

OCN LEVEL 2 SOCIAL INCLUSION AND DIVERSITY COURSE

LEARNING FOR LIVING TOGETHER PROJECT

TUTORS HANDBOOK



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Part 1: The Learning for Living Together Project

1.0 Funding

Southern Regional College (SRC) received funding from the EU to deliver an 'Innovation and Exchange of Good Practice for Adult Learning' project with partners in Ireland, UK, Latvia, Italy and Sweden. The project developed an on-line equality and diversity programme supporting migrant, refugee and asylum seeker communities.

The project is based on the ERASMUS + Adult Education objective *"to develop innovative outputs and undertake intensive dissemination and exploitation of results in supporting, extending and developing educators' competencies"*.

1.1 Project Objectives

The objectives of the project were:

- To work collaboratively with 6 transnational partner organisations based in the UK, Ireland, Italy, Latvia & Sweden who have particular expertise in delivery to adult education migrant/refugee/asylum seeker/communities by developing, testing, adapting and supporting the embedding of innovative materials and practices;
- To develop innovative materials for adult tutors/practitioners which will be initially delivered to 25 adult tutors through a transnational training course based on Social Inclusion and Diversity.
- Following this, the 25 tutors will pilot the materials with 100 adults learners during the life of the project, giving on-going feedback on the benefits of the materials and any changes necessary;
- To ultimately develop an online blended 16 hour social inclusion and diversity course which includes a pedagogical handbook, associated materials including film documentaries, podcasts and real life case studies (with refugees, economic migrants, asylum seekers) for adult learners and their tutors.
- To build new networks of support for each partner organisation and their tutors developing their outreach, capacity and skills base for future joint collaboration as well as internationalisation.
- To share results with wider networks within each partner country growing their capacity to tackle racism within their own country

The impact on the target group - adult learners have:

- increased knowledge of the needs of new migrants, refugees and asylum seekers
- new approaches to learning about integration of new communities
- increased sense of initiative
- increased level of digital competence
- increased levels of confidence, skills and cultural awareness

The impact on the Adult Education tutoring staff:



- increased level of confidence and competence in their pedagogical approaches with adult learners
- new networks of support with other staff in a European context for future joint working great insights into European Citizenship for their Learners and their roles in supporting local as well as diverse groups of learners to become European citizens
- increased bank of approaches, materials and case studies for use in the classroom/community
- increased knowledge of the needs of new migrants, refugees and asylum seekers
- new approaches to learning about integration of new communities

This long term impact of this project will be to prevent and tackle marginalisation, intolerance and racism within a framework of equal opportunities for all but offering a range of innovative resources suitable for adult education across Europe.

1.3 Partners

The six project partners are from the UK, Ireland, Latvia, Sweden and Italy including:

- **Southern Regional College (SRC)**

Southern Regional College provides training and education to over 30,000 full and part-time students each year in Northern Ireland. The College has a dedicated External Funding and International Affairs team and since 2007, have secured over €2.5 million in EU funding through lifelong learning and Erasmus+ projects. This has enabled over 1000 students and staff to undertake work placements, study visits and job shadowing across Europe.

In September 2015, SRC was awarded the Erasmus+ VET Charter in recognition of the operational capacity of SRC to manage high quality mobility projects and its efforts to achieve greater internationalisation the Erasmus+ programmes. They have also won awards for their work with Ethnic Minority and migrant students.

- **Radosas Iniciativas Centrs, Latvia**

Radošās iniciatīvas centrs (Creative Initiative Centre) was founded in 2007 in Riga to promote social integration and personal development through creativity. RIC helps to improve the standard and quality of life within the local community. The organisation has charity status and works with civic society, welfare and education and disadvantaged communities. Their main target groups include the migrant community and educational activities for low-income families, families at risk, youth, and people with disabilities.

RIC offers multilingual adult education to promote participation and break down barriers through artistic expression. They encourage creativity as a powerful tool for successful integration. The organisation actively promotes social inclusion and provides a variety of activities to strengthen self-awareness and self-reliance of individuals, as well as providing practical skills to enhance their employability. RIC has also been educating social workers on use of art therapy methods for empowering clients.

