased, following a similar pattern as the overall number of arrivals.



The largest number of deaths has been in every year on the Central Mediterranean Route, with departure mostly from Libya.

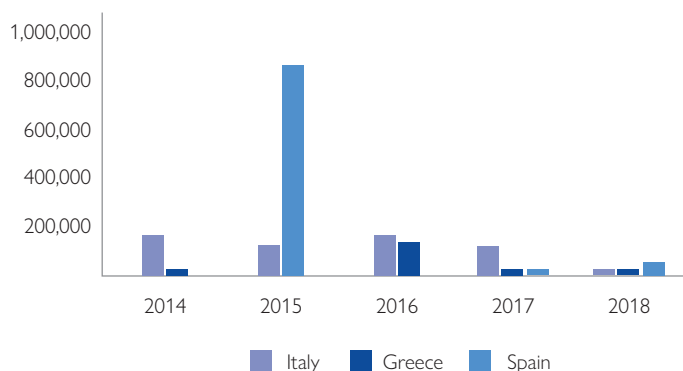
Therefore, it can be seen that both the number of arrivals and the number of deaths at sea decreased to values lower than the ones in 2014. However, this does not mean that the problem is solved or that the decrease will continue inevitably in the following years. More than 100,000 arrivals per year in conditions of high risk and over 2,000 people losing their life represent very high numbers and demand still consistent action from European countries and EU institutions, considering, not only measures to save lives and dismantle the human trafficking networks, but also measures addressing, where possible, the situation in the countries of origin and in those of transit.

The distribution of arrivals across the Mediterranean by main country of arrival in the period 2014–2018 is presented in the table below:

	2014	2015	2016	2017	2018
Italy	170,100	153,842	181,436	119,369	23,370
Greece	34,442	853,650	173,614	29,595	32,501
Spain	-	5,309	8,162	22,108	57,922
TOTAL	204,542	1,012,801	363,212	171,072	113,793

The graphic representation of this data shows that the huge increase in the number of arrivals recorded in 2015 is due to the large numbers of refugees from the Middle East (Syrian Arab Republic, Iraq and Afghanistan), arriving to Greece, mostly from Turkey, while the number of arrivals to Italy was relatively stable between 2014 and 2016, and decreased in the following years.

**Distribution of arrivals
by year and main countries of arrival**



■ COUNTRIES OF ORIGIN BY MAIN MIGRATION ROUTES

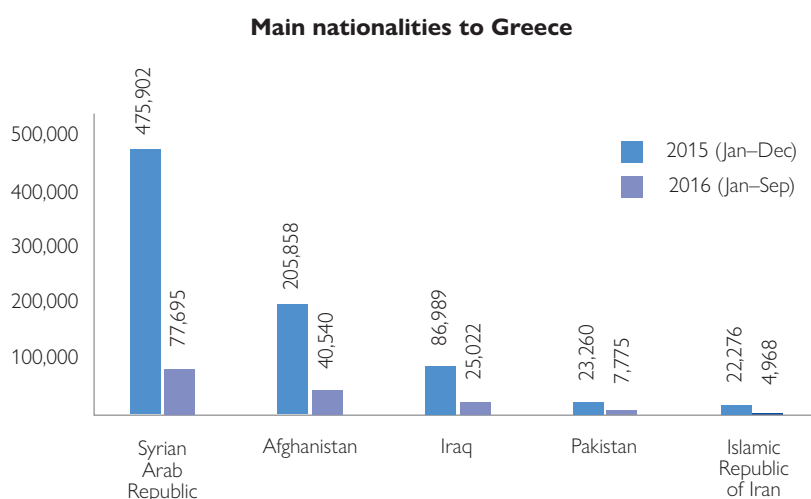
For many migrants the journey to Europe is complicated, dangerous and long. Some spend months or years in refugee camps in a neighbouring country before starting the journey to Europe. To cross, they need to pay smugglers, which not always keep their promises.

For examples, many cases have been reported of people from countries of sub-Saharan Africa trying to reach Europe across the Mediterranean who have been deceived by the smugglers, left to die in the desert, sold as slaves, or embarked in overcrowded and unstable boats and abandoned on sea just near the African coast. The money to pay the smugglers come either from what family members can collect in the origin country, or from relatives already arrived in Europe or North America. There are also many migrants who can afford to pay only for a part of the itinerary and have to stop and work on the way to pay for the following part. Some face violence and even torture or find themselves locked for months in detention facilities organized by the various militias in Libya.

Similar situations have also been reported with regards to migrants trying to reach Greece, particularly in 2015. However, the main countries of origin are different in the case of the Central and Western Mediterranean routes, compared to those of migrants taking the Eastern Mediterranean route.

ARRIVALS TO GREECE

As indicated by the graphic below, during the exceptional year 2015, the majority of persons entering Greece via the Eastern Mediterranean route, with the intention to embark in a further journey towards Central and Northern Europe across the Balkan route, came from the Syrian Arab Republic. They were displaced by the war and most of them spent months or even years in camps in Turkey or Lebanon, before heading towards Europe.

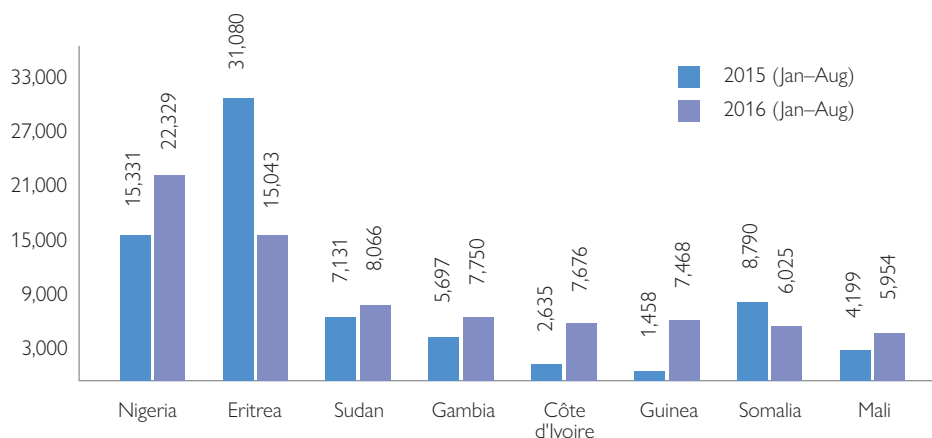


The following nationalities were Afghanistan, where instability and fights were persisting, with less than half of the numbers from the Syrian Arab Republic, Iraq, where large territories were at that time under control of the ISIS, followed by Pakistan and the Islamic Republic of Iran, countries with internationally acknowledged human rights abuses, with much lower numbers.

As shown in the graphic, the following year the figures decreased even more, while the proportion of these origin countries remained the same. Further significant decreases of the overall number of arrivals to Greece were reported in 2017 and 2018, while the distribution by nationality changed slightly. Thus, in 2018 arrivals from Afghanistan were more numerous than the ones from the Syrian Arab Republic, as a result of the measures taken by Turkish authorities following the agreement on this matter with the EU. The following nationalities, in decreasing order, were in 2018 Iraq, Cameroon and the Palestinian Territories. The main landing points were the islands of Lesbos, Kos, Samos, Rhodes, Kalymnos, Megisti, Leros and Chios.

ARRIVALS TO ITALY

During the same period, 2015–2016, the profile by nationality or arrivals to Italy was very different than the one of the arrivals to Greece, with all the top countries of origin from sub-Saharan Africa.



As illustrated by the graphic above, there are also variations from one year to the other between countries of origin, but the same countries remain on top and the overall numbers are similar.

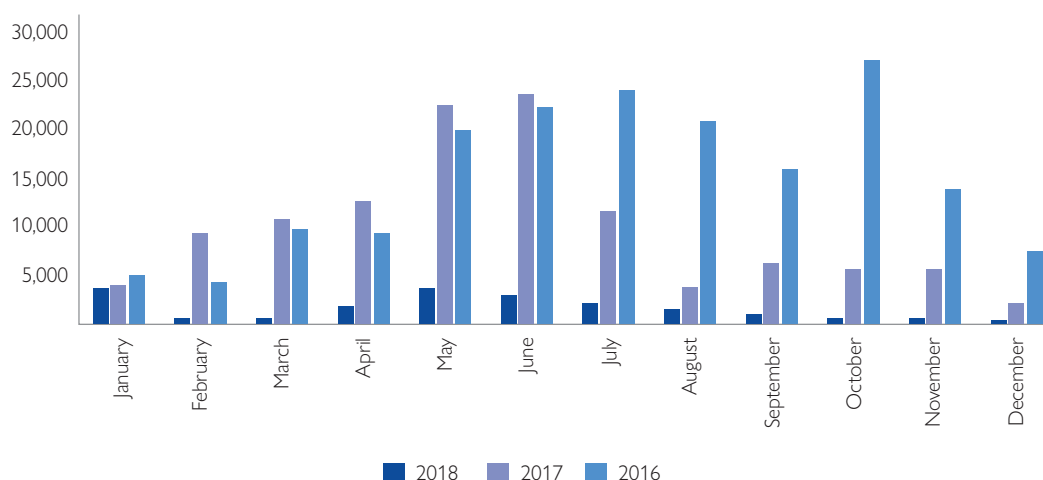
In 2016 and 2017 the arrivals from Bangladesh had a significant increase, in 2017 Bangladesh being the fourth country of origin, with over 9,000 entries. The number further decreased in 2018 and Bangladesh is no longer among the top ten arrival countries. In the same time, Pakistan entered the top ten origin countries in 2017 and remained in this top, although with smaller numbers, in 2018.

Arrivals from Nigeria, the most populous country of Africa, had a fluctuating evolution over the past years, with the highest numbers recorded in 2016, with over 36,000 entries, reduced to around half in 2017 and lowered to only 1,250 persons in 2018.

The top countries of arrival to Italy in 2018 were, in decreasing order of the number of persons recorded, Tunisia, Eritrea, Iraq, Sudan, Pakistan, Nigeria, Algeria, Côte d'Ivoire, Mali and Guinea. A notable change compared to the previous years is also the entry among the top ten origin countries of Tunisia, Morocco and Algeria. A similar pattern has been reported with regards to arrivals to Spain.

The changes reflected above, as well as the overall decrease in the number of arrivals via the Central Mediterranean route, seem to have been influenced, not only by internal changes in the countries of origin and of transit, but also by the latest measures taken by the EU to address the issue in sub-Saharan area, along the main migration routes, as well as in Libya and Tunisia.

During the last three years, the distribution by month of arrival also varied from one year to another, as shown in the following graphic.

Arrivals to Italy by month (2016-2018)

As expected, there are systematically lower numbers during the winter months, from December to February, as well as a gradual increase every year during the spring, but various other patterns of fluctuation during the remaining parts of the year.

MAIN FACTORS INFLUENCING MIGRATION TRENDS

All data analysed above regarding the evolution of the numbers of migrants crossing the Mediterranean to Italy and Greece shows clearly the connection with key events in the region:

- The Libyan revolution of 2011 and the civil war and instability since 2013–2014;
- The civil war in the Syrian Arab Republic;
- The opening of the Balkan route from Greece to Central and Northern Europe, for migrants entering Greece through the Eastern Mediterranean route.

The key role of the events in Libya results from the fact that there was a high increase in the number of refugees crossing the sea to Italy in 2011, the year of the Libyan revolution (62,700 persons in 2011, up from 4,500 in 2010) followed by a decrease in 2012 to 22,400, when situation in Libya stabilized, and again an increase since 2013, when the civil war erupted in Libya again: 43,000 in 2013, 170,000 in 2014. The migration to Europe of the people pushed by the war in the Syrian Arab Republic became more visible in 2014 when the Syrian Arab Republic was the main origin country, with 42,323 migrants, followed by Eritrea (34,329), Mali (9,938), Nigeria (9,000), Gambia (8,707), the Palestinian Territories (6,082) and Somalia (5,756). The opening of the Balkan route in 2015 can explain the decrease of the number of migrants from the Syrian Arab Republic going through Libya and Italy and the fact that the overall numbers remain high compared to before 2014 is due to the consolidation of the networks of smugglers organizing the migration across the Sahara Desert to Libya and from there by boat to Italy. Only a small part of the migrants arriving by sea to Italy submit asylum applications to Italian authorities, the rest heading towards the countries of Central and Northern Europe.

FACTSHEET LIBYA

Population: 6.5 million, 1/3 of the population is under 16 years old, very low population density, over 80 per cent of the population lives in cities located on the Mediterranean coast, mostly in the three largest cities: Tripoli (the capital), Benghazi, the traditional capital of the Eastern part of Libya, and Misrata, less than 200 km East from Tripoli.

Ethnic groups: The majority are Arabs and there are several minorities, including the Amazigh, the Tabous, and the Touareg, mentioned explicitly in the current constitution.

Languages: Arab is the official language and minority languages are spoken in the respective communities.

Religion: Islam is the State religion and although freedom of religion is officially affirmed, there have been several cases of persecution of non-Muslims, particularly Christians (imprisoned or killed).

Main events after 2011

In February 2011 a revolutionary movement emerged in Benghazi, the second largest city, on the Eastern part of the Libyan coast, aiming at overthrowing the dictatorial regime of Gaddafi. After significant advances towards the middle of the country, the revolutionaries were almost defeated before air military support was provided by France, United Kingdom and Italy. This support enabled the revolution to succeed and a provisional government was established in Tripoli. Various militias which fought in the revolution remained armed and were contracted by the government or tolerated to control various territories. In 2012 the first free elections were organized and the elected General National Congress had as main mission to oversee the writing of a new constitution. This task was not completed until the following elections, held in June 2014. The newly elected structure, the House of Representatives, although internationally recognized, was not recognized by the General National Congress and was forced to move to Tobruk, in the North-East. Since then, Libya functioned with two parallel parliaments and two governments, which in fact did not exercise real control on the territory. This can be illustrated by the repeated attacks on oil producing facilities in the South or control of ports in the North by unrecognized militias; by the fact that the Prime-Minister was kidnapped, ministries were attacked, and control over main roads was held by different militias, out of the authority of the national institutions. This context facilitated the expansion of Islamist groups, initially in the East and later in other areas. Groups directly connected with ISIS took control of large territories, particularly in the central part of the Libyan coast, in and around the city of Sirte, the home city of the former Libyan dictator. With the defeat of ISIS in Iraq and Syrian Arab Republic the influence of these groups decreased significantly but there are still various violent incidents and attacks reported regularly.



This map is for illustration purposes only. The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by the International Organization for Migration

Although since the beginning of 2016 an internationally recognized Government of National Accord was installed in Tripoli as result of negotiations facilitated by the UN, this is contested by the military forces controlling the East of the country and does not have actual control over the rest of the territory.

This situation of persistent insecurity, lack of rule of law and the loss of financial stability, allowed for the various networks of trafficking to thrive, with the support of some local militias, and made Libya the most important transit and destination country for migrants who arrive searching for employment or trying to reach Europe.

Migrant workers in Libya

Before the revolution Libya had large numbers of migrant workers from African and Asian countries, estimated at between 6 and 25 per cent of the population. During the revolution many migrants left but also many remained. According to UN estimates, in 2013, before the restart of the instability, 12 per cent of Libya's population (more than 740,000 people) were foreign migrants. Almost half of these were Egyptians, followed by Sudanese and Palestinians.

Current situation regarding migrants

It is estimated that around 700,000 to 1 million migrants are currently in Libya. In certain instances, migrants remain stranded in Libya and are caught by the authorities or by the militias and imprisoned, or they become easy targets for the smuggling networks which promise safe travel to desperate people willing to embark on a dangerous trip by sea to Europe, or, are exploited and face human rights abuses within Libya. Based on estimates collected by IOM from embassies, migrants in Libya are now coming mainly from Egypt, the Niger, Sudan, Nigeria, Bangladesh, the Syrian Arab Republic, Mali, Eritrea and other sub-Saharan African countries.

Migrants continue to experience extreme insecurity in Libya, including arbitrary arrest by militias, detention for indefinite periods of time, forced labour, harassment and general exploitation. Given these circumstances, many migrants who had originally intended to stay and work in Libya eventually choose to take the journey across the Mediterranean Sea, perceiving this option as a safer living environment than remaining in Libya. However, according to a survey published by IOM in November 2016, more than half of the migrants currently in Libya expressed the intention to stay there and not travel further to Europe but the percentage varies considerably by nationality.

Libya as the starting point of crossing the Mediterranean to Europe

There are 300 km from Tripoli to Lampedusa. Most of the ships transporting migrants aiming to reach Europe leave from Tripoli area and try to reach Lampedusa, Sicily or Malta, or simply intend to go far enough from the coast in order for the passengers to be saved by the Italian and EU rescue missions.

Usually, traffickers fill in the boast as much as possible, putting in danger the life of those on-board, and promise a day-long journey to Europe. In reality, in most cases, ships are taken out at large for a few kilometres and abandoned by the members of the trafficking networks, fearing arrest if caught

by European authorities. Thus, ships or boats are floating at sea without direction sometimes for long periods of time and many migrants lose their life at sea. The lucky ones are located by the EU and Italian rescue ships and taken to shore. The number of people making this itinerary decreased significantly, both due to the policy of the Italian Government to limit entries of ships carrying refugees to Italian ports and due to the initiatives taken by the European Commission to support the development of the capacity of Libyan authorities and particularly of sea border security.

■ SITUATION OF THE MAIN COUNTRIES OF ORIGIN OF MIGRATION TO EUROPE

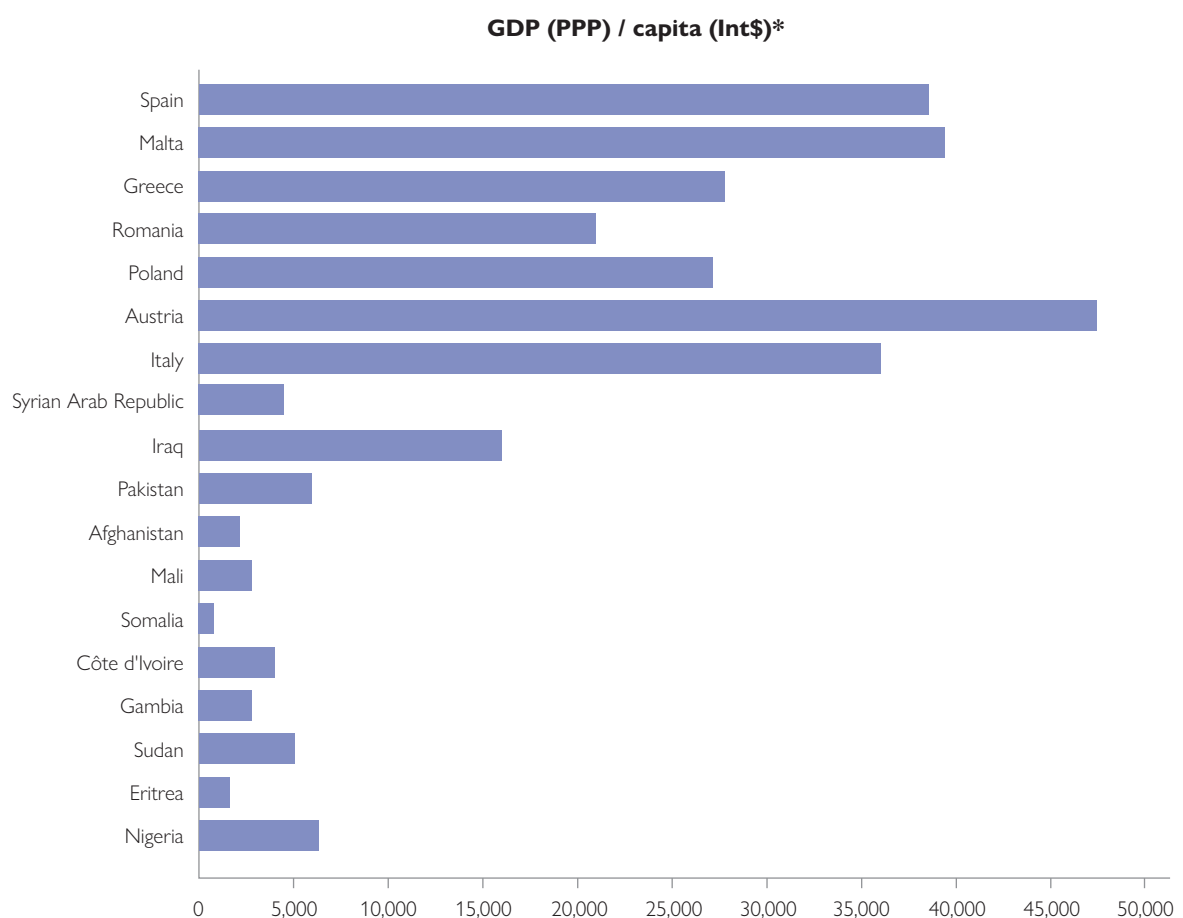
GENERAL ANALYSIS

Countries which are the most important sources of migration to Europe from sub-Saharan Africa, across the Mediterranean, are in the same time the poorest, the most unstable and insecure and the ones in which human rights are not respected. Similarly, civil wars affected for several years Afghanistan, the Syrian Arab Republic and Iraq, while areas of persistent instability, human rights abuse combined with extreme poverty exist in Pakistan, especially in the regions bordering Afghanistan.