- **CONFORM S.C.A.R.L, Italy**

CONFORM-Consulenza, Formazione e Management S.c.a.r.l. has been working for 20 years nationally and internationally, promoting and developing research projects and training plans, with innovative formats and solutions for classroom, experiential and e-learning courses. It provides consultancy and technical assistance to businesses with experienced staff and a consolidated team of trainers, consultants, professionals, managers and entrepreneurs.

CONFORM has significant experience in the design and implementation of competence-based vocational training initiatives, research, work experience and work placements and the design, development and implementation of multidisciplinary, multimedia training products available on a dedicated e-learning platform virtual.

CONFORM has many years experience working on EU projects and has developed social and e-learning platforms to facilitate information, debate, dialogue and interaction with other social channels, informal learning, access to multimedia packages with visual thinking logics and the use of 2D/3D interactive animations and business games, video tutorials, texts and e-books

- **Dundalk Institute of Technology, Ireland**

Dundalk Institute of Technology (DKIT) is amongst the leading Institutes of Technology in Ireland with almost 5,000 students and hosts a full range of Bachelors, Masters and PhD programmes. Among the many programmes offered by the college is the Social Care Programme hosted under the Department of Humanities. This department is responsible for the training of Social Care Students who when qualified work with the most disadvantaged in our society including asylum seekers and refugees. The training involves placements in the community where students learn about developing integration programmes for migrants and refugees alike. The teaching methods used on the course are designed to enable students develop skills to work within a multicultural context and be able to facilitate work with people from all ethnic minority backgrounds.

The social care programme promotes and teaches cultural diversity and integration work in the classroom and students then go on to design well researched projects in the community to facilitate integration of new communities.

- **Mottagningsenheten Adjunkten, Sweden**

Mottagningsenheten Adjunkten is the Resource and Support section of the Department of Education in the municipality of Linköping and delivers programmes in adult learning, parenting and active citizenship for native Swedes and immigrants. Adjunkten has extensive experience working with newly arrived children and adults.

They register all newly arrived pupils in Linköping Municipality in the school system and conduct an analysis of their health and education needs. The pupils attend classes and activities that introduce them into the Swedish language, society and school. The numbers of pupils vary from between 25 and 120 at a

time and remain in Adjunkten for 2-8 weeks. During this time, they also work very closely with the parents/legal guardians and arrange meetings and courses to enable early integration.

- **Kettle of Fish, Northern Ireland**

Kettle of Fish are an award winning film production company based in Portadown, Co. Armagh. They are a Community Interest Company which means they are a Social Enterprise business and profits are reinvested in the business or in the community. They specialize in making unique films on 'difficult' or challenging topics such as racism, sectarianism, social exclusion and poverty and have significant experience working with migrants and newcomer children and young people.

In their own words 'With Kettle of Fish films you get something different. New perspectives on common themes. A different angle. A new way in. A more challenging approach that unlocks unexpected aspects of a story, uncovers new narratives and finds deeper resonance. We freshen up the familiar. We make new or complicated issues easy to understand. Much more than filmmakers, we are knowledge makers and conversation makers'.



Part 2 Social Inclusion and Diversity Course Information

2.1 Purpose of Handbook

The purpose of this handbook is to provide teachers with all the information and materials required to deliver the following course:

OCN LEVEL 2 SOCIAL INCLUSION AND DIVERSITY

Credit value: 3

Unit Code: ED8/2/NI/027

Unit Reference No.: CBE292

This unit has 9 learning outcomes and a Learner Assessment Booklet (See Appendix 3)

2.2 Lesson Plans

This handbook contains 9 Lesson plans to deliver the course. Each Lesson Plan details the learning objectives, resources required and a suggested delivery method. The plan follows the sequence of Power-point slides which accompany the handbook and is designed for 9x2 hours sessions.