Country	GDP (PPP) / capita (Int\$)	Human Development Index Inequality Adjusted	Fragile States Index	Comments
Nigeria	5,861	0.320	99.9	Boko Haram terrorist group and intercommunitary violence between herders and farmers
Eritrea	1,400	No data	97.2	Indefinite conscription
Sudan	4,904	0.328	108.7	Genocide in Darfur and civil war
Gambia	1,715	0.289	87.1	1/3 of the population lives with <1.25 USD
Côte d'Ivoire	3,953	0.311	94.6	Civil war in 2011, 1/4 of the population in extreme poverty
Somalia	547	No data	113.2	Civil war, Al Shabab terrorist group
Mali	2,211	0.282	93.6	Separatist and Islamist groups in the north
Afghanistan	1,981	0.350	106.6	Government controls around 30 per cent of the territory, and there are frequent Taliban attacks
Pakistan	5,527	0.387	96.3	Areas with persistent insecurity, lack of rule of law, human rights violations
Iraq	15,663	0.546	102.2	Large areas controlled until December 2017 by ISIS
Syrian Arab Republic	4,684	No data	111.4	Civil war since 2011
Italy	35,781	0.771	43.8	
Austria	46,986	0.835	26.2	
Poland	26,499	0.787	41.5	
Romania	20,872	0.717	49.4	
Greece	27,809	0.753	55.3	
Malta	39,534	0.805	36.2	
Spain	38,091	0.754	41.4	

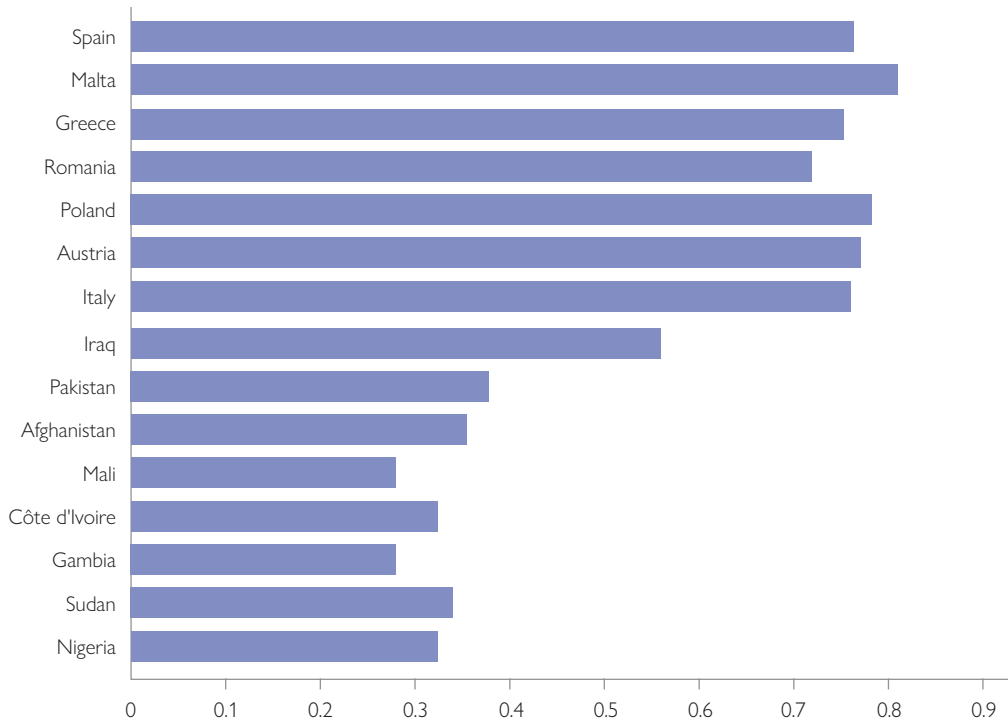
Following on a positive trend initiated after the war in 2003, Iraq's economy is projected to continue to grow, mostly due to higher oil exports income. However, the growth rate has been much lower than in the case of Romania and Poland which had similar GDP/capita PPP with Iraq in 2014 and have now almost the double of the value for Iraq. In the case of the Syrian Arab Republic, the civil war had a huge negative impact on the economy and the living standards, estimated to have decreased by around 70 per cent.

As shown by the graphics below, there is a big difference in terms of economy and quality of life between the countries which are the main sources of migration to Italy and Italy and other EU countries.



*Int\$ refers to International Dollar. According to the World Bank, "an international dollar would buy in the cited country a comparable amount of goods and services a U.S. dollar would buy in the United States. This term is often used in conjunction with Purchasing Power Parity (PPP) data" (cfr. the [World Bank's website](#)).

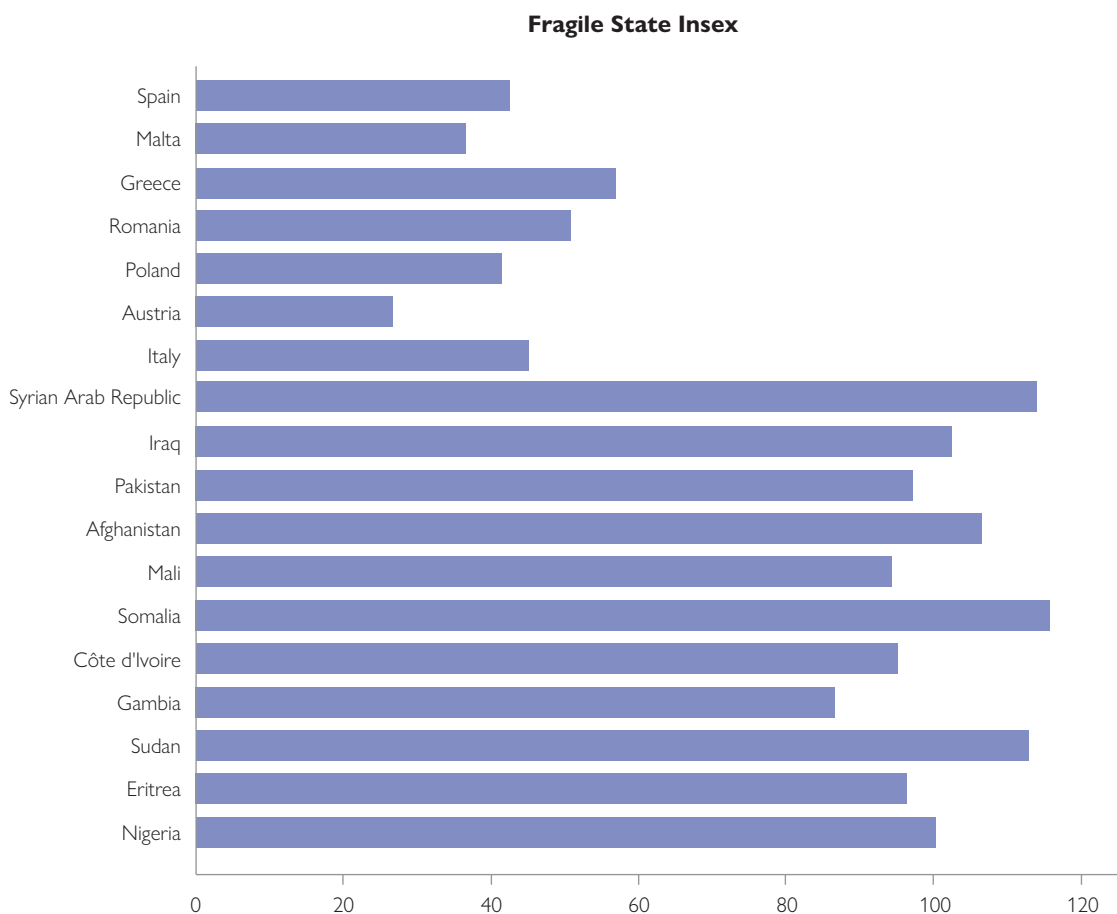
The GDP/capita adjusted for purchasing power parity is 13 times higher in Italy than the average of the main countries of origin and over 27 times higher than the one of Eritrea.

Human Development Index Inequality Adjusted

The Human Development Index adjusted for internal social inequalities, a composite statistic of life expectancy, education, and economic indicators, also shows very high disparities between origin countries of migration and EU countries (for some countries no data is available).

These comparisons, together with other indicators such as the percentage of remittances in the GDP of the origin countries, show that there are important arguments to consider that migration is related to economic reasons.

However, if we compare the data regarding the Fragile States Index, as well as specific facts regarding human rights abuses, systematic violence, civil war, terrorist groups and lack of democratic laws and institutions, there are strong arguments also for justifying migration based on the criteria defining the status of people in need of international protection according to international law.



The index is based on 12 political, economic and social indicators. Common features of a fragile state include a central government which is so weak or ineffective, that it has little practical control over much of its territory; non-provision of public services; widespread corruption and criminality; refugees and involuntary movement of populations and sharp economic decline. All origin countries listed are in the category of “alert”, “high alert” or “very high alert”, while Italy, Romania and Poland are “more stable” and Austria is considered as “sustainable”.

■ COUNTRY PROFILES

NIGERIA

Population: over 140 million.

Ethnic groups: Nigeria has more than 500 ethnic groups, the largest being the Hausa, Yoruba, Igbo and Fulani, which together account for more than 70 per cent of the population. 13 other minorities represent around 25 per cent of the population.

Languages: English is the official language. There are around 500 local languages spoken, five being spoken by large ethnic groups.

Religion: 58 per cent Christians and 41 per cent Muslims.

Key issues

Nigeria is the most populous country in Africa (accounting for around 18% of the population of the continent) and the 7th most populous country in the world. Its population increased by 60 per cent over the past two decades and now almost half of the population is under 14 years old.

There are two main conflict areas: the Niger Delta, where various armed groups are fighting, attacking oil exploitation facilities, killing civilians and abducting foreigners, and the North-East, where the terrorist group Boko Haram is activating. Since 2010, Boko Haram increased its influence not only in Nigeria but also across the borders with Chad, Cameroon and the Niger and generated the displacement of over two million people. The military claim that the operation they organized against Boko Haram in the second half of 2015 was successful and that the group's impact has been significantly reduced. Over 2,000 people were killed in the last five years in violence clashes between herders and farmers in the central part of Nigeria. Despite the important revenues generated by the export of oil from the Niger Delta, very high numbers of Nigerians remain in extreme poverty or found themselves in a situation worse than a few decades ago.

ERITREA

Population: 6.4 million.

Ethnic groups: Tigrinya represent 55 per cent of the population and Tigre around 30 per cent. There are also other seven other smaller ethnic groups.

Languages: Constitution proclaims the “equality of all Eritrean languages” and there is no official language. Tigrinya, spoken by the majority of the population, Arabic and English are de facto official languages.

Religion: The population is almost evenly split between Christians (mostly Orthodox) and Muslims.

Key issues

Eritrea is one of the world’s most isolated countries, governed under emergency rule since a war with Ethiopia in 1998. Eritrea earlier fought a 30-year struggle for independence from Ethiopia, which is 20 times its size. Recent developments resulted in a significant improvement of the relations between Eritrea and Ethiopia and the state of war ended. However, it remains to be seen to what extent this will have a positive impact on the internal situation of the country and on reducing its isolation at international level.

A UN report accused the ruling regime, of “crimes against humanity” targeting its own population, including torture, mass surveillance and indefinite military conscription that amounts to a form of slavery. After finalizing education most young men but also young women are forced to join the military for an indefinite period of time, some serving for decades with very little pay and no freedom. Eritrea is also under UN sanctions on a charge of supporting al Qaeda-linked terrorism in Somalia. Foreign journalists were expelled from Eritrea in 2008, which makes it difficult to document properly the current situation. The UN estimates that 400,000 Eritreans – 9 per cent of the population – have fled in recent years, not counting those who died or were stranded en route.

SUDAN

Population: around 30 million.

Ethnic groups: Arabs represent around 70 per cent. Other major groups are Nubians, Copts and Zaghawa.

Languages: (Sudanese) Arabic and English are official languages.

Religion: Islam is the religion of 97 per cent of the population after the split of South Sudan in 2011. Small Christian Orthodox communities exist in the capital and in the northern cities.

Key issues

Sudan is an authoritarian State, with a one-party system led by the president who exercises both the executive and the legislative powers. It is considered as one of the most corrupt States in the world. The country was officially listed as supporter of international terrorism due to its connection with Al Qaeda. The legal system is based on Sharia law, with flogging, crucifixion and stoning used as ordinary punishment. Muslims who convert to Christianity can face the death penalty for apostasy.

There have been several civil wars over the past decades, the most important ones being:

- The conflict in the region of Darfur, leading to the death of around 300,000 people and the displacement of 2.8 million, and considered a genocide;
- The conflict that led to the split of the country in 2011 and the independence of South Sudan.

Around 80 per cent of the workforce is occupied in agriculture, which represents 39 per cent of the GDP. As agriculture is largely dependent on weather, most of the population lives below the poverty level.

Sudan is a source country for refugees but it also hosts over 300,000 refugees and asylum seekers mostly coming from Eritrea, but also from Chad, Ethiopia and the Central African Republic. They live in camps managed in cooperation with the UNHCR and international NGOs.

THE GAMBIA

Population: 1.8 million.

Ethnic groups: Mandinka is the largest ethnic group but there are various other groups maintaining a distinct identity.

Languages: English is the official language, French is widely spoken and several local languages are also used.

Religion: The Gambia has been proclaimed in December 2015 as an Islamic Republic. Islam is the religion of 90 per cent of the population, while 8 per cent are Christians.

Key issues

The Gambia is the smallest country on mainland Africa, located in West-Africa, on Gambia River and surrounded by Senegal with whom it forms a confederation.

Extreme poverty affects a large part of the population and remittances from emigrants to Europe represent over 20 per cent of the GDP.

Elections held in December 2016 resulted in a surprise victory of the opposition candidate and in the first change of power since 1994. A brief military intervention of several West African countries was necessary to ensure the transfer of power due to claims of the former president of not recognizing the result of elections. A committee has been set up to investigate the crimes made during the previous regime. Interethnic violence has been reported and the current situation is labelled as “fragile but progressing”.

© IOM 2016 / Muse MOHAMMED



CÔTE D'IVOIRE

Population: 24 million.

Ethnic groups: Akan is the largest ethnic group (about 40 per cent of the population).

Languages: French is the official language and several local languages are also spoken.

Religion: there is no majority religion; around 44 per cent are Christians, 37 per cent Muslim.

Key issues

Following contested results of the presidential elections held in 2010, a civil war emerged, resulting in the killing of hundreds of people and the displacement of thousands. The economy and the infrastructure have also been severely affected by the war.

© IOM 2016 / Muse MOHAMMED



SOMALIA

Population: around 10 million.

Ethnic groups: 85 per cent Ethnic Somalis, minorities located mainly in the South.

Languages: Somali and Arabic are official languages. English is declared official in Somaliland region.

Religions: 99.8 per cent Sunni Muslims. Islam is a state religion and Sharia declared in the Constitution as the source of all legislation.

Key issues

After over 20 years of military dictatorship, a civil war erupted in 1991 when a group of clan leaders backed by Ethiopia and Libya forced the military regime out of power. The north of the country, which used to be a British colony, declared independence. Despite lack of international recognition, it is considered by many as a de facto independent territory. In the South, instability generated by the fights between various clan and military leaders and the fact that the government does not have authority over the territory of the country made Somalia is referred to as the emblematic example of a failed state. This manifested also by the phenomenon of piracy in the Gulf of Eden and along all Somali coasts (the longest coastline among African countries). It took international intervention to achieve since 2012 a significant reduction in piracy. Despite attempts to put an end to the civil war in 2006, with complex alliances between government forces and Islamist groups against Al-Shabaab and Hizbul Islam, the two main Islamist groups in opposition, and despite military interventions from the African Union countries, the war reignited since 2009. Furthermore, Al-Shabaab and Hizbul Islam began to fight amongst themselves in mid-2009. The situation is still unstable with various groups controlling different territories. Al-Shabaab (The youngsters in Arabic), a Jihadist terrorist group affiliated with Al Qaeda, was also involved in various terrorist attacks in the region, across the border. It now controls rural areas in the South of Somalia and is occasionally staging attacks in cities of Somalia and neighbouring Kenya.

Somalia was listed on top of the list of most Fragile States for six consecutive years between 2008 and 2013 (it occupies since 2014 the second place). In 2009, Transparency International ranked Somalia in last place on its annual Corruption Perceptions Index (CPI) and in 2010, the Institute for Economics and Peace also ranked Somalia in the next-to-last position in between war-afflicted Iraq and Afghanistan on its Global Peace Index. Most economy is informal economy, based mainly on livestock, and the major official economic activities are related to money transfer companies and telecommunications. About 43 per cent of the population live on less than 1 US dollar a day. It is estimated that over one billion Euros are annually remitted to the region by Somalis in the diaspora via money transfer companies, representing more than a quarter of the GDP.

MALI

Population: 14 million.

Ethnic groups: The Bambara represent over 35 per cent of the population, reaching over 50 per cent if counted together with smaller related groups.

Languages: French is the official language but Bambare is a de facto lingua franca spoken by over 80 per cent of the population.

Religion: 90 per cent are Muslims and the rest are evenly divided between Christianity and local religions.

Key issues

Almost 70 per cent of the population lives in rural areas and 5–10 per cent are nomads. There are often conflicts between the nomads and the settled rural population. Around half of the population is under 14 years old. Mali has one of the highest fertility rates but also one of the highest infant mortality rates. Life expectancy at birth is 53 years.

There are still reminiscences of slavery, which was common in Mali until the middle of the 20th century, with over 800,000 descendants of slaves kept by tradition in a position of inferiority in society.

Ninety per cent of the population is located in the South. The North, in the Sahara Desert, was for decades a conflict area mostly out of the control of state authorities. In January 2012 a Tuareg rebellion began in Northern Mali, led by the National Movement for the Liberation of Azawad. However, Islamist groups including Ansar Dine and Al-Qaeda in the Islamic Maghreb (AQIM), who had helped the MNLA defeat the government, turned on the Tuareg and took control of the area with the goal of implementing Sharia law. The intervention of French Army allowed the government to retake control of the region and the separatist and Islamist militias have been declared defeated in 2014. However, new violent attacks against cities, as well as military bases of the Malian Army and of the UN Peace-keeping Mission have been reported in the following years, including in 2018 and 2019 and a new military operation was needed and is now covering five countries of the Sahel: Burkina Faso, Chad, Mali, Mauritania and the Niger.

SYRIAN ARAB REPUBLIC

Population: over 21 million in 2010, before the start of the civil war. Over 6 million people are internally displaced by the civil war and around 6 million left the country as refugees and are now most of them in the neighbouring countries (Turkey, Lebanon, Jordan and Iraq), while around one million are in Europe.

Ethnic groups: Around 75 per cent of the population are Arabs, including around 600,000 from the Palestinian Territories, around 10 per cent belong to the Kurdish minority, around 3 per cent are Assyrian/Aramean and there are also smaller minorities, including Yazidis, which have been particularly target of persecution by the Islamic State.

Languages: Arabic is the official language. Kurdish and four Aramaic dialects are also spoken among minority groups.

Religion: Sunni Muslims represent more than 70 per cent of the population, Shia Muslims and Alawites, are 13 per cent, and Christians around 10 per cent. There are also around half million Druze.

Key issues

Political power and control of the military have been held since the 1960s by the Alawites, strongly supported since the 1970s by the Islamic Republic of Iran.

Started in the context of the Arab Spring movement, reflecting discontent with the authoritarian and corrupted political rule, the unrests initiated during the first months of 2011 resulted in a complex civil war which dramatically affected the country.

The conflict involved various groups, in most cases defined along ethnic and religious lines, including the Alawite-led Syrian National Army, supporting the Government and receiving international support mainly from the Islamic Republic of Iran and the Russian Federation, Kurdish or Kurdish-led militia, mostly in the North, backed by the United States of America, as well as moderate and fundamentalist Sunni groups, some of them supported by the United States of America, European countries or Gulf countries. The Turkish army also engaged in certain operations in the Syrian Arab Republic.

In June 2014 ISIS, a fundamentalist Salafist organization formerly affiliated to Al Qaeda, proclaimed itself as a worldwide Caliphate and by mid-2015 took control of around half of the territory of the Syrian Arab Republic and almost one third of the territory of Iraq. Several thousands of foreign fighters have been involved, including around 5,000 Europeans who joined ISIS. The group also established branches in several countries in Africa and the Middle-East. Its influence and operations are now to a large extent annihilated.

The North of the Syrian Arab Republic is now a de facto autonomous region ruled by Kurdish groups, while the Syrian Government retook control of most of the rest of the territory. However, security and economic situation remains extremely problematic.

AFGHANISTAN

Population: 31 million, with additional around 3 million refugees living in Pakistan and the Islamic Republic of Iran.

Ethnic groups: No group has the majority, the largest groups being Pashtun, with 42 per cent, Tajik, with 33 per cent, Hazara and Uzbek, with 10 per cent each.

Languages: two main languages are spoken and both have official status: Dari/Farsi (Afghanistan Persian) and Pashto. Dari is spoken by around 80 per cent of the population, while Pashto by around 50 per cent. Many people are bilingual.

Religion: According to most estimates, around 90 per cent of the population are Sunni Muslims, while around 10 per cent Shia Muslims.

Key issues

The Taliban are a movement initiated in the first half of 1990s by Pashtun students in traditional Islamic schools in Pakistan (“taliban” means “students” in Pashto) with the aim to instate a strict Islamic rule in Afghanistan, after the fall of the Soviet Union. They ruled the country from 1996 to 2001, when a US-led coalition started the still ongoing Afghan War, following the 11 September 2001 terrorist attacks in the United States of America.

A relatively democratic constitution was adopted in 2004, mentioning various fundamental human rights, including freedom of religion, but apostasy from Islam is punishable by death. In 2012 a “code of conduct” was adopted, stating that “women should not travel without a male guardian and should not mingle with strange men in places such as schools, markets and offices.” Violence against women is widespread and honour crimes usually go unpunished.

The security situation is still problematic and frequent Taliban attacks are reported. Certain estimates consider that they currently control around 70 per cent of the territory, the highest percentage than at any point since the removal of their regime in 2001. According to UN estimates, since 2014, the number of annual civilian casualties is constantly above 10,000.

■ DECONSTRUCTING SOME OF THE MYTHS REGARDING MIGRATION

“There are many falsehoods about the Global Compact for Migration – and about the world’s migrants. But we must not succumb to fear or false narratives. We must move from myth to reality.”

António Guterres, Secretary General of the United Nations, December 2018

Ten of these myths about migration frequently mentioned in certain types of media are deconstructed and explained below.

1. Migration flows grow exponentially and European society will collapse.

Statistics show clearly that on a medium term there is no exponential growth and even not a linear growth, but variations of number of people migrating, associated with certain periods, events and socioeconomic processes. We are in fact seeing a significant decrease over the past few years in the number of migrants to Europe, as shown in the section on migration flows. Additional data is available at www.iom.int

2. Europe received the largest number of refugees / per capita over the past decade.

The largest number of refugees is located in countries bordering those who are the main source of migration and the proportion of refugees in the population is much higher in these countries than in any country of Europe. IOM’s [Global Migration Data Analysis Centre \(gmdac.iom.int\)](http://gmdac.iom.int) provides the relevant statistics.

3. Migrants are taking the jobs of EU citizens.

[Evidence-based research](#) proves the contrary. Moreover, [research](#) is showing that immigrants – of all skill levels – do not significantly affect native employment in the short term and boost employment in the long term.

4. It is impossible to integrate large numbers of asylum seekers.

Germany received in 2015 a very large number of asylum seekers, over 1 million people. At the end of 2018, Ingo Kramer, head of the Confederation of German Employers’ Associations (BDA), told the *Augsburger Allgemeine* newspaper that “more than 400,000 are in employment or training... even I am surprised at how quickly it’s progressing. [...] The vast majority are in jobs subject to social security contributions, and that integrates them into society,” Kramer’s optimistic tone matches that from the Federal Labour Agency (BA), which counts 30,000 young refugees currently in training. Some 177,000 refugees were still registered as unemployed in November 2018.

5. Migrants abuse the asylum system because they pretend to be refugees while they are economic migrants.

Asylum seekers requests are treated individually and the international protection is only granted to those complying with the criteria.