There are also a series of real-life case studies to be used with the course and the links are embedded in the Power-point presentation.

If you are delivering this course to a group from the same country / background, you may want to use additional statistics / data for that country. These, and other country-specific information can be found on the International Organisation for Migration (the United Nations Migration Agency) website:

https://migrationdataportal.org/?i=stock_abs_&t=2017

2.3 Accreditation

For further information on assessing and accreditation of the course. Please see Open College Network Northern Ireland website for details:

<https://www.ocnni.org.uk/contact/>

2.4 Learning Outcomes and Assessment Criteria

The table below details the Learning Outcomes and Assessment Criteria for each lesson and is followed by the Learner Assessment Grid for completion at the end of the course.

Title	Understanding Social Inclusion and Diversity
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	20
OCN NI Unit Code	ED8/2/NI/027
Unit Reference No	CBE292
Learning Outcomes	Assessment Criteria
1. Know what is meant by migration	1.1. Define what is meant by the term migration 1.2. Describe with examples immigration and emigration 1.3. Illustrate with examples migration trends 1.4. Compare the different forms of migration
2. Be aware of the complexities associated with immigration	2.1. Summarise the reasons people leave their own countries 2.2 Describe with examples the positive and negative effects of international migration 2.3 Describe the difference between an emigrant and an immigrant
3. Be aware of misconceptions concerning immigration and immigrants and how they may be addressed	3.1. Summarise the various misconceptions concerning immigration and immigrants and the reasons they may exist 3.2. Summarise using examples strategies that may be used to dispel misconceptions concerning immigration and immigrants
4. Understand immigration status and active citizenship	4.1 Summarise what is meant by the following terms (a) asylum seeker (b) refugee (c) migrant worker (d) undocumented migrant (e) unaccompanied minor /or separated children 4.2 Describe the difference between human trafficking and smuggling 4.3 Describe how different immigration statuses impact on society and individuals including: (a) social inclusion (b) integration (c) active citizenship
5. Understand multiculturalism, social inclusion and diversity	5.1 Describe what is meant by the following terms: (a) Multiculturalism (b) Assimilation (c) Interculturalism (d) Integration (e) cultural diversity 5.2 Describe the benefits and challenges of living in a multicultural society
6 Be aware of the challenges and opportunities faced by immigrants	6.1 Describe the challenges and opportunities which may be faced by immigrants
7 Understand resilience in immigrants	7.1 Define what is meant by resilience 7.2 Describe the different ways in which immigrants may exhibit resilience and how it can foster inclusion



8 Understanding integration and inclusion	8.1 Describe what is meant by the term the term Integration 8.2 Summarise the eleven European Common basic Principles for Immigrant Integration policy in the EU 8.3 Describe the link between Integration and active citizenship 8.4 Describe the difference between inclusion and exclusion 8.5 Describe how European Common Basic principles of Integration can be applied to everyday situations with migrants
9 Be aware of the positive impact of immigrants on society	9.1 Describe the positive impact of immigrants on society

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Additional information about the unit

Unit review date*	
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	
Unit grading structure	
Support for the unit from an SSC or other appropriate body (if required)	
Location of the unit within the subject/sector classification system	14.1 Foundations for Learning
Name of the organisation submitting the unit	
Availability for use by* (Shared/restricted)	
Date from which the unit is available for use by learners (operational start date)	



Form A1: Learner Assessment Grid

Course: Social Inclusion and Diversity	Course code: ED8/2/NI/027	Learner name:
Unit title: Social Inclusion and Diversity	Unit code: CBE292	Tutor/Assessor:
Level: 2	Credit value: 3	Internal Verifier:

Assessment Criteria	Assessment Tasks	Achieved	Evidence for moderation	Ref in File	Assessor	Date	IM	Date
1	Know what is meant by the term migration.		Learner Assessment Booklet	1.1 1.2 1.3 1.4				
2	Be aware of the complexities associated with migration		Learner Assessment Booklet	2.1 2.2 2.3				
3	Be aware of the misconceptions about Immigration and migrants and how to address them		Learner Assessment Booklet	3.1 3.2 3.3 3.4				
4	Understand migration status and active citizenship		Learner Assessment Booklet	4.1 4.2 4.3				
5	Understand Multiculturalism, Social Inclusion and Diversity		Learner Assessment Booklet	5.1				
6	Be aware of the challenges and opportunities faced by migrants		Learner Assessment Booklet	6.1				
7	Understanding resilience in migrants		Learner Assessment Booklet	7.1 7.2				
8	Understanding integration and inclusion		Learner Assessment Booklet	8.1 8.2 8.3				



				8.4 8.5				
9	Be aware of the positive impact of immigrants on society		Learner Assessment Booklet	9.1				

This form would be kept at the front of a learner’s portfolio and used to summarise the assessment process.



Social Inclusion & Diversity Level 2

Lesson Plan 1

Lecturer's name:	Date:
Course: Social Inclusion & Diversity	Duration: 2 hours
Topic: Understanding Human Migration	
<p>Lesson objectives: By the end of this session Students should be able to:</p> <ul style="list-style-type: none"> ▶ Explain what is meant by migration ▶ Explain the difference between migration and immigration ▶ List the historical migration trends you know ▶ Outline the different forms of migration you know 	
<p>Resources: PowerPoint Presentation for Lesson 1 Additional Information contained in the Tutor Handbook Student Assessment Booklet</p>	
<p>Assessment: Booklet Pages 6-9</p> <p>1.1 Explain what is meant by the term migration. 1.2 Describe with examples, immigration and emigration 1.3 Describe with examples, migration trends 1.4 Compare the different forms of migration</p>	
<p>Welcome and Ice Breaker: (30 mins) – Each participant gives their name, country and tells the group something they are proud of about themselves and something they are proud of from the country they live in.</p>	
<p>Course Overview: (15 mins) Introduce the assessment booklet. It is important to point out that you as tutor will be assessing also in class. Tell participants you will be asking them to complete the booklet in class as they go along.</p>	
<p>Lesson Plan:</p> <p>Explain the Learning Outcomes to Students (Slide 2)</p> <p>Warm Up Task: (10mins) (Slide 3)</p> <ul style="list-style-type: none"> • Brainstorm the definition of Migration with the group (either divide them into smaller groups of 4-5 or as one larger group). Use flip charts or wipe boards to write up. <p>Discussion (5 mins) – Ask the group to discuss the differences between immigration and emigration</p> <p>Discussion (5 mins) - Ask the group if they are aware of any large movements of people in history</p> <p>Discussion (5 mins) – Ask the group if they are aware of any different types of migration</p>	

- Introduce definition of Migration (Slide 4)

Additional Information

The United Nations defines Migration as the movement of a person or persons from one place to another, involving a permanent move of home for one year. It can be internal or international.

Migration, it is the crossing of the boundary of a political or administrative unit for a certain minimum period of time. It includes the movement of refugees, displaced persons, uprooted people as well as economic migrants. Internal migration refers to a move from one area (a province, district or municipality) to another within one country. International migration is a territorial relocation of people between nation-states. Two forms of relocation can be excluded from this broad definition: first, a territorial movement which does not lead to any change in ties of social membership and therefore remains largely inconsequential both for the individual and for the society at the points of origin and destination, such as tourism; second, a relocation in which the individuals or the groups concerned are purely passive objects rather than active agents of the movement, such as organised transfer of refugees from states of origins to a safe haven.

(www.unesco.org/new/en/social-and-humansciences/themes/international-migration/glossary/migrant/)

- Introduce definition of a Migrant and International Migrant (Slide 5)

Essentially, a migrant is a person who changes his/her place of residence

An international migrant is defined as any person who changes his or her country of usual residence

- A long-term international migrant is someone who changes the country of residence for 1 year or longer
- Short-term: between 3 and 12 months
- (< 3 months: visitor)

Additional Information

The term migrant can be understood as "any person who lives temporarily or permanently in a country where he or she was not born, and has acquired some significant social ties to this country."¹ However, this may be a too narrow definition when considering that, according to some states' policies, a person can be considered as a migrant even when s/he is born in the country.