6. They are not really poor because they have mobile phones.

Mobile phones are widely used across Africa, not only for communication, but also more and more for payments and money transfers, in a region where banks are much less accessible. According to the GSMA Mobile Economy Report 2018, the region's overall subscriber penetration reached 44 per cent. As far as the Middle East and North Africa are concerned, the mobile penetration rates were similar to those in Europe over the past few years. In the Syrian Arab Republic, there were 87 mobile phone per 100 inhabitants in 2014. In fact, access to mobile internet was a key tool used for mobilization of protesters during the Arab Spring movements in 2010–2012.

7. Extra-European migrants are a burden to European societies.

Data provided by the Knowledge Centre on Migration and Demography of the European Commission's Science and Knowledge Service, ec.europa.eu/jrc/en/migration-and-demography, prove the contrary. Although there is indeed a cost related to the migrant integration programmes, for the host societies this is in fact an investment generating significant economic benefits on medium and long term. With a high proportion of young people ready to start an active professional life, migrants can easily become contributors to the society they live in, also responding to the increasing labour force shortage generated by the negative demographic evolutions in many EU countries.

8. The recently adopted Global Compact for Migration establishes the right to migration as a basic human right.

Although statements of this kind were often made by politicians and journalists, particularly in November and December 2018 when the document was being discussed and adopted, there is no such provision in the text. What the [Global Compact for Migration](#) actually mentions is that “refugees and migrants are entitled to the same universal human rights and fundamental freedoms, which must be respected, protected and fulfilled at all times.” Signatory States committed to “ensure effective respect, protection and fulfilment of the human rights of all migrants, regardless of their migration status, across all stages of the migration cycle.” There is nothing new, changed or added, in this statement compared with existing international human rights documents.

9. The Global Compact for Migration imposes countries to accept migrants.

The [Global Compact for Migration](#) is “a non-legally binding, cooperative framework that builds on the commitments agreed upon by Member States in the [New York Declaration for Refugees and Migrants](#). It fosters international cooperation among all relevant actors on migration, acknowledging that no State can address migration alone, and upholds the sovereignty of States and their obligations under international law.”. Thus, there is no compulsory element and it is mentioned several times the need to comply with the national legislation and the fact that the ultimate decision lies with the national authorities in Member States: “the Global Compact reaffirms the sovereign right of States to determine their national migration policy and their prerogative to govern migration within their jurisdiction, in conformity with international law. Within their sovereign jurisdiction, States may distinguish between regular and irregular migration status, including as they determine their legislative and policy measures for the implementation of the Global Compact, taking into account different national realities, policies, priorities and requirements for entry, residence and work, in accordance with international law.”

10. The Global Compact for Migration encourages more illegal migration towards developed countries.

On the contrary, as indicated in the full title of the document ([Global Compact for Safe, Orderly and Regular Migration](#)) the goal is to reduce irregular migration. It emphasizes the shared responsibility and the importance of cooperation between source, transit and destination countries, as well as the fact that multi-stakeholder partnerships are needed to address migration in all its dimensions by including migrants, diasporas, local communities, civil society, academia, the private sector, parliamentarians, trade unions, National Human Rights Institutions, the media and other relevant stakeholders.

The Global Compact for Safe, Orderly and Regular Migration was adopted in December 2018 by 164 countries and was endorsed by the UN General Assembly.

Moreover, besides the The Global Compact for Migration, another document, the Global Compact on Refugees was adopted by the UN General Assembly as part of a resolution on the Office of the UN High Commissioner for Refugees (UNHCR), with 181 votes in favour, two against (Hungary and the United States) and three abstentions (Eritrea, Liberia and Libya). Both these documents have been elaborated to implement the New York Declaration for Refugees and Migrants, adopted in September 2016 by 193 UN Member States which recognized the need for a comprehensive approach to issues related to migration and refugees and enhanced cooperation at the global level.

More data with regards to all issues above, as well as on specific EU and non-EU countries, is also available in the [Atlas of Migration 2018](#), published annually by the European Commission.

Module 2:

Developing intercultural competence

▶ SESSION 1:

INTERCULTURAL COMMUNICATION AND TOLERANCE OF AMBIGUITY

■ LEARNING OUTCOMES

At the end of the session learners will:

- Understand the key concepts related to intercultural competence and intercultural communication;
- Be able to identify potential sources of intercultural misunderstandings;
- Increase awareness of their own tolerance of ambiguity.

■ RESOURCES NEEDED

- Slides on intercultural competence;
- Computer with access to internet, video-projector and screen;
- Supporting documents on intercultural competence;
- Hand-out on cultural dimensions.

■ STRUCTURE AND METHODS

- a. 20 min: Introductory presentation on intercultural competence;
- b. 50 min: Exercise and presentation on sources of intercultural misunderstandings;
- c. 20 min: Exercise on tolerance of ambiguity based on video.

■ PROCEDURE

- a. Intercultural competence.

Present the key concepts using the slides. Allow participants to ask questions and make comments.

- b. Sources of intercultural misunderstandings.

Divide participants in groups of 3–4. Ask each group to go through the descriptions of the cultural dimensions and identify concrete situations of interaction with migrants (preferably from their own professional experience but also from personal life or even from books or movies) where intercultural misunderstandings can be explained by different positioning on one or more cultural dimensions. For each example, the group has to discuss:

- What was the source of the misunderstanding?
- What can be done to prevent or overcome the misunderstanding?
- What elements of intercultural competence need to be mobilized to address the situation?

Each group presents the examples identified and the other participants are invited to comment.

At the end remind that the cultural dimensions are just tools that can help in structuring our understanding of cultural differences and potential sources of misunderstandings, but they should not be used in a deductive way (if that person is from country x, she/he must have a certain positioning on cultural dimensions). Point out that various elements of intercultural competence can help us overcome or prevent potential misunderstandings generated by cultural differences.

- c. Tolerance of ambiguity.

Present the definition of tolerance of ambiguity and show a brief video showing someone in a situation characterized by a high degree of uncertainty and ambiguity. One example is the video available at www.youtube.com/watch?v=FiQnH450hPM

Ask participants to comment, by referring mainly to:

- What indicates the level of tolerance of ambiguity of the person in the video? Is it high or low?
- What alternatives did the person have in that situation? Was any alternative better than what the person did in the video?
- What would participants do if they were in that situation?

Then ask participants to reflect individually for five minutes and then share examples of situations where they displayed tolerance of ambiguity or of situations where they now think they should have had a higher level of tolerance of ambiguity.

■ ASSESSMENT

The assessment of this session will be done during the first part of the second day of training, together with the assessment for the following session and for the task.

■ COMMENTS

If participants find it difficult to identify an example during the work on groups, give an example from your own experience.

During the discussion about the video, you might need to play it again to clarify the comments or to play again some parts of it.

© IOM 2016 / Amanda MARTINEZ NERO



▶ **SESSION 2: OVERCOMING STEREOTYPES AND DEVELOPING EMPATHY**

■ **LEARNING OUTCOMES**

At the end of the session learners will:

- Have increased awareness on how stereotypes work and how they can influence us against our will;
- Be able to identify and analyse the elements of intercultural competence helping is to overcome the negative effect of stereotyping;
- Have enhanced empathy and understanding of the perspective of migrants.

■ **RESOURCES NEEDED**

- Computer with access to internet, video-project and screen;
- Supporting documents on intercultural competence.

■ **STRUCTURE AND METHODS**

- 30 min: Presentation of a video in two steps and discussion;
- 30 min: Exercise on empathy;
- 30 min: Exercise on understanding barriers faced by migrants.

■ **PROCEDURE**

- Presentation of a video in two steps and discussion.

Present the video at www.youtube.com/watch?v=crbEwQJMZC8 but stop it at the minute 5 and 23 seconds, without mentioning that you are going to play the end later.

Ask participants to describe what they saw. Some of them may want to make judgments or express opinions but you should make it clear that you want them to describe first what they saw, as if they were talking to someone who did not see the video. Then ask them to express what they think about it.

SESSION 2: OVERCOMING STEREOTYPES AND DEVELOPING EMPATHY

After all those who wanted so expressed their opinions, tell participants that in fact there are a few more seconds at the end of the video and it is important to see how it ends. Then play the rest of the video, until the very end.

Ask participants what they think now. Most probably the end will make them reinterpret totally their perspective on what happened. Ask them to explain why in the first place they had a different perspective. Show the video again and ask them to spot elements which, if they paid attention to, would have allowed them to guess the end.

Then ask why these elements were ignored when they first saw the video. If the situation in the video would be reversed between the two main characters, would they have reacted the same way when the first part of the video was presented? Bring the concept of stereotypes in the discussion and explain how stereotypes help us simplify the reality but can also determine us to make wrong judgements. Ask them to share examples when stereotypes led them or colleagues of them to make wrong judgments and decisions.

b. Exercise on empathy with migrants.

Ask participants to picture in their mind a migrant. It can be someone they know, someone they heard or read about, or even an imaginary person. Ask them to close their eyes and recall the main elements about the migrant: age, gender, country of origin, level of education, languages spoken and other relevant elements.

Put a relaxing music on the background and go into a guided visualization with the following sequence of statements and questions (read the statements and questions slowly and clearly, allowing time between statements for participants to process them):

- You are going to see things from the perspective of that person now. Remember important moments of your life in the origin country. How were things during your childhood? Picture the members of your family, friends, and other people in the community.
- Recall the first time you arrived in this city. How and where did you arrive? What were the first things you saw? You are walking on the street and watching people and buildings around you. What were you thinking? What were your feelings?
- What thoughts make you feel comfortable and good and what thoughts make you feel anxious and worried?
- How do you see the future? What are you thinking of doing in the following days, in a year, in five years? How is this thinking about the future make you feel?

Leave a few seconds of silence, for participants to go on with their thoughts. Ask them to slowly open their eyes, stop the music and ask them to be aware of here and now and of who they are, to step out from the perspective of the person they were thinking about and be themselves again.

Ask the following questions for debriefing:

- Was it difficult to pick the person? Was the choice good finally?
- Was it hard to get into the perspective of the migrants? What was most difficult and why?
- How did you feel in different moments? Why?
- Any other feelings and thoughts to share?

Conclude by pointing out the definition of empathy as a skill, involving both a cognitive and an emotional component and emphasize that it can be developed through practice and reflection.

- c. Exercise on understanding barriers faced by migrants.

Distribute the role cards below and tell participants that they should keep for themselves their content and not share it at this stage with the colleagues.

Put a relaxing music and ask participants to think about the person on the card: picture in your mind the daily life of that person, the memories that person is having, things that the person likes, people he/she is interacting with, their attitudes and feelings towards him/her, his/her feelings and attitudes towards them.

© IOM 2016 / Amanda MARTINEZ NERO



ROLE CARDS

Cut and distribute one to each participant the role cards below; if you have more than 16 participants, duplicate some of the cards; you may also choose to modify some of the cards; replace local with the nationality of the country where you work:

You are a refugee man from Syrian Arab Republic, arrived in Europe a week ago. You have been a teacher of history before and speak only Arabic	You are a young woman from Somalia recently arrived, without education and without relatives in the host country	You are a young man from Nigeria. You have basic education and speak English. You know some other Nigerians who arrived before you	You are a middle-aged man from Western Balkans experienced in agriculture and some relatives already established in host country
You are a local history teacher	You are a local business consultant	You are a retired local engineer	You are a local young woman
You are a woman from Ukraine looking for work	You are an African migrant living in the host country for five years and sending money to family in the origin country	You are a migrant shop-keeper, with a wife and four children	You are the wife of a small business owner and came with your husband from a Muslim country
You are a local young man who just graduated university	You are the wife of a local small business owner	You are the daughter of the mayor, employed as social worker	You are a Roma migrant with no education and are learning the local language

Have participants stand in a line, having in front of them an empty area where they can all make at least eight steps. Explain that you will read a series of statements. If, from the perspective of the person on their card, the statement is correct, participants will take a step forward. If not, they will stand still and wait for the next statement. They should not talk during this process.

Read the following statements:

1. You feel good when you think about the past few years of your life;
2. You have a place to live which is comfortable enough and you own it;
3. You have money of your own and you decide how to spend them;
4. When you go shopping you think about what you need, not about how much money you have;
5. If you get sick, there will be someone to take care of you;
6. You meet regularly people with whom you can share your thought and feel supported;
7. You can go abroad for holiday with your family or friends at least once a year;
8. You are convinced that your children will go to university.

Ask participants to look around and see the position of various group members. Ask them to reveal the content of their cards. Then ask them to get out of the role and think back from their own perspective, not from the perspective of the person on their card.

Have participants sit in a circle and discuss about:

- Their feelings during the different phases of the activity;
- Who were those most advanced and those left behind;
- The reasons of the differences and the statements for which they could not move;
- What was surprising in the way the positions evolved;
- The main barriers that migrants risk to face.

■ ASSESSMENT

The assessment of this session will be done during the first part of the second day of training, together with the assessment for the previous session and for the task.

■ COMMENTS

Depending on the size of the group and their involvement and needs, you might also do only one of the exercises on empathy and take more time to discuss it. Several alternative options for videos with a similar content with the one indicated above are available online.

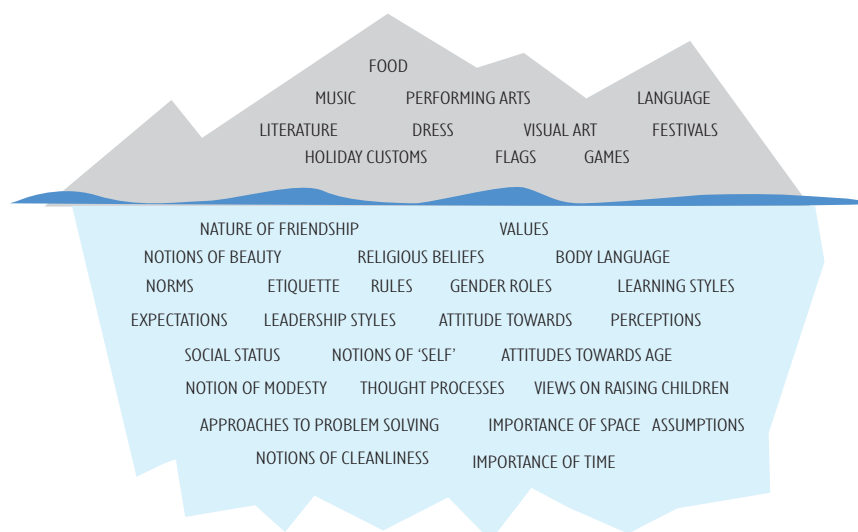
The exercise on understanding the barriers faced by migrants is also a good illustration of the concept of structural discrimination, as explained in the module on non-discrimination.

► HANDOUT: INTERCULTURAL COMPETENCE

In order to understand intercultural competence, it is important to clarify how culture is understood and what an intercultural encounter is.

■ UNDERSTANDING CULTURE AND CULTURAL AFFILIATIONS

Culture can be understood in many ways and the fact that it is a multifaceted concept is often a source of misunderstandings. According to UNESCO, culture includes “knowledge, beliefs, arts, morals, laws, customs, and any other capabilities and habits acquired by [a human] as a member of society.” Culture can also be seen as referring to a “fuzzy set of attitudes, beliefs, behavioural norms, basic assumptions and values that are shared by a group of people, and that influence each member’s behaviour and his/her interpretations of the “meaning” of other people’s behaviour” (Spencer-Oatey, 2008).



The image by James Penstone is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 2.0 License.

In fact, the two definitions concern different levels of culture and if we consider both of them we can see culture like an iceberg. The “iceberg model” of culture emphasizes that there are visible expressions of culture but that there is also a much more extended set of hidden elements that influence people but are not explicit and are often unconscious.

The definitions of culture mentioned above refer to society and groups, not to countries and nations. Various groups and subgroups, including groups defined based on ethnocultural criteria, but also on geographic, professional, ideological or other criteria, may be described using this model. This means that, when looking at the world, we should not see it as a puzzle, where every piece has its place near other pieces, but as a complex and multi-layered aggregate where parts may overlap and where borders are not always clearly visible.

When analysing any two groups, one can find similarities and differences at the visible or at the invisible levels. Also all larger groups have internal cultural variability, which may make members of two subgroups more different between themselves than compared with somebody from another group.

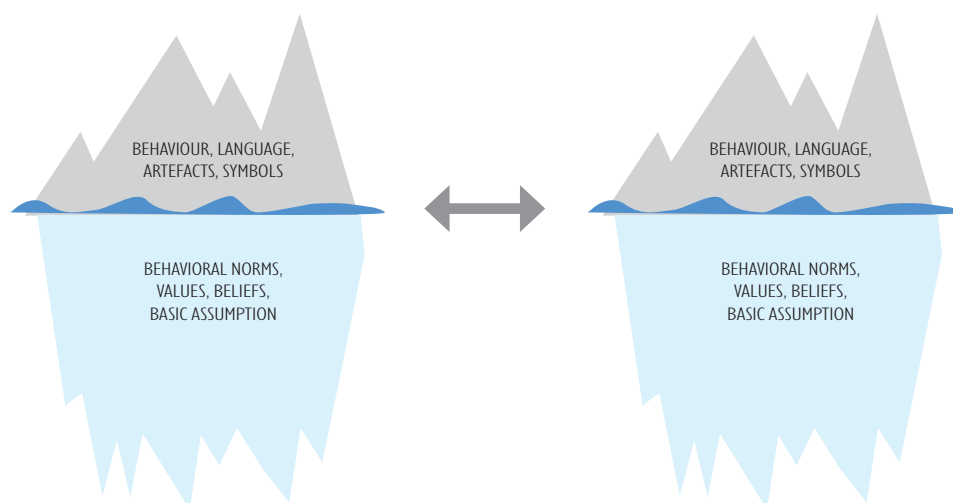
One should not infer that a person living in a certain country, or region, or belonging to a specific ethnic or religious group, must necessarily correspond to the pattern of beliefs and behaviours usually associated with these groups. People have different personalities, with features that may contradict certain cultural prescriptions. Also, any person belongs simultaneously to a variety of groups and the specific attitudes and behaviours in a certain context may be determined by a conscious or unconscious choice of a reference group for that context. Moreover, many persons feel that they belong simultaneously not only to different groups defined by different criteria, but also to several groups defined by the same criteria (multiple cultural affiliations). Thus, considering the complexity of the elements described above, it is preferable to speak about cultural affiliations of people than of cultures.

The cultures of all groups and societies are permanently in evolution. Some change very slowly and may be perceived as static, but changes occur everywhere. In some cases, changes are encouraged and supported, while in other cases they face resistance and are labelled as a loss of authenticity. A major source of cultural change is represented by the interactions between people with different cultural affiliations.

■ INTERCULTURAL ENCOUNTERS

We can speak about an intercultural encounter when people who perceive themselves or are perceived as having different cultural affiliations interact.

Such a situation can be represented by the interaction between two icebergs:



It is obvious that if the interaction is analysed by looking only at the visible elements, it will not be properly understood. But looking at the invisible elements is also not easy because in many cases those involved are not aware of the underlying elements affecting their visible attitudes, thoughts and behaviours.

■ UNDERSTANDING CULTURAL DIFFERENCES

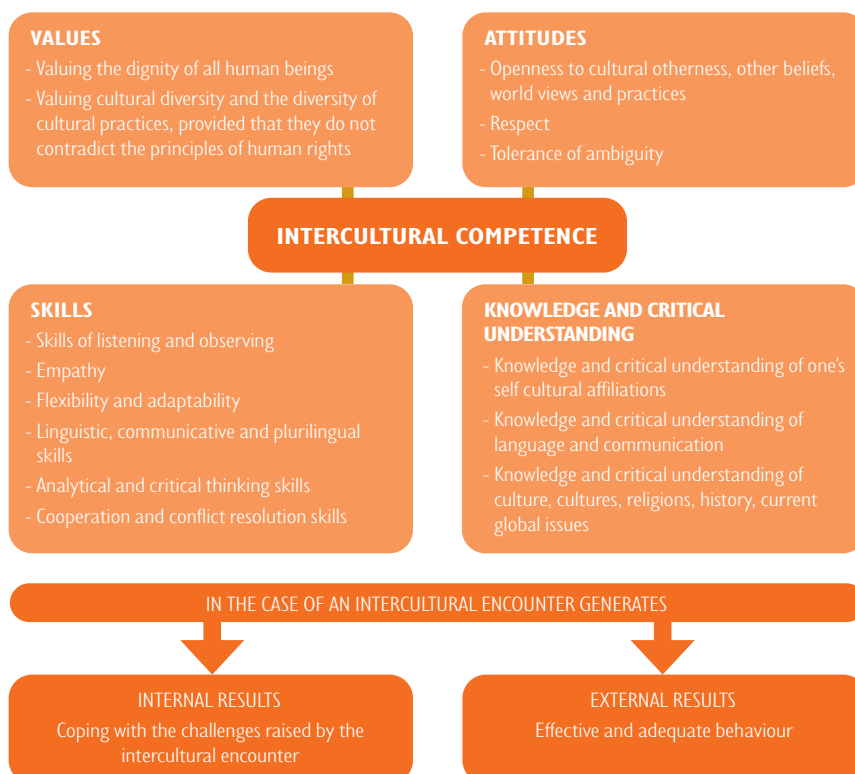
What are, more precisely, these invisible elements that are perceived as cultural differences? One approach to answering such a question is to use the models developed around the concept of “cultural dimension”. These are just tools helping in making sense of what elements of difference exist. They should not be seen as labels but as continuums. A certain group or society can be located anywhere on this continuum. There are several models of cultural dimensions and the list below is based on a combination of some of these models (Hofstede, 2001; Trompenaars and Hampden-Turner, 1997; Hall, 1989).

1. **Low context / high context** – People used to live in a low-context society expect to receive detailed and explicit communication, to be given clear information and guidelines, while people used with high context environments do not consider important to make explicit a lot of elements in their communication because the other people are expected to share them from past experiences. An institution where rules of behaviour and procedures are clearly defined and decisions are made based on information provided explicitly in documents is an example of a low context environment, while family is an example of a high context environment.
2. **Low / High Power Distance** – the extent to which there is acceptance of an unequal distribution of power in society. High power societies are strictly hierarchical and the decisions are taken by those in a position of authority. Changes in the hierarchy are usually not welcome and although people may move to a higher position, moving down to an inferior position is considered as problematic. Low power distance means egalitarian relationships and decisions made by consultation and deliberation. Positions of authority are considered temporary and anyone can take the role of leader at a certain moment and under certain circumstances.
3. **Individualism / collectivism** – From an individualistic perspective people are expected to stand up for themselves and to choose their own affiliations. They are presumed able to make their own decisions and take care of themselves, while bearing the responsibility for the decisions made. A collectivistic view sees individuals predominantly as members of a group to which they belong for life and which provides security and protection but will demand loyalty and compliance with internal norms.