The UN Convention on the Rights of Migrants defines a migrant worker as a "person who is to be engaged, is engaged or has been engaged in a remunerated activity in a State of which he or she is not a national." From this a broader definition of migrants follows:

"The term 'migrant' in article 1.1 (a) should be understood as covering all cases where the decision to migrate is taken freely by the individual concerned, for reasons of 'personal convenience' and without intervention of an external

compelling factor.’

This definition indicates that migrant does not refer to refugees, displaced or others forced or compelled to leave their homes. Migrants are people who make choices about when to leave and where to go, even though these choices are sometimes extremely constrained. Indeed, some scholars make a distinction between voluntary and involuntary migration. While certain refugee movements face neither external obstacles to free movement nor is impelled by urgent needs and a lack of alternative means of satisfying them in the country of present residence, others may blend into the extreme of relocation entirely uncontrolled by the people on the move.

The Special Rapporteur of the Commission on Human Rights has proposed that the following persons should be considered as migrants:

(a) Persons who are outside the territory of the State of which they are nationals or citizens, are not subject to its legal protection and are in the territory of another State;

(b) Persons who do not enjoy the general legal recognition of rights which is inherent in the granting by the host State of the status of refugee, naturalised person or of similar status;

(c) Persons who do not enjoy either general legal protection of their fundamental rights by virtue of diplomatic agreements, visas or other agreements.³

This broad definition of migrants reflects the current difficulty in distinguishing between migrants who leave their countries because of political persecution, conflicts, economic problems, environmental degradation or a combination of these reasons and those who do so in search of conditions of survival or well-being that does not exist in their place of origin. It also attempts to define migrant population in a way that takes new situations into consideration.

www.unesco.org/new/en/social-and-humansciences/themes/international-migration/glossary/migrant/

- International Migration Trends (Slide 6)
Show the slide and read the statistics from the IOM

Additional Information

Migrant Population – 258 million International migrants were counted globally in 2017 (people residing in a country they were not born in). This is 3.4% of the world’s total population.

Migrant Flows – 5 million foreign born people entered the OECD (The Organisation for Economic Co-operation and Development is a group of 36 member countries that discuss and develop economic and social policy) in 2016

Labour Migrants – 150.3 million migrant workers were counted globally in 2015

International Students - 4.8 million international students were counted in 2016, up from 2 million in 2000.

Remittances - \$466 billion of remittances were sent to low- and middle-income countries in 2017. This is more than three times the size of official development assistance.

Displacement - 68.5 million people were forcibly displaced worldwide due to persecution, conflict, generalized violence, human rights violations, or other reasons by the end of 2017.

Irregular Migrants - 50 million irregular migrants were forcibly displaced worldwide due to persecution, conflict, generalized violence, human rights violations, or other reasons by the end of 2017.

Refugees – 25.4 million refugees were registered in 2017

Resettlement – 102,800 refugees were admitted for resettlement worldwide in 2017.

Missing Migrants – 6163 migrants lost their lives or went missing during migration in 2017, at a minimum.

Trafficking and Modern Day Slavery – 25 million victims of forced labour were estimated in 2016. Out of those, 5 million may have crossed an international border

Migrant Smuggling – 2.5 million irregular migrants were smuggled for an economic return of USD 5.5-7 billion in 2016.

Returns – 72,176 voluntary returns were assisted by IOM in 2017 worldwide.

Integration and Wellbeing - \$ 6.7 trillion contribution Migrants contributed 6.7 trillion US dollars to global GDP in 2015 – a share of 9.4% of the total global GDP that year.

Children – 14% In 2017, children represented 14 per cent of the stock of international migrants.

Women – 48.8% In 2017, women represented 48.8 per cent of the stock of international migrants.

Environment – 18.8 million people in 135 countries were newly displaced by sudden-onset disasters within their own countries in 2017.