4. **Masculinity / femininity** – refers to the values associated in most societies with gender roles. So called ‘masculine’ cultures value competition, assertiveness, ambition, and the accumulation of wealth and material possessions, whereas feminine cultures place more value on care for others, positive relationships and quality of life. Feminine cultures also consider that there should be little differences between the social roles of men and women.
5. **Uncertainty avoidance** – reflects the extent to which people attempt to cope with anxiety by minimizing uncertainty. High levels of uncertainty avoidance mean favouring structured circumstances and importance is given to rituals and procedures in various areas of social life, from religion, to food, strict planning of activities and belief in the existence of a single and absolute truth. On the contrary, uncertainty acceptance is associated with more tolerance of different opinions, with preference for as few rules as possible, and with a relativist position, allowing for the coexistence of different beliefs and religions, side by side.
6. **Long-term / short-term orientation** – describes a society’s “time horizon,” or the importance attached to the future versus the past and present. Values associated with long-term orientation are thrift and perseverance while values associated with short-term orientation are respect for tradition, fulfilling social obligations, and protecting one’s ‘face’.
7. **Achievement / ascription** – Is recognition given based on deeds or associated with social status? People with a background in a society where achievement prevails will expect recognition and appreciation based on their performance and individual merits. People with a background in societies based on ascription might expect that recognition and appreciation are a function of social status and not of the individual achievement.
8. **Sequential time / synchronic time** – Do we do things one at a time or several things at once? People belonging to cultural groups with a preference for a sequential approach to time, are used to treating time as a commodity, as something to be saved, spent or wasted. Time is used to bring order and set limits. On the other hand, in cultural groups which tend to see time synchronically, time is seen more holistically and interconnected. Synchronic cultures tend to value priorities more than a predetermined time limit. They will do what is perceived as the right thing to do at the moment, even if that contradicts the initially set schedule.
9. **Internal control / external control** – Do we control our environment or are we controlled by it? People in societies valuing internal control tend to believe they can bend nature and the future to their will. An obstacle to what is desired doesn’t change the goal, only the way to achieve it. People in societies which assume external control seek to live in harmony with the reality as it is, rather than trying to fundamentally change it.

■ INTERCULTURAL COMPETENCE

We define intercultural competence as the ability to mobilize and deploy relevant values, attitudes, skills, knowledge and critical understanding in order to respond appropriately and effectively to the demands, challenges and opportunities that are presented by intercultural encounters.



This model of competence is based on the ongoing work of the Council of Europe and has several distinctive features compared with other models of intercultural competence. At a structural level, unlike most of the models which are focused on knowledge, skills and attitudes, this model includes values and associates critical understanding to knowledge. An intercultural competent person needs all the four elements (values, attitudes, skills and knowledge and critical understanding) and not just knowledge about other cultures as it is often assumed (Council of Europe, 2016; Deardorff, 2009).

Although all the elements of the model deserve a more detailed clarification, we present here only some elements regarding one attitude (tolerance of ambiguity) and one skill (empathy):

Tolerance of ambiguity is an attitude towards situations which are uncertain and subject to multiple conflicting interpretations. People with high tolerance of ambiguity evaluate these kinds of objects, events and situations in a positive manner and deal with them constructively, while people with low tolerance for ambiguity adopt a rigid single perspective on unclear situations and are inflexible in their thinking about the world. Faced with a situation where not all elements are known or clear and where there is a high degree of uncertainty and potential multiple interpretations, people with a low level of tolerance of ambiguity tend to refrain from doing anything and are blocked until they receive clarifications, while people with a higher level of tolerance of ambiguity are ready to go along, explore and adjust as things evolve.

We often expect from migrants to have a high level of tolerance of ambiguity and move on in their integration path, despite the fact that many elements might not be clear for them.

Empathy is the set of skills required to understand and relate to other people's thoughts, beliefs and feelings, and to see the world from other people's perspectives. Empathy involves the ability to step outside one's own psychological frame of reference (i.e. to decentre from one's own perspective) and the ability to imaginatively apprehend and understand the psychological frame of reference and perspective of another person. This skill is fundamental to imagining the cultural affiliations, world-views, beliefs, interests, emotions, wishes and needs of other people.

Three different forms of empathy can be distinguished:

- i. Cognitive perspective-taking – the ability to apprehend and understand the perceptions, thoughts and beliefs of other people;
- ii. Affective perspective-taking – the ability to apprehend and understand the emotions, feelings and needs of other people;
- iii. Sympathy, sometimes called 'compassionate empathy' or 'empathic concern' – the ability to experience feelings of compassion and concern for other people based on the apprehension of their cognitive or affective state or condition, or their material situation or circumstances.

It is important to note that here empathy is understood as a skill, not an attitude or an innate attribute, and that, from this perspective, this definition does not include "emotional contagion", which implies actually experiencing the same emotions and feeling along with the other person.

Anyone can develop intercultural competence by becoming aware of the influences culture has on our own behaviour and on the behaviour of others, as well as by paying special attention to interaction situations taking place in an intercultural setting.

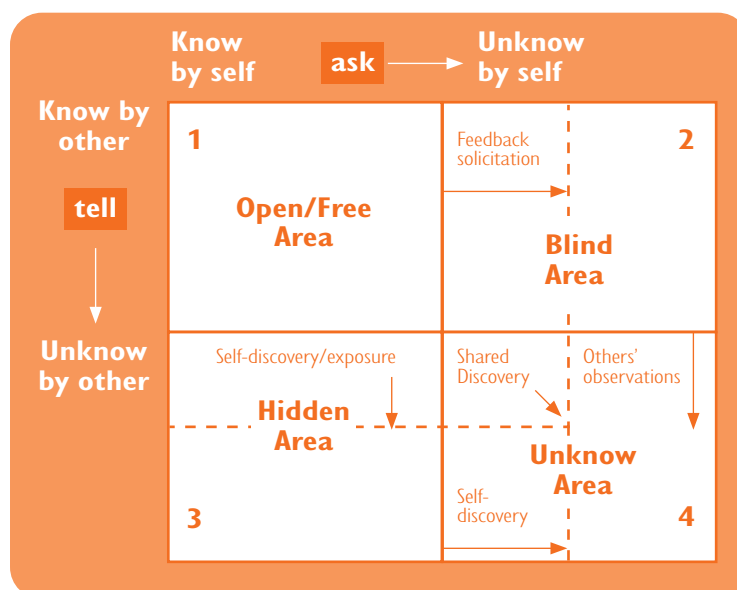
■ INTERCULTURAL COMMUNICATION COMPETENCE

In an **intercultural setting**, when people engaged in communication do not share the same cultural background, like it is the case in your work with migrants, special attention is necessary to ensure that communication is effective.

Communication is effective to the extent that the person interpreting the message attaches a **meaning** to the message that is **relatively similar** to what was intended by the person transmitting it. Stated differently, *communication is effective to the extent that we are able to **maximize understandings***. In most cases, we have tendency to interpret the messages received during an intercultural communication process on the basis of our own reference framework. An additional challenge in intercultural communication is the fact that the people involved might even not realize that there are differences between the initial message and the interpretation we have given it. Therefore, the capacity to identify and correct wrong interpretations in an intercultural communication setting is an important intercultural competence.

During an intercultural encounter, individuals generate explicit or implicit strategies for making themselves and the others aware of their interpretations of reality and of their reactions to a certain situation, with their cultural determinations. This “negotiation of reality” involves also the ability to expand the usual range of reactions and identify those that are most appropriate to the specific situation. Everyone can develop such abilities through training and experience.

A simple model used in classical psychology, called the “Johari Window” can help define more precisely what strategies can be used to enhance the effectiveness of intercultural communication in a diverse group of learners and between learners and teacher/facilitator. As shown in the diagram below, each of us has elements known by us and also displayed to the others, elements known by us but not displayed to others, elements that others see about us but of which we are not aware, as well as elements of which we are not aware and which are also not visible to others.



As opposed to the case of a situation of communication where participants share a common cultural background, in an intercultural communication situation the open/free area is smaller, while the other areas are bigger. A bigger number of elements which we know about us will not be visible or understandable to others, while many things they see about us and interpret with their own cultural references will remain unknown to us.

Therefore, obtaining effective intercultural communication means first of all **making communication more explicit**, making the effort to explain and provide details about issues which appear obvious in a mono-cultural setting, as well as making sure that what is being perceived by others is interpreted in an appropriate way. That means insisting in a conscious way on processes of **self-exposure**, **feedback solicitation** and **shared discovery**. Indeed, by doing so we will, not only enhance the quality and effectiveness of communication, but we will also contribute to the development of positive relationships within the team and we will learn new things about ourselves.

© IOM 2016 / Amanda MARTINEZ NERO



Module 3: Non-discrimination

▶ **SESSION 1:** **TYPES OF DISCRIMINATION** **AND WAYS TO ADDRESS IT**

■ **LEARNING OUTCOMES**

At the end of the session learners will:

- Be able to express critical understanding of discrimination in its various forms;
- Have increased abilities to prevent and address situations of discrimination in their work environment;
- Have enhanced awareness of the negative effects of discrimination and of their responsibility to take action against discrimination.

■ **RESOURCES NEEDED**

- Supporting document on non-discrimination;
- Slides about non-discrimination;
- Computer, video-projector and screen;
- Table with types of discrimination cut in pieces;
- Examples of direct and indirect discrimination (optional);
- Case studies of discrimination of migrants (optional).

■ STRUCTURE AND METHODS

- a. 35 min: Introduction to the concept of discrimination. Types of discrimination;
- b. 15 min: Legal provisions regarding discrimination at EU and national levels;
- c. 40 min: Analysis of case studies of discrimination of migrants.

■ PROCEDURE

- a. Ask participants to share words that come to their mind when thinking about discrimination. Write the words on flipchart for further reference.

Distribute randomly pieces of the table with the types of discrimination and ask participants to stand up, move around the room and group together with those having pieces from the same line in the table. For example, the person with the label Indirect discrimination should get together with the persons having information about how indirect discrimination is manifested and how it is explained. If examples are prepared, those having examples of indirect discrimination should also join this group. Particularly for a larger group, it is advisable to prepare a few examples of discrimination (at least direct and indirect), very specific and relevant for the work and social context of the participants. For example, if participants work in refugees' centres, examples should refer to that environment.

Present slides on types of discrimination. Recall the discussion about stereotypes from session 2.2.2. and explain the connection between stereotypes, prejudices and discrimination. Comment the table and respond to the questions of participants.

- b. Present the part on legal protection against discrimination at EU level. Allow participants to ask clarification questions and make comments. Present the way the anti-discrimination directives are implemented into the national legislation. Introduce the national anti-discrimination body by presenting its website and, if possible, some discrimination complaints involving migrants addressed by the respective institution. Mention also the procedures to contact this institution and the procedures to appeal against its decisions.

Ask if anyone knows a case of discrimination, confirmed or not, which was addressed by the national anti-discrimination body. Discuss the cases with the whole group.

- c. Recall the activity on barriers that migrants are facing, done in session 2.2.2., as a way to understand structural discrimination and explain that the next part of the session will focus on direct and indirect discrimination.

Divide participants in groups of maximum 5 participants. Each group will have 20 min to perform the following task: formulate four examples of situations (real or imagined) related to their work environment:

- a. An example of direct discrimination;
- b. An example which may appear as direct discrimination but in fact it is not discrimination;
- c. An example of indirect discrimination;
- d. An example which may appear as indirect discrimination but in fact it is not discrimination.

Each group will have to find examples from each category in such a way as to make it difficult for the other groups to identify the category. They can consider both situations of discrimination of migrants by public or private service providers and discrimination within migrant groups or communities (e.g. based on gender, ethnicity, language, cast/social status, religion, etc.).

Then groups present their examples in a random order and the other are asked to assign them to a category and explain why.

An alternative option for this activity is based on examples from the four categories prepared in advance by the trainer and distributed to the groups to analyse and then share and discuss.

For each example, the group is asked to reflect on what can be done to prevent such situations or to address them in an appropriate way when they appear.

Discussing sensitive situations and reflecting on how to address them will allow participants to understand the complexity of discrimination, the risks associated with misunderstanding it and the opportunities and responsibilities they have as professionals to address this topic.

■ ASSESSMENT

Sitting in circles, participants take turns in asking one peer a question about the content of the session. One person can formulate one question and one answer. An option can be to have each participant ask the question to the whole group and participants can volunteer to respond. The same principle of one question and one answer per person should be kept.

■ COMMENTS

- References can be made to the national anti-discrimination legislation and institutions but it is useful to mention that there is a common European reference on this matter;
- A connection should be made also to the ok-ok framework presented in module 5: for example, emphasize that the discriminator is in the position I am ok – you are not ok and the victim of discrimination can be in various other positions and this generates different dynamics of the interaction;
- At the end, refer also to the keywords listed at the start of the session, comment and ask participants to reflect on how the session increased the knowledge and awareness of the topic.

© IOM 2016 / Muse MOHAMMED



▶ **SESSION 2:** **DISCOURSE ABOUT DISCRIMINATION** **AND DISCRIMINATION THROUGH DISCOURSE**

■ **LEARNING OUTCOMES**

At the end of the session learners will:

- Understanding the ways in which discrimination can be propagated through public discourse;
- Develop analytical and critical thinking skills and ability to resist manipulation and applying them to public messages regarding discrimination of migrants;
- Develop critical understanding of the messages that mass-media and social media transmit about migrants and migration.

■ **RESOURCES NEEDED**

- Supporting document on non-discrimination;
- Slides about discursive discrimination;
- Computer, video-projector and screen;
- Case studies of mass-media articles or social media posts regarding discrimination of migrants (optional).

■ **STRUCTURE AND METHODS**

- a. 15 min: Discursive discrimination;
- b. 30 min: Analysis of case studies of discursive discrimination of migrants;
- c. 45 min: Response to opponents of non-discrimination.

■ PROCEDURE

- a. Present the concept and the typology of discursive discrimination. Take clarification questions and explain with specific examples, as close as possible to the local context, each of the four main types of discursive discrimination.
- b. Divide participants in groups of 4 and ask them to analyse specific media texts in order to identify types of discursive discrimination. This can be done by providing case studies of mass-media articles or social media posts, preferably different ones to each group, or by asking each group to search online (on laptop, tablet or phone) and identify at least one example of discursive discrimination (or one example for each of the four types).

Groups present their analysis and all participants comment. Stimulate participants to compare the examples and to reflect on which groups are more often target of discursive discrimination.

- c. Recall to the whole group that over the past few years, often in relation to migrants and migration, many ordinary people, but also politicians, journalists and other opinion leaders dismiss the non-discrimination discourse as being just political correctness. Is anti-discrimination an ideology based on political correctness which ignores reality and limits the rights of the majority (e.g. free expression)?

In small groups, ask participants to list some of the arguments usually formulated against a non-discrimination approach and to formulate counter-arguments. Then, groups take turns in sharing their arguments and counter-arguments. After each argument, the other groups are asked if they had something similar or if they want to add to the argumentation. Then another example from another group is chosen, until all groups shared all the ideas discussed.

■ ASSESSMENT

Each participant is asked to share one thing learners during the session and which was perceived as surprising.

■ COMMENTS

This session should be done after session 2.3.1. because it implies that participants have an understanding of discrimination in general and of related concepts. It can be done also instead of 2.3.1. if participants have already a good background in non-discrimination, for example, if they attended in the past a training course or an information session on this topic.

▶ HANDOUT: NON-DISCRIMINATION

■ TYPES OF DISCRIMINATION

The table below presents the three main types of discrimination:

Type of discrimination	How it is manifested?	Why it appears?
Direct discrimination	Classical direct discrimination A person is treated less favourably than others in similar circumstances or has limited or no access to something, because of belonging to a certain category or group.	The main source are beliefs based on prejudices. Prejudiced people rely on stereotypes and ignore actual information about the persons concerned.
	Discrimination by perception People who look or behave like members of certain groups may be treated less favourably because of being perceived as such, regardless of their actual situation.	Discrimination may be justified for example by the belief that members of certain groups are unable to perform certain tasks, generate risks, or deserve unfavourable treatment.
	Discrimination by association People who appear connected or are in a situation together with members of a discriminated group may suffer from discrimination by association, even though they do not belong to a group target to discrimination.	
Indirect discrimination	A rule, requirement, policy or procedure that disadvantages members of certain groups as compared to others, while not being reasonably justified.	There may be hidden direct discrimination, when there is intent to discriminate but also awareness that direct discrimination is prohibited, or unintended discrimination, due to ignoring the effects that the respective rules, requirements of policies have on members of certain groups.
Structural discrimination	Members of certain groups have less possibilities, opportunities and chances in society than members of dominant groups and find themselves in a position of inferiority. In theory, each member of a disadvantaged group can get succeed, but in practice, there is a strong effect of a vicious circle of discrimination and exclusion.	Inequality is often inherited and reproduced with every generation, considered normal and unchangeable. Members of the dominant group consider the society as fair and often do not see a need for change, while members of dominated groups may either perceive the society as oppressive and unfair, or internalize and unconsciously confirm the perception of inferiority.

While direct and indirect discrimination can be addressed on a case by case basis, structural discrimination can only be addressed through longer-term policies. However, being aware of its existence is useful for professionals working with vulnerable groups, such as the migrants.

There are also other types of negative behaviours associated with discrimination:

Harassment

Unwanted behaviour that makes another person feel offended, humiliated or intimidated. It may include gestures, abuse, jokes, verbal and para-verbal expression, as well as online communication.

Victimization

When a person is treated badly or subjected to detriment because they complained about discrimination or supported another victim of discrimination. Victimization includes punishing, threatening to punish or intimidating someone because they have:

- protested when they felt discriminated or submitted a complaint;
- helped someone else make a complaint;
- refused to do something because it would be discrimination, harassment or victimization.

■ LEGAL PROTECTION AGAINST DISCRIMINATION IN THE EU

The **Charter of Fundamental Rights of the European Union** affirms that “human dignity is inviolable” (Article 1) and that “everyone is equal before the law” (Article 20). In Article 21 there is also an explicit prohibition of discrimination: “Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited.”

The two **EU Antidiscrimination Directives prohibit both direct and indirect discrimination** on the grounds of racial or ethnic origin (Racial Equality Directive 2000/43/EC) and disability, religion or belief, age and sexual orientation (Employment Equality Directive 2000/78/EC).

Except for specific situations of where there are genuine occupational requirements and for limitations based on age, included in legislation (e.g. limit age for access, retirement, marriage), there is no general justification for direct discrimination on any of the grounds listed above. ‘Less favourable treatment’ can include rejection, refusal, exclusion, being offered less favourable terms and conditions or a poorer service, denied a choice or an opportunity.

The **motive or intention** of the discriminator is irrelevant; the issue is whether there has been a less favourable treatment based on any protected grounds.

Communicating publicly in any way an **intention to treat people less favourably** on any of the protected grounds is equivalent to direct discrimination.

Are considered **indirect discrimination**, requirements, policies or procedures which put persons to whom one of the protected grounds applies at a particular disadvantage compared with other persons unless the requirement, policy or procedure in question is **reasonably justified**. To be justified, the requirement, policy or procedure must have a legitimate aim and must be an appropriate and necessary means of achieving that aim. This means it must appear to be 'neutral' in relation to all of the protected grounds (for example, to be above a certain height or to have lived in the area for more than two years). If it explicitly refers to, or is targeted at, any of the protected grounds (for example, to be white) it is likely to be direct discrimination. A provision may be justified in one situation and may not be justified in another.

The discriminatory provision can be **formally adopted** but it can also be an **informal practice**. In some cases, the disadvantage may be obvious and not in dispute, while in other cases some data may need to be collected to show disadvantage.

Instruction to discriminate on any of the protected grounds is a form of discrimination.

The EU Anti-Discrimination Directives protect any person who is present in a Member State against discrimination on any of the protected grounds **regardless of the person's nationality**.

The Directives (Racial Equality Directive Article 5; Employment Equality Directive Article 7) permit **positive action** as a way to prevent or compensate for past and present disadvantages linked to any of the protected grounds.

Reversed burden of proof: The Directives (Racial Equality Directive, Article 8; Employment Equality Directive, Article 10) state the conditions in which the burden of proof in civil or administrative discrimination proceedings will move from the complainant to the respondent.

■ DISCURSIVE DISCRIMINATION

If by discrimination we understand an unfavourable treatment of members of an (alleged) group on account of their membership of that group, discursive discrimination is such treatment carried out through the use of language.

According to Boréus (2006), the main types of discursive discrimination refer to:

- systematic exclusion of certain groups from discourse, including exclusion of voices (talk about members of the group, without asking them to speak for themselves) or exclusion of images, for example the presentation as representative for the city/ neighbourhood of images which do not include members of certain groups, although they are a significant presence;

- systematic presentation with negative connotation, including negative descriptions, use of labels with negative connotations or association with negative contexts;
- objectification, meaning that people are not seen as individuals but only as the objects of some purposes of other agents, as numbers, or as lacking feeling, wishes, needs;
- arguing in favour of proposals pointing towards (real-world, not just in discourse) unfavourable treatment of certain groups, including formulating such proposals or expressing support for existing discriminatory or exclusionary measures or practices.

Often, elements mentioned above may appear in combination and also mixed with acceptable or even positive messages. For example, a text may include an explicit commitment to values of human rights, human dignity and equality in general, while also justifying discrimination towards certain groups.

Sometimes, the various types of discursive discrimination appear in different degrees in a discourse. For example, exclusion of voices appears when a group of people is excluded from taking part in debates of importance to them. Voices of certain groups may be totally excluded. In such case, their opinions are neither directly voiced, nor quoted, nor referred to. There can also be a lower degree of exclusion, for example when interests of members of certain groups are only mentioned, without details and without giving them the opportunity to express them.

© IOM 2016 / Muse MOHAMMED



Module 4:

Conflict management

► SESSION 1:

UNDERSTANDING AND ADDRESSING CONFLICTS

■ LEARNING OUTCOMES

At the end of the session learners will:

- Understand the fact that there are different types of conflicts and different approaches to conflict and that in their work they should address some of them;
- Be able to analyse conflict situations, identifying parties, positions, needs, causes and reactions to conflict;
- Have increased conflict management skills.

■ RESOURCES NEEDED

- Computer with access to internet, video-project and screen;
- Support document on conflict management.

■ STRUCTURE AND METHODS

- a. 15 min: Introductory presentation and discussion;
- b. 30 min: Exercise on conflicts generated by misunderstandings;
- c. 45 min: Presentation and exercise on conflict analysis and management.

■ PROCEDURE

- a. Remind participants that conflict management skills are an important element of intercultural competence. Present the slides with approaches of conflict and with sources of conflicts.

Focus on conflict management as an approach appropriate for situations related to the work with migrants.

Answer clarification questions. Explain that in the first stage the focus will be on how to address different types of conflict situations in general, while another session will focus explicitly on intercultural conflicts.

- b. Present the slides with conflicts generated by misunderstandings.

In small groups of 3, ask participants to identify examples of situations, preferably from their personal experience of working with migrants, but also from other types of situations of interaction between people with different cultural backgrounds (real or fictional, including from books or movies) where conflicts were generated by misunderstandings in communication. The best is to choose an example from your own experience and share it with participants to illustrate how they are expected to perform the task.

Have each small group share at least one example and discuss it with the whole group.

At the end, compare the examples given, pointing out similarities and differences, and recall the specific strategies recommended during day 1 for effective intercultural encounters (culturally sensitive self-disclosure and asking questions even about things which may appear obvious) as ways to minimize the risks of misunderstandings.

- c. Present the slides with the reactions to conflict, conflict analysis and conflict management strategies.

Divide participants in groups of four. Ask each group to select one situation of conflict based on experienced shared by group members and then to analyse the conflict at two levels:

1. First, look at parties, positions, needs and interests;
2. Secondly, identify what can be done to stimulate a win-win outcome, taking into account the needs and interests of both parties.

If the size of the group is smaller and the time allows, you can ask each group to prepare a brief role play of the conflict and of a process of managing the conflict through direct negotiation or through mediation.

You have to give all the instructions at the start, so that participants know what will be expected from them and pick an example of conflict that is suitable for the task.

Allow each group to present to the others and discuss the cases, the analysis and the management strategies proposed.

At the end, compare the examples, pointing out similarities and differences and ask participants to reflect on what they learned through this process.

■ ASSESSMENT

The assessment will be based on the reflections shared by the participants at the end of the session.

■ COMMENTS

For a larger group, a good option could be that after the presentation of the analysis of the conflicts, one of them is chosen for a role-play with fishbowl method. In this way at least one case can be analysed in-depth. Having the experience of negotiation or mediation, or at least seeing a concrete example, is very useful for the development of the envisaged conflict management skills.

▶ **SESSION 2: MANAGEMENT OF INTERCULTURAL CONFLICTS**

■ **LEARNING OUTCOMES**

At the end of the session learners will:

- Understand causes of intercultural conflicts;
- Be able to apply conflict management skills in analysing and addressing intercultural conflict situations.

■ **RESOURCES NEEDED**

- Computer with access to internet, video-project and screen;
- Support document on intercultural conflicts.

■ **STRUCTURE AND METHODS**

- 15 min: Introduction to the topic and connection with the session on understanding and addressing conflicts;
- 30 min: Conflicts generated by different acculturation orientations;
- 45 min: Addressing conflicts of values and cultural identity.

■ **PROCEDURE**

- Recall the slides with sources of conflicts and introduce cultural differences and ask participants how they think cultural aspects in general can be related to various sources of conflict.

The conclusion will be that intercultural conflicts can be related to

- Misunderstandings related to what and how is communicated;
- Differences in style of behaviour and expectations from others;
- Differences in needs, goals and values;

- Differences in perceptions;
- Conflicting roles and pressures;
- Power plays and manipulation;
- Ambiguous, incoherent or unpredictable policies.

Sometimes several sources of conflict are combined. For example, different positioning on cultural dimensions (discussed in module 2) may generate misunderstandings but also conflicts based on differences in perception, style of behaviour, expectations and relation to power and authority.

- b. Present the slides about acculturation orientations and explain how different acculturation orientations can be a source of conflicts.

Ask participants to reflect on their own acculturation orientation and on the acculturation orientations of migrants they are working with.

Stimulate a general discussion on the most common acculturation orientations among service providers (make the distinction between official position and statements made in an official setting and attitudes and behaviours expressed informally or even beyond awareness).

Then discuss with the group about the most common acculturation orientation of members of different groups of migrants.

Conclude with a discussion on how to promote integrationist acculturation orientations on both sides, the only ones which have the potential of supporting sustainable positive relations.

- c. Recall the values section in the model of intercultural competence introduced in module 2 and emphasize that intercultural conflicts generated by conflicting values and by issues related to identity are some of the most complex and challenging.

In groups of 4–5, ask participants to reflect on their experience and identify situations of conflict generated by values differences or by a perceived threat to cultural identity. Ask each group to analyse one or more such conflicts, propose a strategy to address the conflict and formulate arguments in favour of the proposed strategy.

After about 20 minutes of group work, representatives of each group share their case, the approach proposed and the arguments formulated. The other groups can ask questions, comment and provide feedback and suggestions.

In the general discussion emphasize the importance of finding approached to such situations of conflict in which priority is given to valuing human dignity and human rights and to valuing cultural diversity, but this also means ensuring that all those involved maintain a positive self-image and a positive cultural identity.

■ ASSESSMENT

At the end of the session ask participants to write on a post-it a personal reflection based on the content discussed.

■ COMMENTS

This session has to be done after the session on understanding and addressing conflicts and the module on intercultural competence, as it relies on their content.

© IOM 2016 / Muse MOHAMMED



► HANDOUT: CONFLICT MANAGEMENT

Conflicts may appear in your work in various shapes and in various circumstances, such as:

- Conflicts between staff of the services and migrant clients;
- Conflicts between individuals or groups of migrants accessing services, living together in centres or attending together various activities;
- Conflicts within services, between staff or between staff and management.

There are three **main approaches to conflict** in general that apply also to the situations above:

- **Conflict resolution.** This is the classical approach, which aims at eliminating conflicts and considers conflict as negative. This approach considers that conflicts should be avoided and are not desirable and in a case of conflict, the most efficient techniques should be used to restore original balance.
- **Constructive Conflict Management.** This is an approach which accepts conflict as an unavoidable, even desirable fact. Conflicts are generated by different interests, goals, needs and perceptions and the plurality of interests and needs which can be sometime divergent, may have positive and negative (constructive or destructive) effects. Depending on how conflicts are managed, they can be destructive, or they can become a source of progress and improvement. On the contrary, lack of conflict generates apathy, immobility and inability to adapt to change, with negative consequences at personal and organizational/social levels. The goal is to identify those ways to manage the situation which lead to positive outcomes.
- **Conflict Transformation.** This approach has several versions and differs from conflict resolution and conflict management approaches in recognizing that: “contemporary conflicts require more than the reframing of positions and the identification of win-win outcomes. The very structure of parties and relationships may be embedded in a pattern of conflicting relationships that extend beyond the particular site of conflict” (Miall, 2004). Conflict transformation aims at transforming the relationships, in society that support the continuation of violent conflict.

There can be various types of **causes of a conflict**, of which we mention here the following:

- Access to limited resources;
- Misunderstandings related to what and how is communicated;

- Differences in style of behaviour and expectations from others;
- Differences in needs, goals and values;
- Differences in perceptions;
- Conflicting roles and pressures;
- Power plays and manipulation;
- Ambiguous, incoherent or unpredictable policies.

■ CONFLICTS BASED ON MISUNDERSTANDINGS

In every social, institutional or cultural environment there are specific codes of behaviour and communication. Not understanding the meaning of specific behaviours may generate conflicts.

Misunderstandings and conflicts may result also when there are inconsistencies between verbal, non-verbal and para-verbal elements of communication.

For example, many statements have 2 levels of meaning:

- Basic information communicated by words (social message, which implies formulations that are culturally acceptable);
- Meta-messages (hidden messages) which communicate the actual attitudes, thinking, needs and feelings (psychological message).

For example, when saying “In my opinion ...”, there may be several options:

- if the emphasis is on the word opinion – the message is “it’s ok to disagree”;
- if the emphasis is on the word “my” – the message is “listen, but not contradict me”.

Here are also some examples of statements that may have different hidden messages:

Statement	Hidden message
Of course, you'll want to come	There's something with you if you don't want to come
Are you still here?	You shouldn't be here
You tried your best, I'm sure	I'm not sure you tried your best
Now, what do you want?	You ask too much. You are trying my patience

According to Thomas and Kilmann (1974), there are five types of **reactions to a conflict situation**:

Avoidance: I ignore or refuse to acknowledge the existence of conflict.

As a result, "I lose - you lose," because nothing can be done about it.

Accommodation: I do what you want in order to satisfy your needs or wants.

As a result, "I lose - you win," because I had to give up what I wanted or needed.

Competition: Either you or I will win, but not both of us. This is a form of fighting. As a result, "I win - you lose," because only one can win.

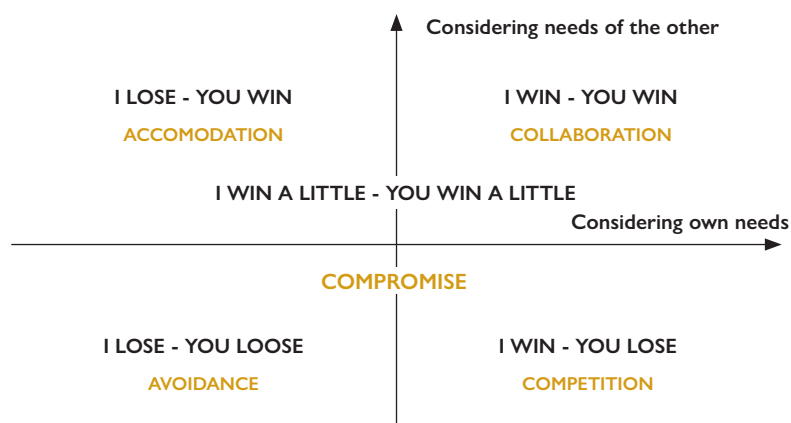
Compromise: We both give up part of what we wanted or needed to settle the problem. As a result, "I win some- you win some," because we were both will to give a little. This may be the most appropriate option in conflicts related to distribution of scarce resources.

Collaboration: You and I work together to find an agreeable solution to the problem. As a result, "I win - you win," because we were willing to work together.

Collaboration is the best method for addressing conflicts in general and also inter-cultural conflicts!

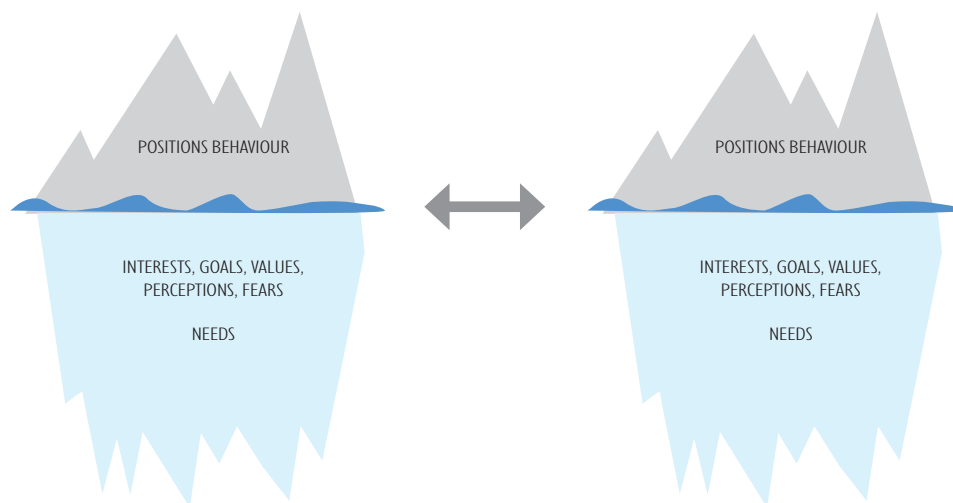
Win-win solutions are lasting longer and generate a positive environment.

The diagram below illustrates the positioning of the options described above, considering the way they address the needs of the other party and own needs (compromise is located in the middle):



■ CONFLICT ANALYSIS

We can visualize a situation of conflict as the interaction between two icebergs, with visible and invisible elements on both sides. Positions or explicit behaviours are visible, but behind them there are invisible aspects, like values, perceptions of self and others, expectations from others, interests, needs, fears, goals, etc., which are based on the personal, social and cultural background of those concerned.



When parties in conflict remain blocked in their positions, this may generate frustrations, raised voices, defensive or aggressive body language. They may enter in one of the roles of the Drama Triangle, indicated in module 5, which may result in conflict being perpetuated in a vicious circle or escalated until all connections are broken.

A key element of the conflict management process is therefore bringing invisible elements to the surface.

Any conflict can be analysed by describing positions and behaviours of the parties involved and by making explicit the fears, interests, needs, etc., on each side. Each side should develop an understanding of what lies behind the other's position and behaviour.

Taking a conflict management perspective means that the idea is not simply to resolve a particular situation of conflict but to ensure that those involved feel respected and understood, that they appreciate their differences and that the energy generated by conflict is channelled towards something positive and constructive.

This means that those involved should distinguish between person and behaviour, show respect (you may disagree with the position and disapprove the behaviour of the other but still show respect for the person), show openness, listen actively, observe the body language, use empathy, flexibility and adaptability, critical thinking and specific conflict management skills to explore various options and agree on the one that is most suitable.

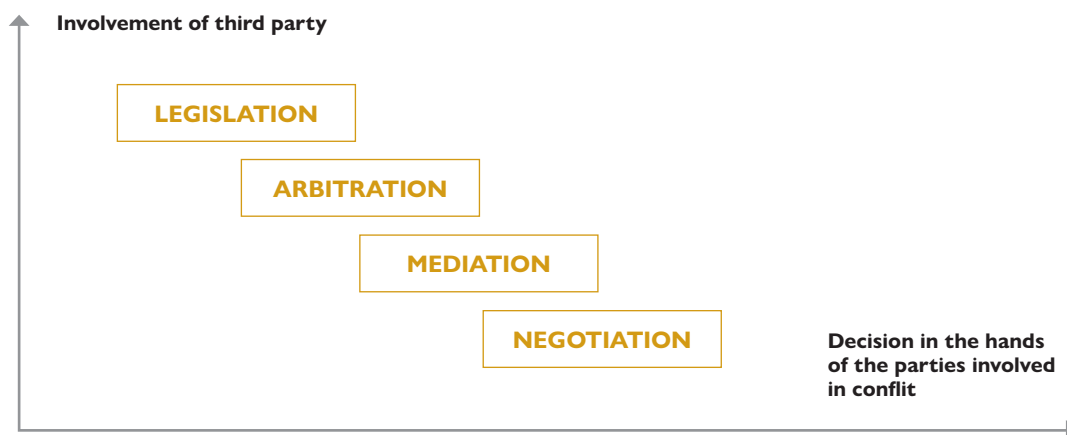
The diagram below presents different types of intervention in situations of conflict, considering the level of involvement of a third party and the extent to which the decision about addressing the conflict lies with the parties in conflict.

Thus, there are situations where the parties in conflict have little to say and where the decision is directly made according to the legislation, usually by a judge, a law enforcement official or a civil servant.

The next type of intervention is by arbitration, when the parties in conflict agree to let a trustful third party be the arbiter and decide about what to do. This can manifest by a lawsuit and having a judge decide, but also, for example, by presenting the case in front of a respected person in the community who is asked to make the decision. Before going to the arbiter, parties agree to abide by the decision which will result.

There are also situations where the intervention of a third party is required, not to make decisions, like in the case of the arbiter, but to act as a mediator. The mediator is also someone trusted by parties in conflict but the role is to guide the parties in finding themselves what they think is the best solution. The mediator will allow, stimulate and support both parties to express their positions, but also reveal what is behind these positions and encourage parties to explore different options and select the one that corresponds best to the needs of both parties and is considered fair by them. The mediator should abstain from suggesting a solution or a way out of conflict because if this will fail, the mediator will be the one blamed. If parties choose a solution that does not work in practice, they can get back with the mediator to explore alternatives. The mediator should also make sure to treat parties impartially but also to make sure that in the process they are put at a level of equality, even if in real life there is significant inequality of status or power.

The last option is that of direct negotiation between parties, without any involvement of a third party. This has the advantage that it can be done faster and easier, but there are also disadvantages, such as the risk for the party with higher power and better skills to win an unfairly favourable solution.



Whenever possible, it is preferable for parties in conflict to identify which option is best and to find win-win collaborative solutions. However, negotiation, mediation or arbitration can only work if the conflict is at an “appropriate temperature”. If the conflict is too hot, reflected in high emotional engagement, tension, aggressive attitudes or behaviours, etc., then time should be left for it to cool down. If the conflict is frozen or too cold, without visible manifestation, it is necessary to warm it up, in order to reveal the actual issue and the need to address it.

If services working with migrants have explicit attention and sensitivity to addressing conflicts, there are various benefits, such as:

- Positive and constructive focus. An explicit commitment for constructive conflict management makes people more aware that they can achieve their goals without undermining others and stimulates a problem-focused attitude, instead of a focus on blaming, playing psychological games, or labelling people.
- Better team cohesion. When conflicts are addressed effectively, team members develop stronger mutual respect, and a renewed faith in their ability to work together.
- Improved self-knowledge. Conflict pushes individuals to examine their goals and expectations closely, helping them to understand the things that are most important to them, sharpening their focus, and enhancing their effectiveness.
- A positive perception from the migrants using the services. Avoiding to address conflicts or imposing solutions that are perceived as unfair will generate frustration and a negative perception from service users, while a constructive focus on win-win, constructive and fair options will generate confidence and respect.

■ CONFLICTS GENERATED BY DIFFERENT ACCULTURATION ORIENTATIONS

Differences in the perception of the desirable relationship of migrants with their cultural background and with the cultural background of the host country are reflected by the concept of acculturation orientations.

Acculturation is defined from this perspective as the process of bidirectional change that takes place within contrasting cultural groups whose members experience sustained intercultural contact and it is implied that both cultural groups are influenced and transformed by their mutual intercultural contacts (Berry and Sam, 1997; Sam and Berry, 2006).

The Interactive Acculturation Model (IAM) was designed to categorize relations between host community members and nondominant immigrant group members (Bourhis et al., 1997). IAM provides instruments useful in identifying the acculturation orientations adopted by migrants within the country of settlement, as well as acculturation orientations adopted by host community members toward specific migrant groups. The IAM proposes that by virtue of their power

advantage in the country of settlement, host majority members may endorse five acculturation orientations they wish immigrants to adopt: integrationism, assimilationism, segregationism, exclusionism, and individualism (Bourhis et al., 1997), defined as follows:

- Integrationists think that migrants should maintain certain aspects of their culture of origin while also adopting key features of the host community culture.
- Assimilationists expect migrants to relinquish their own culture of origin for the sake of adopting the culture of the mainstream host society.
- Segregationists accept that migrants maintain their culture of origin as long as they keep their distance from host majority members. Segregationists do not wish migrants to transform, dilute, or “contaminate” the majority host culture.
- Exclusionists deny migrants the right to adopt features of the host community culture while also denying migrants the choice to maintain their heritage culture. Exclusionists believe that some migrants have customs and values that can never be culturally or socially incorporated within the host majority mainstream.
- Individualists downplay group ascriptions and have a “live and let live” view of cultural diversity, as they are not too concerned about whether migrants maintain their heritage culture or adopt the dominant host majority culture. Individualists value personal qualities and achievements and tend to interact with migrants in the same way they would with other individuals who happen to be members of the host majority.

The acculturation orientations can be different in private domains (for example culture and personal relations) and in public domains (for example, employment, housing or place of residence).

Module 5:

Interaction with migrants

► **SESSION 1:** **SUPPORTING CULTURALLY SENSITIVE AND EFFECTIVE INTEGRATION PATHS**

■ **LEARNING OUTCOMES**

At the end of the session learners will:

- Be familiar with five theoretical models and related tools with direct relevance for avoiding traps and promoting a positive and constructive interaction with migrants in the delivery of services;
- Understand how to engage in designing, together with migrants, effective integration paths.

■ **RESOURCES NEEDED**

- Slides on supporting integration paths;
- Computer with access to internet, video-projector and screen;
- Hand-out with Warm Fuzzy Tale (optional);
- Support document on supporting integration paths.

■ **STRUCTURE AND METHODS**

Depending on the size of the group and the level of depth in working with some of the concepts, two options for scheduling the session are presented, one for 1h and 30 minutes and one for 2 hours:

- a. 10 min: Introductory presentation based on slides;
- b. 10 min: The ok-ok framework – presentation and exercise;

- c. 20 min: Strokes economy – presentation group work and discussion;
- d. 20 min / 40 min: The Drama Triangle and the Psychological Games – presentation, group work and discussion;
- e. 20 min / 30 min: Discounting and awareness ladder – presentation, work in pairs and discussion;
- f. 10 min: Conclusions and assessment.

Note: for a larger group, this session could take longer than outlined above.

■ PROCEDURE

- a. Introduce the session, explaining that it will focus on the direct interaction of social workers and other service providers with migrants. Use the first two slides to illustrate the need to address problematic situations in such situations of interaction and the third slide to explain that a number of theoretical models will be proposed as tools for reflecting on the behaviours, emotions, thoughts and interactions of service providers and migrants, with a view to improving the effectiveness of the services and to support migrants in defining and following realistic and appropriate paths towards integration.
- b. Introduce the ok-ok framework. Ask participants to give examples of concrete situations from their experience or the experience of colleagues to illustrate all four positions of the framework.
- c. Two options are suggested for the part on strokes economy.

- c1 Based on the Warm Fuzzy Tale by Claude Steiner available as text at <http://bouncybands.com/Warm-Fuzzy-Tale.pdf> and read by the author at www.youtube.com/watch?v=v683T1GVS1U

Distribute copies of the Warm Fuzzy tale and give participants about 5 minutes to read individually the story. Alternatively, read yourself the story to the group, have a group member read it out loud or project the video with the story read by the author.

Introduce the principles of stroke economy. Live the slide visible. Put participants in small groups of 3 and ask them to discuss:

1. How these principles are reflected in the story?
2. Situations from real life where people made decisions based on the false assumptions of the theory of the economy of stokes.

In plenary, ask different groups to illustrate the principles of the economy of strokes with elements of the story and with real life situations.

c2 Starting with the experiences of participants.

Present the slides about the theory of the economy of strokes.

Put participants in small groups of 3 and ask them to identify situations from their own professional life or from the professional experience of colleagues they know when the behaviour of migrants or the behaviour of the social worker/service provider can be explained with the theory of the economy of strokes.

- d. Present the slides with the Drama Triangle, making also the connection with the ok-ok framework and with the theory of the economy of strokes. Explain also the concept of psychological games and give the examples. Insist on the negative psychological benefits generated by engaging in psychological games and the unproductive and undesirable aspects of each of the three positions in the drama triangle.

Divide participants in groups of 4 and ask them to share examples from the practice of interaction with migrants which illustrate the drama triangle. Ask each group to select one example.

Ask representatives of each group to share the example chosen and identify the roles of the drama triangle in each case. Insist on the dynamic character of the drama triangle where it is the case.

Introduce the winner's triangle.

Ask participants to go back in the same groups as before and reflect on the cases selected in order to identify strategies that social workers / service providers can use to move from the drama triangle to the winner's triangle.

Ask groups to share their results and discuss each case with the whole group. After each presentation ask all participants if they had similar situations, how they evolved and what would have been the most effective response.

- e. Describe the discounting and awareness ladder.

In pairs, ask participants to identify cases from their practice illustrating every level of the ladder.

Ask for examples for each level of the ladder and discuss them with the whole group.

Conclude by pointing out that the discounting and awareness ladder can be useful in the work with migrants both for understanding the behaviour of the clients/beneficiaries and for becoming aware of own positioning on the ladder.

► HANDOUT: SUPPORTING CULTURALLY SENSITIVE AND EFFECTIVE INTEGRATION PATHS

Having good intentions in supporting migrants in their integration is important but not sufficient. Many types of problematic situations may appear and limit the effectiveness and sustainability of the solutions proposed to migrants or agreed with them. Here are some examples of behaviour that a migrant might have when interacting with your service:

- keeps complaining and refuses all the options proposed;
- has an aggressive behaviour, complaining that her/his rights are not respected;
- agrees with the proposals received but doesn't do anything;
- accepts the proposals but comes back saying that he did not succeed in accomplishing them.

Some of these can be explained through specific cultural differences and intercultural misunderstandings. For example, the social worker and the migrant may have different understandings of what an agreement means:

- for the social worker, it may be clear that options were analysed and the most suitable one has been chosen by consensus with the migrant and the migrant understands clearly:
 - the benefits of taking the actions agreed and the risks of not taking them;
 - what are her/his responsibilities;
 - how the actions should be performed.
- for the migrant, it may be clear only that she/he must say yes to everything that is said by the social worker. The social worker has the authority and it is not polite to disagree or to come with alternative proposals out of own initiative. Also, if some elements in what is proposed are not clear, the migrant may feel obliged to pretend she/he understands them in order not to offend the social worker by implying that the explanations given are not clear.

Such situations can also be understood by using the following theoretical models with practical applicability in understanding attitudes and behaviours:

1. the ok-ok framework;
2. strokes economy theory;

3. the model of the Drama Triangle and the concept of Psychological Games;
4. the discounting ladder.

■ THE OK-OK FRAMEWORK

The idea of being ok with oneself and with the others is based on the recognition of the equal worth of all human beings and of the right every human being to dignity and to have her/his psychological needs fulfilled. It means to recognize through thoughts and feelings the intrinsic value in self and others and express it in attitudes and behaviours.

Considering that there are two independent dimensions, related to self and to the others, there are four so-called life positions, as shown in the diagram below (Ernst, 1971):

I am not ok – you are ok (Helpless)	I am ok – you are ok (Happy)
I am not ok – you are not ok (Hopeless)	I am ok – you are not ok (Angry)

Some people tend to be predominantly in one of these positions in all their interactions, others tend to have predominant positions in their interaction with specific individuals or members of specific groups, while the majority will have various life positions in interactions with different people at different moments and in different circumstances.

The desirable and healthy life position is: I am ok – you are ok.

■ STROKES ECONOMY THEORY

Besides having individual needs, humans have fundamental needs related to the interaction with others. This is reflected in the concept of stroke, seen as a unit of human recognition.

According to Steiner (1974), there are two categories of strokes: positive and negative strokes:

POSITIVE STROKES

- Physical strokes: hugs, kisses, caresses, holding hands, being held;
- Verbal strokes – about a person's look, work, qualities...;
- Action strokes: giving a present, preparing meal, going to a party together.

NEGATIVE STROKES

- Physical: slapping, scratching, hitting;
- Verbal: insults, hurtful remarks, irony, intimidation;
- Action strokes: doing things perceived by the other as harmful or disturbing.

Strokes economy theory considers that because they are afraid or even convinced that they will not receive positive strokes, many people prefer to comply with a set of unconscious and unproductive rules:

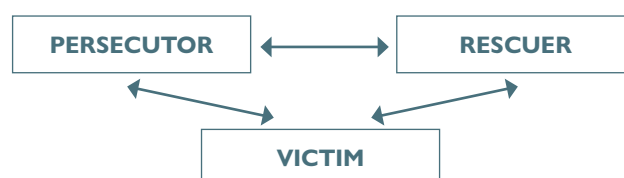
- Don't give strokes you would like to give;
- Don't ask for strokes you would like to get;
- Don't accept strokes you would like to accept;
- Don't reject strokes you don't want;
- Don't give yourself strokes.

Respecting the above rules of stroke economy is mostly a reflex reaction and in order to move to engaging in healthy interactions with others it is important to become aware of them and to decide voluntarily to adopt behaviours contradicting strokes economy prescriptions:

- Giving the strokes we want to give;
- Asking for and accepting strokes we want;
- Rejecting strokes we don't want; and giving ourselves strokes.

■ THE DRAMA TRIANGLE AND THE PSYCHOLOGICAL GAMES

The Drama Triangle was originally developed in 1968 by Stephen Karpman, as a way of graphically displaying the exchanges that occur when we make someone else responsible for how we feel. There are three roles in a drama triangle: Victim, Persecutor and Rescuer and they are represented in the corners of a triangle.



The Persecutor (I am Ok You are not Ok) is the one who puts people down and makes them feel small, worthless, unimportant. The Persecutor views other as being inferior and discounts their value and dignity.

The Rescuer (I am Ok, You are not Ok) views others as being in need of help, thinking: "I must help the others, because they are not good enough to help themselves". The Rescuer discounts other people's ability to think for themselves or to act on their own initiative and feels pressured to act because the Victim is perceived as not being able to act.

A Victim (I am not Ok, You are Ok) is not aware of own capacity. Sometimes people take the Victim position seeking a Persecutor, thinking "I deserve to be punished", while in other situations a Victim can be seeking a Rescuer. A Victim believes "I cannot manage by myself".

Victims don't take responsibility for themselves. They will often feel overwhelmed with their feelings.

	PERSECUTOR	RESCUER	VICTIM
REALITY	Acts for own interests	Expresses concern for the other	Is suffering
DISCOUNTING	Feelings and importance of the other person (the Victim)	The ability of the Victim to think, act and solve the problem.	Own ability of solving problems
UNHEALTHY BEHAVIOUR	Punishes the Victim	Takes over; does the thinking and problem solving without being asked and without consulting with the Victim and sometimes without even wanting it.	Thinks and acts as if he/she does not have the resources to solve the problem

The way out of the Drama Triangle can be to move towards the so-called Winner's Triangle (Choy, 1990).

	ASSERTIVE	CARING	VULNERABLE
REALITY	Acts for own interests	Expresses concern for the other	Is suffering
HEALTHY BEHAVIOUR	Asks for what he/she wants. Says no to what he/she doesn't want. Makes changes in order to get his/ her needs met. Doesn't punish the others.	Does not do the thinking for the other. Does not take over unless asked (and he/she wants to). Does not do more than his/her fair share. Awareness – does not do things he/ she does not want to do.	Uses abilities thinking and problem solving Awareness – uses his/ her feelings as data for problem solving.

The roles of the Drama Triangle each have their equivalent role in the Winner's Triangle. Each of the three roles in the Winner's Triangle is an 'OK' role and requires the development of a different set of skills (see table below):

DRAMA TRIANGLE ROLE	SKILL TO BE DEVELOPED	WINNERS TRIANGLE ROLE
Victim	Problem solving: think about options and consequences	Vulnerable
Rescuer	Listening	Caring
Persecutor	Assertiveness	Assertive

Any technique that the **Vulnerable** person can use to think about options and consequences is valuable. In the **Caring** role the development of listening skills that involve empathy with the **Vulnerable** person is required. Listening is frequently the only **Caring** response needed. **Assertiveness** is about getting your needs met without punishing. Self-awareness is essential in all three roles.

The drama in the Drama Triangle comes from the switching of roles. As the drama triangle is played out, people change roles or tactics. Others in the triangle will then switch to match this. Sooner or later the Victim turns on the Rescuer and become a persecutor. Or the Rescuer becomes fed up with a lack response or any appreciation of their efforts, starting persecuting. This is how Psychological Games develop.

Psychological Games are often repetitive patterns of behaviour and are "played" without awareness. Games end up with the "players" experiencing feelings from the past and entail an exchange of negative strokes. Psychological Games include a moment of confusion or surprise, when something unexpected has happened and generate negative psychological benefits.

Examples of psychological games:

- The player of the game "If it weren't for you..." complains the others they are an obstacle for what he/she wants to accomplish. For example: If it weren't for you... I could have a career".
- In "Yes but" game, the player starts with asking for advices, but he/she refuse them one by one. The change is when the player who gives advices doesn't have any advice to give and the other player feels rejected.
- "Do me something" it's a game where someone tries to manipulate the others to think or do something instead of him/her. For example: a person who is saying she/he doesn't know to find solutions, is doing things in a negligent way, inviting the others to think and do instead of him.

■ DISCOUNTING AND AWARENESS LADDER

A simplification of a model called the discounting and awareness matrix (Macefield and Mellor, 2006), the ladder of discounting and awareness is a tool which helps us identify and understand blockages encountered in front of problems and difficulties people are confronted with. It can be used in order to understand the behaviour of others and help them face problems constructively, but it can also serve as a self-reflection tool, helping us to overcome problems affecting us.

Discounting is a psychological mechanism by which people minimize or maximize an aspect of reality, themselves or others. In other words, they are not accounting for the reality of themselves or others or the situation.

Discounting leads to several types of negative behaviour that will not solve the problem:

- Passivity (doing nothing);
- Agitation (mainly make look as if something/a lot is being done);
- Over adaptation (exaggerated attention to the problem but no focus on solution);
- Violence, rejection.

There are several levels of discounting, illustrated in the ladder of discounting and awareness below:

1	There is no problem	Denial
2	There is a problem but the problem is not so important	Discounting the importance of the problem
3	There is a problem, it is important, but there is nothing that can be done about it	Discounting the possibility of change
4	There is a problem, it is important, but we cannot do anything about it	Discounting own capacity to produce change
5	There is a problem, it is important, we should do something about it	Awareness of change potential
6	What needs to change? Who can contribute to change? What we need to contribute to change? How we can obtain what we need? How are we going to proceed?	Constructive approach of the problem

The first four steps of the ladder reflect stages of discounting. The fifth step reflects the refusal of discounting and the awareness of the potential to change and to overcome the problem, while the questions in step 6 are the ones which should guide a constructive approach focused on solutions and action.

■ USING THE TOOLS IN INTERACTIONS WITH MIGRANTS

Considering the theoretical models and instruments described, we can say that in order to be able to support in a culturally sensitive and effective way the integration of migrants, it is important to:

- Maintain an ok-ok position in the interactions with migrants;
- Avoid the traps of strokes economy;
- Avoid entering in the drama triangle and reject invitations to play psychological games;
- Support migrants in moving from the drama triangle to the winner's triangle;
- Move up to the levels of awareness and constructive approach on the ladder of discounting and awareness and refuse being blocked at discounting levels;
- Support migrants to overcome discounting and acquire awareness of their potential to change and act constructively.

© IOM 2018 / Rikka TUPAZ



► **SESSION 2: WORKING WITH MIGRANTS IN DIFFICULT SITUATIONS: SUPPORTING AND DEVELOPING RESILIENCE**

■ **LEARNING OUTCOMES**

At the end of the session learners will:

- Understand how the concept of resilience can apply to the work with migrants in difficult situations;
- Be able to use strategies aiming at developing their own resilience in addressing the challenges of working with migrants in difficult situations;
- Be able to identify and use appropriate strategies for supporting and developing the resilience of migrants during service delivery.

■ **RESOURCES NEEDED**

- Slides on resilience;
- Computer with access to internet, video-projector and screen;
- Flipchart paper and markers;
- Support document on resilience and on cultural shock.

■ **STRUCTURE AND METHODS**

- 10 min: Introductory presentation based on slides;
- 30 min: Awareness of own strengths – a tool for developing the resilience of social workers;
- 30 min: The wheel of resilience;
- 20 min: Cultural shock.

■ PROCEDURE

- a. Introduce the topic, emphasizing the challenges migrants face and recall the module on migration itinerary. Define resilience and introduce the three main types of resources which support resilience. Make the connection between the personal resources, particularly the attitudes and skills facilitating resilience, and the components of intercultural competence. Explain that the resources related to the immediate and wider social environment may only in part be under the control of the individual migrants.
- b. Introduce the metaphor of the oxygen mask and the need for social workers and other professionals interacting with migrants who faced particularly difficult situations to develop their own resilience in order to maintain a sustainable capacity to respond in an effective way to the needs of the migrants.

Present the need for a strengths-focused mind-set and the cycle of strengths awareness. Explain the difference between a weakness-focused approach and a strengths-focused approach.

Divide participants in small groups of 3 and give them the task to support each other in identifying as precisely as possible specific:

1. strengths that they have and that are relevant in the work with migrants (identifying also facts and situations proving it);
2. situations or areas in which these strengths can be expanded.

It is better to take a couple of minutes and model the process on your own person or in a dialogue with one group member.

Depending on the group size and the time available, ask all participants or only a few of them (chosen randomly or those who volunteer) to share with the whole group what they identified as strengths and as possibilities to expand their use. Do not turn down people who express the wish to share their findings.

Conclude by suggesting participants to continue this type of reflection individually, in pair with a colleague or in the framework of a peer support group (and mention that this will be discussed in the last module).

- c. Introduce the wheel of resilience and explain that themselves as professionals or their services, directly or in cooperation with other stakeholders, can contribute to providing support on the six sectors of the wheel.

Divide participants in three or in six groups (depending on the total number of participants – make six groups if there are more than 15 participants). Divide the sectors of the wheel of resilience among the groups. If there are three groups, each group gets two sectors, if there are six groups, there will be one group per sector.

The task for each group is to reflect on what is currently being done and on what could be done to support migrants with regards to the elements of the sector(s) assigned. Each group should write the ideas on a flipchart sheet and appoint a member to present them.

Ask each group to share in plenary the results and request comments and suggestions from the other participants.

Conclude by point out that this could be the basis for a list of measures and possibly projects to be implemented in the future to enhance the resilience of migrants.

- d. Introduce the concept of cultural shock, with support of the slides.

Ask participants to reflect in pairs on examples of cases where migrants experienced various phases of the cultural shock. If some members of the group do not have direct previous experience of working with migrants in difficult situations, make sure that a person with experience is in every pair.

Ask each pair to share the examples and the others to comment. Compare the examples give, pointing out similarities and differences.

Conclude with comments on what service providers can do:

- Identify the symptoms and understand the attitudes and behaviours of those concerned, without blaming them;
- Support them in moving towards the fourth stage (make the connection with the interculturalist acculturation orientation presented in the module on conflict management).

► HANDOUT: SUPPORTING AND DEVELOPING RESILIENCE

■ GENERAL ELEMENTS ABOUT RESILIENCE

Migrants are confronted with numerous stressful situations and often go through traumatic experiences. But social workers working with migrants also need to face a high level of stress.

The concept of resilience can help understand the factors that make both migrants and social workers able to overcome these difficulties. This understanding can be very useful in identifying strategies of intervention to reinforce the capacity of those which are negatively affected by trauma and stress and to prevent negative effects of stress.

Resilience is the capacity to face challenging or threatening circumstances without giving up, struggle against adversity, and maintain or regain strength after experiencing stressful and difficult situations.

The focus on resilience represents an important change of perspective: instead of focusing on pathology and deficits or risk factors, the focus is on available resources and capacities and on valuing and expanding the internal potential of those affected (pathogenesis versus salutogenesis).

The reflection on resilience unveils the capacity to overcome extremely negative experiences, recover from trauma and look towards the future in a positive and constructive way.

Resilience is a normal feature of human beings but some people obtain better outcomes than others.

There are three main types of resources required for resilience:

- Personal resources;
- Resources related to the immediate social environment (family, friends, colleagues, neighbours, etc.);
- Resources related to the larger social environment.

The most important personal resources generating resilience are:

- Attitudes like
 - self-efficacy (a person's belief in his or her ability to succeed in a particular situation);
 - self-confidence and self-esteem;

- optimism;
- openness to bonding and attachment to other people;
- tolerance of ambiguity.
- Skills like
 - empathy;
 - emotional intelligence (ability to identify emotions at oneself and at others, to manage and express emotions adequately);
 - flexibility and adaptability;
 - critical thinking and problem solving skills;
 - communication skills.

The most important factors in the immediate social environment supporting resilience are:

- At least one stable emotional relationship (relative, friend, colleague, etc.);
- Positive role models;
- Positive relations with siblings or peers.

Some of the elements in the social environment favouring resilience are:

- A varied, adapted and accessible offer of socioeconomic support;
- A friendly and familiar physical environment;
- Accessible information (guidelines, signs, instructions, etc.);
- Opportunities to attend social events and meet other people;
- Opportunities to participate and to contribute to improvements in the social environment.

■ RESILIENCE FOR SOCIAL WORKERS: “PUT ON YOUR OWN OXYGEN MASK FIRST, BEFORE HELPING OTHERS”

Social workers need to engage in a conscious development of resilience and to develop abilities and practices of reflection on resilience.

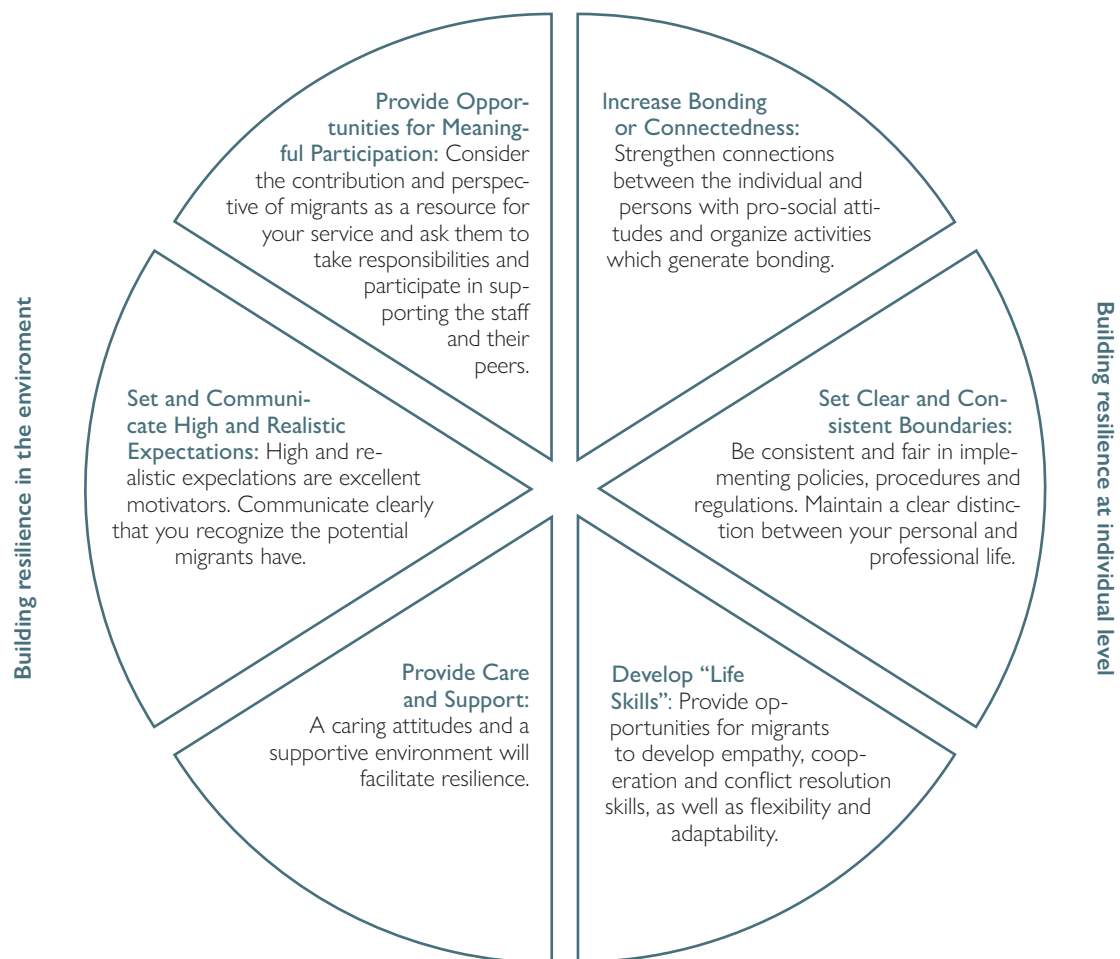
Awareness of resilience starts with understanding what resilience is and becoming aware of our strengths and vulnerabilities. This should be associated with seeking a positive and strengths – focused mind-set.



■ SUPPORTING MIGRANTS IN DEVELOPING RESILIENCE

The wheel of migrants' resilience, presented below, illustrates some of the most important aspects to consider in both supporting directly migrants to develop their individual resilience and in creating an environment which enhances resilience.

THE WHEEL OF MIGRANTS' RESILIENCE



Source: Adapted from Henderson and Milstein (2003).

■ CULTURAL SHOCK

WHAT IS CULTURAL SHOCK?

Cultural shock is the loss of emotional balance that a person suffers when moving from a familiar environment where there is a clear knowledge of how things work and of how people are expected to behave to an environment where there is a perceived high level of uncertainty and ambiguity.

People have the tendency to believe that the way they know life is the way that it should be, the “normality.” When we enter a new cultural environment, we experience an abrupt loss of familiarity. We try to understand the different norms and guidelines that dictate life in the new environment. We are forced to re-learn how to live day to day and sometimes to un-learn our previous patterns of behaviour. The pressure to behave as it is considered appropriate, without clearly knowing what this means, generates a sense of social isolation and stress.

STAGES OF CULTURE SHOCK

There are different versions of the stages of culture shock (Pedersen, 1995). The most common stages are:

1. Honeymoon – exciting, see similarities;
2. Rejection – everything feels hard, see only differences;
3. Regression – glorification of home country, critical of new, superior attitude;
4. Acceptance/Negotiation – develop routine, sense of humour returns;
5. Reverse culture shock – incorporating the “new” you into your “old” life.

SYMPTOMS OF CULTURAL SHOCK

The effect of culture shock can manifest with different intensities, from mild uneasiness to panic. Some of the most common symptoms of the problematic stages of cultural shock (stages two and three) are:

- Frustration, irritability, hypersensitivity;
- Mental fatigue, boredom;
- Lack of motivation;
- Physical discomfort;
- Disorientation about how to work with/relate to others;
- Suspicion (feeling like everyone is trying to take advantage of you);
- Loss of perspective.

HOW CAN KNOWING ABOUT CULTURAL SHOCK HELP?

By observing, attitudes and behaviours of migrants' symptoms of stages two or three of cultural shock can be identified. In such cases it is important to support them in advancing to stage four and incorporating in their behaviours the way of life of the host society, without giving away their previous cultural background, while having a nuanced and realistic view of the host society.

► **SESSION 3: COOPERATION WITH INTERCULTURAL MEDIATORS**

■ **LEARNING OUTCOMES**

The learning objectives for this session need to be adjusted depending on the specific situation of the targeted municipality.

Thus, in the cases of municipalities with no experience of work with intercultural mediators, at the end of the session learners will:

- Be familiar with the benefits and challenges related to the employment of intercultural mediators;
- Understand the position and the role of an effective intercultural mediator;
- Be familiar with various practices of work with intercultural mediators in Europe.

In the case of municipalities in which service providers already cooperate with intercultural mediators, at the end of the session, learners will:

- Be able to identify the strengths and weaknesses of the current practices related to intercultural mediators;
- Understand to what extent current practices are in line with European references regarding intercultural mediators;
- Be prepared to plan changes in the cooperation with intercultural mediators, making it more effective and more efficient.

■ **RESOURCES NEEDED**

- Code of ethics of intercultural mediators in electronic and printed formats;
- Computer with access to internet, video-projector and screen;
- Flipchart and markers.

■ STRUCTURE AND METHODS

- a. 15 min: Work in pairs and sharing;
- b. 45 min: Discounting and awareness ladder – presentation, work in pairs and discussion;
- c. 30 min: Small group work and sharing.

■ PROCEDURE

- a. In pairs, participants reflect on the benefits and challenges of employing people with migrant background to work as intercultural mediators. Take notes of the main ideas resulted making a list on two columns on the flipchart.
- b. In plenary, go through the ten points of the code of ethics. Explain the key elements of each point and ask participants to share examples from practice (if such practice exists) or to comment how it should be done in their context (if there are no intercultural mediators).
- c. Based on the previous discussion, in small groups participants will draft a plan for:
 - Ensuring an increased effectiveness and efficiency of the work of intercultural mediators (if they exist);
 - Setting-up a system of intercultural mediators (if there is no such experience so far).

► HANDOUT: WORKING WITH INTERCULTURAL MEDIATORS

As acknowledged in the European Modules on Migrant Integration, intercultural mediation and intercultural mediators can be seen as a way to improve the access of migrants to services. The mediation process is based on the principle that people with different backgrounds may have different needs, and that misunderstandings and negative perceptions may rise from cultural differences and different ways of seeing certain things. Mediation helps in identifying problematic issues, breaking down communication barriers, exploring possible solutions and, should the parties decide on such a course of action, arriving at a solution satisfactory to both parties. Intercultural mediators are usually migrants with a good knowledge of both the cultural background of migrants and of the requirements and functioning of the services and the cultural expectations of the local society.

During the mediation process, the mediator's role could be to:

- establish a relationship of trust and open communication with the parties' representatives;
- ascertain the situation in order to understand their respective viewpoints and the basis for their opinions, feelings, attitudes and actions;
- establish contact between the parties by ensuring effective communication.

The intercultural mediators can become a role model stimulating migrants to participate more actively in local society and can increase the understanding among migrants of the society they are living in. The work of intercultural mediators is more effective if the following ethic principles are taken into account. These principles need to be known by all the stakeholders that intercultural mediators interact with, and particularly by the staff of the various services.

The mediator:

1. Respects the human rights and the dignity of all persons and acts with honesty and integrity in performing his/her duties.

By showing clearly this human rights perspective and respect for human dignity, the mediator will have the trust of both migrants and public institution, and will be respected as a professional with specific tasks. The mediator will thus be also a role model for migrants and for the staff of the institution interacting with migrants.

2. Works to ensure equal access to rights while respecting legal requirements and administrative procedures.

The main mission of the mediator is to ensure that migrants enjoy full access to their rights and are supported in overcoming the possible barriers which can hinder real equality in rights. This means sometimes that special measures need to be taken in order to take into account

the specific needs and possibilities of the migrants. However, these measures should not be individual exceptions from complying with administrative requirements. When it is necessary, the mediator should indicate to the institutions concerned that a change in a specific procedure is needed. This approach is the only one compatible with the principles of democracy and rule of law.

3. Is responsible to help those concerned find mutually satisfactory solutions but does not have the responsibility to provide solutions to all problems raised by beneficiaries or by the staff of the institution.

The mediator will listen to the needs of the migrants and of the staff of the institution and will help them understand each other. The mediator does not look for “who is to blame”, to decide what is the best solution, nor to tell to the migrants or to the staff of the institutions what to do. His/her role is to ask those concerned how they want the situation to change, what they can do for this and what support will be needed from the mediator. This makes the mediator impartial, but not uninvolved, and careful to address in a balanced way the needs of migrants and of the staff of the public institution. This also prevents abusive requests and unjustified pressure from both parties.

4. Is proactive, has prompt reactions and develops sound prevention activities.

In many cases, Migrants people do not know the rights they have and how to enjoy them. Thus, the mediator will be proactive, will not just wait for a problem to appear but analyse permanently the situation and raise awareness of all stakeholders on the issues identified. Prompt responses are given to all cases and situations signalled by community members or staff of the institutions. The analysis of the various challenges and solutions found leads to ideas for well-planned prevention activities, avoiding repetition or extension of problematic situations.

5. Keeps confidentiality of the information obtained in the course of professional activities.

All information obtained in the process of work will be kept confidential, will not be disclosed to other persons or institutions, unless there is an explicit agreement of the person who provided the information, and with the only exception of situations when the safety of a person is threatened. Those who speak to the mediator should be informed about the commitment to confidentiality. No person, even the head of the institution employing the mediator, is allowed to ask the mediator to break confidentiality. Information obtained which is of general interest can be communicated in a way to preserve the anonymity of the source, with the agreement of the source.

6. Does not use his/her role and power to manipulate or to harm others.

The role of the mediator provides access to information and a series of contacts within the migrants and the institutions. The mediator should not use the power generated by this information or the prerogatives connected to the role of mediator to manipulate or harm other people.

7. Respects the traditions and culture of the communities, provided that they are compatible with the key principles of human rights and democracy.

Some migrant communities have specific traditions, ways of life and cultural norms, different from those of the majority society. The mediator will get to know these traditions and norms, respect them, and support outsiders to understand and respect them as well. The only exception is when some community norms or customs are not compatible with the principles of human rights and democracy.

8. Will treat all community members with equal respect and disclose publicly situations of conflict of interests.

Regardless of their gender, age, status in the community, etc, the mediator will show equal respect to all beneficiaries and deal with their requests in a transparent and fair way. When somebody is given a priority on a matter, the reason has to be clear for all and justified. When relatives of the mediator or other persons close to the mediator are involved in a conflict, the situation should be indicated and external support for mediation should be requested.

9. Makes a clear distinction between professional and private activities.

It is necessary for the mediator to make explicit the boundaries between professional activities and private life. Having a strong commitment for the problems of the community does not mean being available at all times for requests of community members. Community members should be informed about the work schedule of the mediator and about the ways to contact the mediator.

10. Collaborates with other mediators and with other professionals.

The mediator is a professional which needs to maintain strong collaboration with other professionals (health professionals, social workers, etc.) in order to accomplish his/her tasks. Mediators will support each other in their work. All mediators will use opportunities available to them for exchanging experiences and for sharing successful solutions and useful information.

► **SESSION 4: FEEDBACK AND CONSULTATION OF MIGRANTS**

■ **LEARNING OUTCOMES**

At the end of the session learners will:

- Be familiar with the benefits and challenges related to the employment of intercultural mediators;
- Understand the position and the role of an effective intercultural mediator;
- Be familiar with various practices of work with intercultural mediators in Europe.

■ **RESOURCES NEEDED**

- Computer with access to internet, video-projector and screen;
- Slides with the ladder of participation;
- Flipchart and markers;
- Support document on consultation with migrants.

■ **STRUCTURE AND METHODS**

- a. 15 min: Presentation of the ladder of participation and of the concept of tokenism;
- b. 30 min: Group work on local mechanisms of consultation of migrants;
- c. 45 min: Sharing group proposals and conclusions.

■ PROCEDURE

- a. Present the ladder of participation, going from bottom-up. Explain the concept of tokenism. Answer clarification questions.
- b. Divide participants in groups of maximum five participants. If several people are from the same institution or organization or from the same type of institution or organization, they should be together in the group. Each group has the task to reflect on.
 - Where their institution or organization is currently on the ladder of participation with regards to migrants?
 - What specific measures can be adopted to ensure or increase effective participation of migrants and to give them a voice in defining the way the services are working?
 - How can risks of tokenism and misuse of the system can be prevented?
- c. Each group shares the proposals and receives feedback from the rest of the participants.

Conclude with a comparison of the plans, emphasizing common elements and complementarity.

© IOM 2018 / Rikka TUPAZ



► HANDOUT: FEEDBACK AND CONSULTATION OF MIGRANTS

There are two main categories of reasons for which it is important to consider the involvement of migrants in the decision-making processes at local level regarding both issues that concern them directly and issues of general interest:

- Reasons related to principles: In a democratic society it is normal to provide opportunities for civic participation and a voice in the public space to all people living in a city, regardless of their status or background;
- Practical reasons: Services and policies will be better if they take into account the feedback and suggestions received from beneficiaries.

The Council of Europe has adopted in 1992 a Convention on the Participation of Foreigners in Public Life at Local Level and provides guidelines and recommendations on how to ensure effective consultation of migrants in the elaboration, implementation and evaluation of local policies, particularly of those affecting migrants directly.

However, having good intentions is not enough. There are various elements which make this process difficult and need to be taken into account, including:

- Language differences: The migrants who might have more to say may have the biggest difficulties to express themselves in the local language;
- Power issues: Leaders of migrant communities, used to act as representatives might prefer to keep the status quo and not open possibilities for direct participation to others;
- Gender inequalities: Migrant women might have more difficulties participating;;
- Cultural differences: Migrants coming from non-democratic societies might not be familiar with the idea of participatory democracy.

Additionally, local authorities might be tempted to use fake representation strategies based on tokenism. Tokenism is the practice of involving a limited number of individuals from a group which is generally underrepresented, in order to appear inclusive, diverse and representative of the larger society and to deflect accusations of discrimination.

Here are two examples of tokenism:

- Social services organize a consultation to evaluate the quality of the services and two migrants are invited to participate. They are selected among the beneficiaries with higher level of education and better knowledge of the local language.

SESSION 4: FEEDBACK AND CONSULTATION OF MIGRANTS

- The mayor presents her plan for local development in a public meeting and decides to invite one migrant who is supporting her policies as “the representative of migrants”.

In reality, in both cases, having one or a few migrants does not really change the situation and it is rather a window-dressing measure. Moreover, in many cases, the migrant involved are selected in such a way as to not disturb the current power relations and to not challenge the status quo. Often, their voice actually does not matter or it is not really reflecting the perspective of the other members of their groups.

The ladder of participation

Participation	Citizens and/or their legitimate representatives participate in the decision-making process regarding how the institution relates with the beneficiaries. They are consulted about the way institution informs beneficiaries, and about the way institution requests feedback. Their suggestions are discussed and taken into account when possible. When they cannot be accepted, this is explained and alternative options are negotiated
Consultation	An open consultation process is organized and citizens or their legitimate representatives are asked about how they would like the institution to change. The decision on whether to take these suggestions into account or not is made by the leadership of the institution
Feedback request	Institution has a system to collect feedback from citizens about the way the institution is functioning (through the mediator, through questionnaires, feedback forms, etc.) but there is no indication that the opinions of citizens are taken into account
False representation	One or several members of the community are appointed as representatives and invited to consultative meetings. They have no real power to influence the decision-making process, do not consult with other members of the community, and serve as a cover for the institution to show there is consultation with citizens
Information	Information is transmitted to citizens (in various ways, including through intercultural mediators) to make sure they know about their rights, responsibilities and the services provided by the institution. However, the communication is only one-way, from the institution towards the citizens, with no interest in citizens' perspectives
Manipulation	Meetings with community members are organized, but their real aims are: <ul style="list-style-type: none"> - To show there is openness towards citizen's views, without taking them into account - To provide a framework where citizens can express their frustrations (but without any practical consequence) - To persuade citizens to adapt to the way the institution is functioning
Closed institution	Institution functions based on clearly established rules (usually decided from outside), without room for flexibility and without any concern for transparency or accountability. Citizens are expected to get the information about how it works and to comply with the requirements, if they want to benefit from the services

Source: Adapted from Arnstein (1969).

Module 6:

Interaction with the local community

► SESSION 1:

ENGAGING WITH THE LOCAL COMMUNITY AND COOPERATION WITH NGOS

■ LEARNING OUTCOMES

At the end of the session learners will:

- Understand the potential benefit of a balanced cooperation between NGOs and other civil society stakeholders and local authorities in supporting the integration of migrants;
- Have an improved knowledge of existing structures and initiatives at local level which are, or could be dedicated to or contributing to the integration of migrants;
- Be aware of what can be done at short-term and medium-term levels for improving the cooperation between public institutions and civil society on this topic.

■ RESOURCES NEEDED

- Flipchart paper and markers.

■ STRUCTURE AND METHODS

The time frame below should be adjusted depending on the characteristics of the group:

- 15 min: Analysing benefits and challenges of cooperation;
- 15 min: Creating a common vision;
- 20 min: Mapping the current situation;
- 30 min: Planning for improvement.

■ PROCEDURE

- a. Introduce the topic of the session and ask participants to reflect in pairs on benefits and challenges related to the cooperation between public institutions and civil society for the integration of migrants. Collect the answers on two parallel flipchart sheets or on a sheet divided in two columns. If the same idea is repeated, just underline it or indicate with a sign that it is more important.

Make some general comments with regards to the outcomes and point out if several categories of ideas result from the list.

- b. Put aside at a visible place the two lists resulted and ask participants to use these ideas for building a common vision: a description of how the desirable situation would look like, in terms of taking advantage of the benefits and minimizing the risks related to challenges.

This can be done with the whole group but if the group is too large or if there are persons in the group with the tendency to monopolize the floor and/or others who do not feel comfortable contributing in plenary it can be preceded by small group work.

At the end you may want to transcribe the result in a more clearly structured format on a separate flipchart sheet.

- c. Explain that any reflection on what should improve needs to start with a mapping of the current situation.

The comment above is also valid here: if the group is small enough, this can be done together. If it is larger, group work should be organized prior to the common mapping. If the group consists of similar size subgroups of people working in public institutions and people from NGOs or community groups, you may consider dividing them for group work based on this criterion and compare the outcomes to see if there are different perspectives.

The mapping should be done by using a visual representation with several colours. For example, you may choose to represent:

- Public institutions with squares;
- NGOs with circles;
- Informal community groups with triangles.

The connections can be:

- Isolation / no line = absence of relationships;
- Dependence and control = one-way red arrow;
- Conflict or competition = broken double blue arrow;
- Cooperation and mutual support = double green arrow.

You may add signs and other ways of representing existing relationships. Connections should be drawn not just between public institutions and the NGOs they work with, but also between institutions and between NGOs/community groups.

The “map” resulted will point out how the situation is perceived and different needs may result, including:

- Need for reaching out and establish cooperation or at least communication with some stakeholders;
- Need for inclusion, when, for example, a group of NGOs are not involved to the same extent as others;
- Need to address conflicts and power issues;
- Needs to work on the quality of cooperation.

- d. Divide participants in small groups (4–5 participants per group). Each group will reflect on one of the needs identified from the mapping exercise.

Each group will come up with a plan including realistic measures to generate an improvement with regards to the topic assigned, some which can be implemented on the short-term and others on the medium-term to ensure sustainability. For each measure proposed, the structure(s) responsible should be identified. Shared responsibility should be encouraged.

If time allows, this planning activity can be done in two phases, using a reversed thinking strategy:

1. Look at the current situation and think of what can be done to make it worse;
2. Then reverse the formulations identified, in order to obtain positive measures which can improve the situation.

Although surprising for some participants, this way of thinking can often lead to the identification of simple ideas which can have a highly positive impact but which seem too obvious to mention if only a positive planning is done.

Give a chance to each group to present the plan developed and ask all other participants to comment, ask questions or add their suggestions.

During the presentation, write on two parallel flipchart sheets the main measures proposed (the short-term measures on one and the medium-term measures on the other). At the end you will have two lists of measures.

These can be taken as a starting point for a follow-up meeting of local stakeholders focused on improving the cooperation between civil society and public institutions for the integration of migrants.

During the process of putting together a common vision, mapping and planning there might be disagreements between participants and groups. Take an inclusive approach and include all points of view. If disagreement is strong on some issues, you should leave those out and encourage participants to discuss them outside the training and recall the tools introduced earlier (ok-ok framework, drama/winner triangle, discounting ladder, as well as the discussion on conflict management).

At the end take some time to debrief also about the process and ask participants how they felt in different phases, what they found challenging / surprising / motivating, etc. Usually at the end of such a session people feel engaged and motivated to take action. Ask them to become aware of the enthusiasm they feel and to try to recall this feeling after the training to actually implement at least some of the ideas formulated.

► **SESSION 2: MOBILIZING LOCAL SUPPORT AND COOPERATION WITH VOLUNTEERS**

■ **LEARNING OUTCOMES**

At the end of the session learners will:

- Understand the importance of building support for integration policies and measures within the local society;
- Have an improved awareness and knowledge of existing practices across Europe;
- Be prepared for reflection and action at local level on working with volunteers in supporting the integration of migrants.

■ **RESOURCES NEEDED**

- Computer, videoprojector and screen;
- Slides and support document on mobilizing local support;
- Flipchart paper and markers.

■ **STRUCTURE AND METHODS**

The time frame below should be adjusted depending on the characteristics of the group:

- a. 20 min: Presentation of existing practices in Europe, followed by discussion;
- b. 30 min: Group work on possible local actions;
- c. 40 min: Sharing proposals and conclusions.

■ PROCEDURE

- a. Present the examples of practices related to the involvement of local citizens as volunteers, using slides. You may also include videos and pictures from projects you think are relevant for the local audience.

Allow some time for clarification questions but do not enter in discussions regarding what can be done in the local context (this will be done in groups in the next phase).

After the clarifications ask participants what types of activities are more relevant for the local context according to their opinion.

Divide participants in groups according to their interests. No group should be larger than five participants and no smaller than three.

- b. In groups, participants draft a plan on how a specific type of activity can be implemented at local level. Ask each group to consider what the municipality can do, but also with what other structures it should cooperate.

If one or several groups work on an anti-rumours campaign, they should start by identifying what are the most common rumours related to migrants at the local level and what would be the best counter-arguments. Then they should move to plan action to combat them.

Ask each group to prepare the main ideas of their plans on a flipchart sheet.

- c. Each group presents the plan and gets feedback from the others.

Have a general discussion about how the various ideas could be combined into a coherent and comprehensive local plan and what would be the next steps to take for its implementation.

► **HANDOUT:** **MOBILIZING LOCAL SUPPORT AND COOPERATION WITH VOLUNTEERS**

Actions of local authorities in cooperation with specialized NGOs are essential for the integration of migrants but the support from the ordinary citizens can play an important role in enhancing the effectiveness and sustainability of integration measures. On the contrary, if there is a negative attitude towards the reception and integration of migrants among the local population, the work of local authorities can become very difficult.

Local citizens can act as volunteers in a variety of activities, including:

- Provision of emergency support for newly arrived groups.

This can be done, for example, by informal groups of citizens, by ad-hoc groups mobilized via social networks, or by enrolling as volunteers in existing humanitarian organizations active at local level. Everybody can contribute but there may be cases where the volunteer support of people with specific skills is extremely valuable (for example, people having certain language competences, psychologists, people with medical training, etc.).

Local authorities can support this by providing specific resources (e.g. a place where volunteers can work), by publishing on their websites the calls for volunteers, etc..

- Organization of activities aiming at providing newly arrived migrants with basic knowledge of the host country language and with a basic introduction into the local society (introduction about rights, how institutions work, structures of civil society, cultural matters).

There are various resources available online in various languages for volunteers involved in such activities. The Council of Europe is currently developing a handbook for volunteers providing language support to refugees: www.coe.int/en/web/lang-migrants.

- Organization of intercultural meetings. There are two main types of meetings which can be mentioned in this category:
 - Meetings aiming at allowing people-to-people interactions between locals and migrants with the aim of getting to know each other better and overcome stereotypes and prejudices.

This type of meeting can use different methods, such as:

- Presentations and debates about the countries of origin of migrants or about specific cultural practices and traditions;

- Informal meetings such as tea parties, sharing specific cuisine, cooking together, etc.;
- Living library (a non-formal education method simulating a public library where the books are human beings with their personal stories).
- Intercultural forums, where locals and migrants meet to discuss specific local issues, for example concerning changes needed in the neighbourhood, specific local public policies, etc.
- Campaigns targeting local population to generate a positive perception of migration and combat rumours.

Rumours, misleading information about migrants and about their influence on the local society have been proven to play a very negative role and generate unfair and unproductive negative attitudes and even social tensions.

In 2015, the Council of Europe published the document *Cities free of rumours: How to build an anti-rumour strategy in my city*, which includes recommendations and examples of successful anti-rumours campaigns from various European countries. It can be accessed online on the [Council of Europe website](#).

One of the first and one of the most appreciated experiences of this kind is that of the municipality of Barcelona.

The anti-rumours campaign in Barcelona has been initiated by the municipality as part of a wider commitment for local policies based on interculturalism. It involves a large number of citizens acting as volunteers, or so-called anti-rumour agents, and relies on a local network consisting now of over 500 organizations, community groups and individuals.

The campaign is ongoing since 2010 and includes:

- Organizing local awareness-raising campaigns based on a variety of formats (comics, badges, cups, guides, handbooks) and actions through websites and social media;
- Neighbourhood-based activities for anti-rumour awareness-raising and intercultural reflection (workshops, participatory theatre plays, debates);
- Free training on anti-rumour arguments and tools for communication with the public. People attending these training sessions become anti-rumour agents.

Details about the work done on this matter in Barcelona are available at:

<http://ajuntament.barcelona.cat/bcnacciointercultural/en>.

Module 7:

Management issues

► SESSION 1:

ACCESS TO SERVICES THROUGH CROSS-SECTOR COOPERATION AND ONE-STOP-SHOPS

■ LEARNING OUTCOMES

At the end of the session learners will:

- Understand the various ways in which One-Stop-Shops can be organized and work, what are the requirements, the risks and the challenges to take into account when setting-up a One-Stop-Shop;
- Be able to initiate the reflection on what options could be envisaged for facilitating access of migrants to services at local level.

■ RESOURCES NEEDED

- Computer, videoprojector and screen;
- Slides and support document on One-Stop-Shops;
- Flipchart and markers or at least four computers available to participants.

■ STRUCTURE AND METHODS

- 15 min: Introduction about One-Stop-Shops;
- 45 min: Group work;
- 30 min: Presentations of group work results and discussion.

■ PROCEDURE

- a. Present the types of One-Stop-Shops, the issues related to target groups, risks and challenges to consider.

This can be illustrated with some examples from existing publications on the topic, such as the European Modules for Integration or examples from the European Website on Integration (www.integration.eu).

- b. Explain that the next phase will be a reflection on what and how should be done at local level to improve the access of migrants to services having as reference the One-Stop-Shop approach. Organize participants in four groups: two groups will answer question 1 below and the other two groups question 2, considering in both cases the need to address the challenges and risks presented earlier:
 1. Who should be the beneficiaries and where the structure should be located?
 2. What institutions and private non-profit entities should be involved and how the funding could be ensured?

The two groups which focused on the same question will be asked to negotiate and come to a common conclusion. The result is shared and discussed with the other participants.

Based on these conclusions, the four groups will work on the following tasks:

1. Providing arguments in favour of the setting-up of a structure to facilitate the access of migrants to services;
2. Analysing 2–3 possible solutions, outlining for each of them advantages and disadvantages. It should result that the solution chosen has the most advantages and the least disadvantages;
3. Describing the solution agreed by the group, how it should work, where, with whom, etc.;
4. Outlining the elements of an advocacy campaign to promote the solution proposed among decision makers and the local community.

Each group should designate at least one member to ensure the coordination with the other groups. The result of each group can be presented on a flipchart sheet or on one or several slides.

SESSION 1: ACCESS TO SERVICES THROUGH CROSS-SECTOR COOPERATION AND ONE-STOP-SHOPS

- c. Each group presents the results. This is followed by a general discussion about what can be done at local level and what could be the first steps.

If there is or there was at local level a structure close to the One-Stop-Shop approach, the result of the group should be compared with the reality. The focus of the discussion should be on what are the differences and on what can be done to ensure better quality, effectiveness and sustainability.

If there are enough participants (at least 16) they can work in parallel on two alternative ideas (groups of minimum 8 participants) and they will confront in the final presentation their proposals.

© IOM 2019 / Olivia HEADON



► HANDOUT: CROSS-SECTOR COOPERATION AND ONE-STOP-SHOPS

The sixth Common Basic Principle on Integration insists on the importance of ensuring fair access of migrants to public and private services. Considering the specific needs of migrants, this often requires coordination and cooperation between institutions from different sectors and civil society structures. The One-Stop-Shop approach was originally developed to facilitate the access on citizens in general to public services by providing different services in the same place and avoiding situations where citizens need to go to different institutions to solve their problems.

In relation to the integration of migrants, a One-Stop-Shop is, in general, a structure established at local level with the aim of providing information and access to a variety of services to migrants in the same location. In reality, this concept covers a wide variety of structures, as outlined below:

- Physical One-Stop-Shops: a range of services provided in the same building.
 - Providing only public administrative services relevant for migrants, including renewal of residence documents, family unification procedures, registration to health-care, education, vocational training, social services, etc.;
 - Providing only public services, both at the administrative and practical level, including all the above and direct access to services provided by various public institutions (such as social services, health-care services, language courses, etc.);
 - Providing both public and private (usually delivered by NGOs) services;
 - Providing only services delivered by NGOs, including guidance on how to access public institutions and public services.
- Virtual One-Stop-Shops: a range of services provided online.
 - Information about existing public and/or services and the requirements to access them;
 - Direct access to online services.

The most common situation is when both public and non-governmental services are provided to migrants in a specific physical location where also intercultural mediators are employed. Sometimes, both the physical and the virtual option are available.

In some cases, the services are offered in a place that serves also other purposes (cultural centre, youth centre, educational centre, community centre, etc.).

There are also different options concerning the target group. The beneficiaries having access to the services of the One-Stop-Shop can be:

- All categories of migrants and persons with migrant background, regardless of their legal status;
- Only foreign citizens or only third-country nationals;
- Only refugees and/or asylum seekers;
- Only newcomers (foreigners who arrived in the country only recently);
- All citizens in a certain neighbourhood (usually with a larger migrant population);
- All citizens, both migrants and locals;
- Migrants and local people interested in learning about migration issues.

The most effective case is when the provision of services is based on an active cooperation between the authorities and the civil society. The European Modules for Integration underline that, in order to ensure successful implementation, it is important that One-Stop-Shops:

- are accessible to migrants: they must be conveniently located, and knowledge of their existence must be thoroughly distributed to migrants;
- have partnership with relevant (local) authorities and organizations: ensure that relevant ministries and regional and local authorities are involved and agree with the partnership, and that civil society actors are taking part;
- hire intercultural mediators who can help both the civil servants and migrants to communicate effectively with each other;
- carry out evaluations: One-Stop-Shops should carry out continuous evaluation of all services and continuous improvement of services.

The accessibility is also important for the virtual One-Stop-Shops:

- it should have an address easy to remember and to find with search engines;
- it has to be compatible with the online translation tools (so that migrants can have at least automatic translation in their language);
- it should be structured in a user-friendly way and to use simple and clear language.

Multilingual websites are even more effective, at least with a translation of the content in English or in the languages most used by migrants.

The analysis of existing practices reveals a number of risks to be taken into account:

- Generating segregation: All migrants go in a separate place and do not interact with the local population and with the general services; they are not motivated to learn the local language because they count on the support;
- Maintaining dependence: Having access to intercultural mediators and to special support in the One-Stop-Shop may determine beneficiaries to remain in a situation of dependency and not try to access themselves directly the services available to all citizens;
- Generating negative attitudes from the majority population: A perception can be generated that migrants get special treatment and that for them it is easier to access some services than for local citizens;
- Access to second level services: One-Stop-Shops may tend to offer a lower quality of services or provide access to a limited offer compared to the mainstream services;
- Limitations of access for some categories of migrants (from some origin countries, speakers of certain languages which can be minority languages in their countries, limitations related to legal status, etc.).

It is thus important to ensure that while services directed only at migrants are easily accessible, the services targeted at the population as a whole also have the ability to support migrants.

Consultation of beneficiaries and regular and easy opportunities to provide feedback and suggestions are essential for the design of the services provided.

There are various challenges related to the setting-up and to the sustainable management of a One-Stop-Shop, including:

- The need to involve together in cooperation a variety of institutions from different sectors, sometimes depending on institutions at different administrative levels (ministries, regional authorities, local authorities);
- Particularly problematic is the cooperation with structures responsible for residence documents which might have special requirements and restrictions in sharing data with other stakeholders;

- The need for cooperation between public institutions and NGOs which usually operate based on projects and may provide additional types of support for a limited period of time;
- The need to have a consistent and sustainable funding for the location (in some cases this is provided by local authorities and in others it can be project-based, in the framework of national programmes or NGO projects);
- The need to have clear procedures and funding for the cooperation with the intercultural mediators;
- The need to ensure that local population from the area where the One-Stop-Shop is located is informed about its role and maintains a positive attitude towards the measure.

The decision to establish a One-Stop-Shop needs to take into account the challenges listed above and the specific local context and needs. Starting a One-Stop-Shop without proper planning and analysis, may generate high expectations but if it does not succeed or if the coordination between the various stakeholders is not maintained, it may generate an equally high level of disappointment.

© IOM 2019 / Olivia HEADON



► **SESSION 2: PEER SUPPORT AND INTERVISION FOR PROFESSIONALS WORKING WITH MIGRANTS**

■ **LEARNING OUTCOMES**

At the end of the session learners will:

- Understand the benefits and potential of peer-support and intervision;
- Have increased skills of engaging in positive communication in the framework of a peer-support and intervision group.

■ **RESOURCES NEEDED**

- Computer, videoprojector and screen;
- Slides and support document on peer support;
- An area in the room where participants can sit in a circle.

■ **STRUCTURE AND METHODS**

- a. 10 min: Introduction: need for peer support and intervision;
- b. 10 min: Presentation of the principles and of the general elements of procedure;
- c. 30 min: Simulation of a peer support meeting;
- d. 40 min: Debriefing.

■ PROCEDURE

- a. Present with the support of slides the arguments in favour of a systematic peer support and intervision mechanism.
- b. Introduce the principles and procedures for organizing a peer support and intervision group. Distribute the support documents so that all participants can have access at all times to the principles and the steps of the procedure.

Ask participants if they are doing something similar. If it is the case, explain that in the next part they will do a simulation in order to improve the quality of their peer support group. If this is new to them, explain that the simulation will help them think how to organize such a process in the future.

- c. Request a volunteer to present a case and another volunteer from the group to act as facilitator. Arrange participants on seats (of the same kind) in a circle, without objects between them. Explain why the setting of the room is important and what is the impact of the room setting on the attitudes and interactions in the group. If the group is larger than 12–15 persons, use the fishbowl method: make an internal circle of 8–12 participants and an external circle of observers. Give instructions to the observers to look at the process and confront it with the principles and the procedural recommendations.

Start the simulation and allow the discussion to continue for about 20 minutes. It is preferable not to interfere with the process even if it goes wrong and not to correct the facilitator. The purpose of the exercise is to learn also what things need to be avoided and that mistakes can be a resource for learning as well.

- d. Ask observers to give feedback and report what they observed. Add your own feedback and analyse in-depth with the participants the various key moments of the process. Make the necessary connections with the theoretical models discussed in module 5 (ok-ok framework, drama triangle, the theory of strokes economy, the ladder of discounting). Pay attention to avoid these traps yourself and do not blame anyone in the group. Insist on the fact that this kind of group process works when participants accept that they can offer feedback and advice without insisting that the advice is taken by the person presenting the case and if the person presenting the case is receptive and open to new ideas.

► **HANDOUT:** **PEER SUPPORT AND INTERVISION FOR THE PROFESSIONALS WORKING WITH MIGRANTS**

■ **THE NEED FOR PEER SUPPORT**

The provision of social services to migrants is a professional activity implying a high level of stress and social workers need specific support in overcoming it.

Some of the factors generating stress are:

- Facing clients in crisis situation and entering in contact with their personal story affected by traumatic experiences or with their current situation perceived as lacking perspective of improvement;
- Ambiguous and conflicting roles and difficult coordination between services;
- The need to respond to requirements under time pressure and with insufficient resources;
- Lack of feedback and professional advice or support;
- Competing requirements of professional and personal life;
- Changes in the situation, number or needs of clients, or changes in the management of the service.

The stress translates into negative influences such as:

- Burn-out syndrome;
- Loss of commitment and of interest for work;
- Rigid application of procedures;
- Negative influence on peers and on the work environment;
- Depression, illness, change of job.

By setting-up a peer support group of social work professionals, the following effects are obtained, contributing to the reduction of stress:

- Creation of a safe space to express needs, ideas, doubts and difficulties;
- Effective emotional support;
- Support in finding solutions to concrete problems;
- Constructive feedback stimulating improvements.

Engagement in a peer support group means overcoming fears and resistances related to:

- The perception of a threat to personal and professional self-esteem;
- The tendency to act in isolation to find solutions to problems;
- The fear of losing face and of feeling ashamed for mistakes.

One option of structuring the functioning of a peer support groups can be based on Balint groups methodology, of which a version is described below. This approach was initially designed to respond to the needs of health-care professionals but it is equally valid for social workers.

■ GENERAL PRINCIPLES

The group is constituted of professionals who choose voluntarily to engage in a regular process of exchange and mutual support. Considering that the aim of the group is both to provide emotional support and to facilitate the identification of solutions to difficult cases based on feedback and suggestions from peers, the group can be seen in the same time as a support group and an intervision group. This needs to be done during working hours and with the agreement and support of the management. The group has a facilitator who has as main role to moderate the exchange and ensure respect for the ethical principle with which group members must express agreement at the beginning of the process.

These principles are:

- Privacy and confidentiality: Social workers have access to sensitive information about clients' lives. Also, the group needs to be a safe space in which professionals should feel comfortable sharing aspects about their professional activity but also about how that impacted them at a personal level and they must be certain that all the information communicated stays inside the group. All participants in the group should reiterate their commitment to maintain privacy and confidentiality of the information.

- Equality, boundaries and dual relationships: Participants have the right to choose what to disclose about the cases, their work and their feelings to the colleagues in the group. There may be also situations where participants have different positions in the organization or service, some having for example decision-making positions or being in charge of a team. It should be made clear that in the group setting all participants are equal and support each other as professionals.
- Informed consent: Participation in the group should not be mandatory. The decision should be taken by each participant after being informed about the role, the objectives and the expected way of functioning of the group.
- Respect for the competence of each participant: Each professional sharing a case is considered as the one knowing it best and best qualified to make decisions. The role of the group is to help bring additional perspectives, ideas and suggestions, but not to impose a solution or to make decisions instead of the professional in charge of the case.
- Constructive feedback and non-violent communication: All the ideas communicated in the group should relate to situations, ideas and behaviours, not blame or label individuals. Constructive feedback means recognizing the positive elements and formulating suggestions for improvement. Statements starting with I... are preferable to statements starting with You...
- Double goal - finding solutions for clients and supporting professionals: all the discussions in the group should aim either at proposing strategies which result in improvements in the situation of clients or at providing emotional support to the professionals involved (or both).

■ PROCEDURE

When the group is established, the facilitator makes sure that all participants know each other and that they understand the principles stated above and the way the group is expected to function.

An ordinary group meeting starts with participants, including the facilitator, sitting in a circle and the leader asking 'who has a case to share?' Someone volunteers to talk about a case on which support from the group is requested. The volunteer starts by describing the case and the interactions with the client. The group listens to the story without interrupting. When the presenter has finished, the facilitator invites the group to respond to what they have heard. Responses take various forms. There may be questions, advice, emotional reactions induced by the client's story and speculations about what else might be going on or suggestions for additional information to be obtained.

The group facilitator will make sure that all participants have equal opportunities to speak and will discourage a long sequence of questions addressed to the person who shared the case. A

limited round of clarification questions should be allowed but after it participants should start sharing their own perspective. This prevents the group from asking any more questions and mobilizes participants to bring in the discussion their own resources and experiences.

At the end of the round, the presenter is allowed to comment and respond to the input provided by the peers. This should also be done in a constructive way, avoiding discounting and psychological games.

It is preferable that the facilitator is not the person with the highest hierarchical authority and this role can also be taken alternatively by several or even all group members. The facilitator should focus not only on respecting the procedure and the principles, but also on creating a positive and safe atmosphere which encourages members to talk openly and to contribute to a positive group dynamic. Confidentiality and such a supportive atmosphere should encourage members to talk about their feelings and their work (including their mistakes). Intrusive questions about the presenter's personal life and history should not be allowed by the facilitator, but each time a question or comment is considered inappropriate, the reason should be explained. Sharing personal anecdotes can be helpful. The group is not a therapy group although its effects can be therapeutic.

The facilitator should encourage participants not only to discuss facts and find solutions, but also to share feelings. Participants should be encouraged to become aware and share the feelings generated by the story and stimulate the use of empathy ('If you were this client, how would you feel? What would you think?').

Several people can present cases during a session.

A session ends when the time allocated for it runs out. The facilitator should make sure that the last presenter has time before the end to make final comments. An agreement regarding the following session needs to be confirmed at the end. It is also advisable to end the session with a round of comments of participants regarding their feelings and thoughts about the session. This can be done easily by asking each participant to share two phrases, one starting with 'I feel...' and one with 'I think...'.

■ BENEFITS OF THE PROCESS

Such a procedure contributes to preventing burnout and the feeling of working in isolation, provides a safe space to talk about professional practice in challenging situations and addresses emotional issues generated by practice.

The process, not only helps participants encountering difficult cases to enrich the range of options with the contribution of the other group members, but represents a valuable learning experience for all and contributes to the professional development of all those involved. Additionally, the group discussion helps social workers to see the clients as complex human beings, not as files to be addressed. Through their involvement in the group work, participants develop skills which are essential in developing resilience (empathy, emotional intelligence, listening, communication skills, etc.).

The effects of this type of peer support also go beyond what is immediately visible. The process helps participants, both presenters and listeners, to gradually reach a deeper level of understanding of their clients' feelings and of their own feelings. They may realise this after the group session. In some cases, emotions of a client may resonate with what is going on in the psychological or social life of the professionals involved.

By promoting mutual support and a horizontal type of relationship, the process stimulates teamwork and generates a constructive, supportive and productive atmosphere in the organization, which also facilitates resilience.

© IOM 2019 / Olivia HEADON



REFERENCES

- Arnstein, S.R.
1969 A Ladder of Citizen Participation. *Journal of the American Planning Association*, 35 (4): 216–224.
- Barrett, M. (ed.)
2013 *Interculturalism and Multiculturalism: Similarities and Differences*. Council of Europe Publishing, Strasbourg.
- Bell, A.
2002 *Six ways to resolve workplace conflicts*. University of San Francisco: San Francisco, CA.
- Bercovitch, J., V. Kremenyuk and W. Zartman
2009 *The SAGE Handbook of Conflict Resolution*. Sage, Thousand Oaks, CA.
- Berry, J.W. and D.L. Sam
1997 Acculturation and adaptation. In: *Handbook of cross-cultural psychology* (J. W. Berry, M. H. Segall, and C. Kagitçibasi, eds.). Allyn & Bacon, Boston, p. 291.
- Bojarski, Ł., I. Chopin, B. Cohen, U. Do, L. Farkas and R. Iordache
2012 *Training manual on discrimination. Awareness-raising seminars in the areas of non-discrimination and equality targeted at civil society organizations*. Human European Consultancy, Utrecht, and Migration Policy Group, Brussels.
- Boréus, K.
2006 Discursive Discrimination – a Typology. *European Journal of Social Theory*. Sage, Thousand Oaks, CA.
- Bourhis, R.Y., L.C. Moïse, S. Perreault and S. Senecal
1997 Towards an interactive acculturation model: A social psychological approach. *International Journal of Psychology*, 32:369–386.
- Byram, M., M. Barrett, J. Ipgrave, R. Jackson and M.C. Méndez García
2009 *Autobiography of Intercultural Encounters*. Council of Europe Publishing, Strasbourg.
- Choy, A.
1990 The Winners' Triangle. *Transactional Analysis Journal*, 20 (1): 40-46
- Council of Europe
1992 *Convention on the Participation of Foreigners in Public Life at Local Level*. Strasbourg.
2012 *COMPASS – A manual on Human Rights Education with Young People*. Strasbourg.
2012 *Code of Ethics of Intercultural Mediators*. Annex to the Recommendation of the Committee of Ministers CM (2012). Strasbourg.

- 2015 *Cities free of rumours: How to build an anti-rumour strategy in my city*. Strasbourg.
- 2016 *Competences for Democratic Culture. Living together as equals in culturally diverse democratic societies*. Strasbourg.
- 2017 *Handbook for volunteers providing language support to refugees*. Strasbourg.
- Deardorff, D.K. (ed.)
2009 *The SAGE Handbook of Intercultural Competence*. Sage, Thousand Oaks, CA.
- Ernst, F.
1971 Ok Coral, the grid to get on with. *Transactional Analysis Journal*, 1(4):131–140.
- European Commission
2010 *Action Plan on Unaccompanied Minors*. European Commission, Brussels.
2014 *European Modules on Migrant Integration*. European Commission, Brussels.
2016 *Action Plan on the integration of third country nationals*. European Commission, Brussels.
- European Council
2000 *Employment Equality Directive* (Directive 2000/78/EC). European Council, Brussels
2000 *Racial Equality Directive* (Directive 2000/43/EC). European Council, Brussels.
2003 *Directive concerning the Status of Third-country Nationals or Stateless Persons that need international protection who are long-term residents* (Directive 2003/109/EC). European Council, Brussels.
2004 *Common Basic Principles for Immigrant Integration Policy in the EU*. European Council, Brussels.
- European Parliament, European Council and European Commission
2000 *Charter of Fundamental Rights of the European Union*. Nice.
- Family Health International
2005 *Participant's Manual: Counselling Supervision and Training*. Washington, DC.
- Hall, E.T.
1989 *Beyond culture*. Doubleday, New York.
- Hart, B.
2009 *Conflict in the workplace*. Behavioral Consultants, P.C.
- Henderson, N. and M. Milstein
2003 *Resiliency in Schools: Making it Happen for Students and Educators*. Corwin Press, Thousand Oaks, CA.
- Hofstede, G.
2001 *Culture's Consequences: Comparing Values, Behaviors, Institutions, and Organizations across Nations*, 2nd ed. Sage, Thousand Oaks, CA.

International Organization for Migration

2016 *Admin4All Research report*. IOM Coordination Office for the Mediterranean, Rome.

2019 *International Migration Law. Glossary on Migration*, n° 34. IOM, Geneva.

Karpman S.

1968 Fairy tales and script drama analysis. *Transactional Analysis Bulletin*, 7 (26):39–43.

Kotthoff H. and H. Spencer-Oatey (eds.)

2007 *Handbook of Intercultural Communication*. Walter de Gruyter, Berlin.

Macefield, R. and K. Mellor

2006 Awareness and Discounting: New Tools for Task/Option-Oriented Settings. *Transactional Analysis Journal*, January 2006, (36):44–58.

Miall, H.

2004 *Conflict Transformation: A Multi-Dimensional Task*. Berghof Research Center for Constructive Conflict Management, Berlin.

Montreuil, A. and R.Y. Bourhis

2001 Majority acculturation orientations toward “valued” and “devalued” immigrants. *Journal of Cross-Cultural Psychology*, 32:698–719.

Organization for Security and Cooperation in Europe

2018 *Good Practices in Migrant Integration - Trainer's Manual*. OSCE-ODIHR, Warsaw.

Pedersen, P.

1995 The Five Stages of Culture Shock: Critical Incidents Around the World. *Contributions in psychology*, 25. Greenwood Press, Westport, CT.

Reis Oliveira, C., M. Abranches and C. Healy

2009 *Handbook on how to implement a one-stop-shop for immigrant integration*. ACIDI, Lisbon.

Rus, C.

2010 Intercultural elements in the management of European Projects. In: *Survival Kit. Management of Multilateral Project in the Lifelong Learning Programme* (H. Bienzle et al.). die Berater, Vienna.

Sam, D.L. and J.W. Berry (eds.)

2006 *Cambridge handbook of acculturation psychology*. Cambridge University Presse, Cambridge.

Spencer-Oatey, H.

2008 *Culturally Speaking. Culture, Communication and Politeness Theory*, 2nd edition. Continuum, London.

Steiner, C.

1974 *Scripts People Live: Transactional Analysis of Life Scripts*. Grove Press, New York, NY.

Thomas, K.W. and R.H. Kilmann

1974 *The Thomas-Kilmann Conflict Mode Instrument*. Xicom, Tuxedo, NY.

Titley, G. (ed.)

2002 *T-Kit 6 Training essentials. All you need to know about training*. Council of Europe, Strasbourg, and European Commission, Brussels.

Trompenaars, F. and C. Hampden-Turner

1997 *Riding the Waves of Culture. Understanding Cultural Diversity in Business*, 2nd ed., Nicholas Brealey, London.

United Nations Educational, Scientific and Cultural Organization

2013 [Intercultural Competences: Conceptual and Operational Framework](#). UNESCO, Paris.

United Nations General Assembly

1948 *Universal Declaration of Human Rights*. UNGA, New York.

2018 *Global compact for Safe, Orderly and Regular Migration*. UNGA, New York.

United Nations High Commissioner for Refugees

2018 *Global Compact on Refugees*. UNHCR, Geneva.

White, T.

1995 I'm Ok, You're Ok, further considerations. *Transactional Analysis Journal*, 25 (4):236–244.

NOTES