Governance – 39 countries have taken part in IOM's Migration Governance Indicators project as of 2018.

Potential Migration - 66 million adults or 1.3% of the world's adult population,

had plans to move permanently to another country in the next 12 months in 2015.

Public Opinion - 22% of the world's population is generally more likely to want national immigration to be kept at its present level (22%) or increased (21%), rather than decreased (34%) in 2015.

Migration Data Capacity – 87+ countries asked about country of birth, 75% asked for citizenship and 50% for the year or period of arrival, in their 2010 censuses.

Source

https://publications.iom.int/system/files/pdf/global_migration_indicators_2018.pdf

- Read Recent Migration Trends (Slide 7)

Mass migration refers to the migration of large groups of people from one geographical area to another. Mass migration is distinguished from individual or small scale migration; and also from seasonal migration, which may occur on a regular basis.

Additional Information

Mass Migration is not a new Phenomenon

A specific mass migration that is seen as especially influential to the course of history may be referred to as a 'great migration'. For example, great migrations include the Barbarian Invasions during the Roman Empire, the Great Migration from England of the 1630s, the California Gold Rush from 1848–1850, the Great Migration of African Americans from the rural American south to the industrial north during 1920–1950, and The Great Oromo Migrations of Oromo tribes during the 15th and 16th centuries in the Horn of Africa.

UNHCR estimates 999 million Hindus, Sikhs and Muslims were displaced during the partition of India, the largest mass migration in human history. The largest documented voluntary emigration in history was the Italian diaspora from Italy between 1861 and 1970, with 13 million people leaving the country.

Historians often identify an 'age of mass migration' occurring from c. 1850 to 1914 (sometimes 1940), in which long distance migration occurred at an unprecedented and exceptionally high rate.

There were three factors that led to the 'age of mass migration'. First, cost of migration decreased dramatically. Second, benefits of migration rise (returns on migration was higher in the United States than in other countries). Third, open border regimes. 'Age of mass migration' usually refers to the voluntary transatlantic migration of European peasants and labourers to the Americas. Immigration from Europe accounted for about 40% of total United States population growth in the late 19th century. However, it has been argued that the term should include other mass migrations that occurred in the same period, since

similar large numbers of people migrated long distances within the continent of Asia, most notably during the Pakistan Movement and subsequent partition of India in 1947. During open border regimes, immigrants attracted by falling costs of migration and higher wages in the U.S. Migrant selection varied over time and across sending country, depending on relative wage premium in U.S. for high/low skilled and cost of migration. In the late 20th century, migrants converge upon native-born in labour market but never fully catch up.

Mass migration may also be forced migration, such as the Atlantic slave trade. Religious persecution mass migrations, such as the biblical Exodus and migration through the upper Himalayan route from the east by Purohits of Aryan and non-Aryan descent. Similarly, mass migrations may take place in the form of deportation. For example, Japanese internment in the United States and imprisonment in Nazi concentration camps during World War II, deportations to Gulag camps in the Soviet Union, and coolie-labour in Southeast Asia and the Caribbean.

On the 15th of August 1947, the partition of British India caused the movement of 18 million people. This caused both religious and civil tensions between Hindus and Muslims. This resulted in the highest casualty rate for one migration according to the Guinness Book of World Records 2014. One million people were killed and 12 million became homeless

- **Introduce different types of Migration (Slide 8)**

Some people leave through choice, some are forced, some people enter new countries legally, some don't and some people move from one part of their own country to another – they are all forms of migration.

- **Introduce Forced Migration (Slides 9 & 10)**

Read the definition of forced migration below and the information on the slides

IOM Definition of Forced Migration - A migratory movement in which an element of coercion exists, including threats to life and livelihood, whether arising from natural or man-made causes (e.g. movements of refugees and internally displaced persons as well as people displaced by natural or environmental disasters, chemical or nuclear disasters, famine, or development projects). (<https://www.iom.int/key-migration-terms>)

- **Introduce Voluntary Migration (Slide 11)**

Read the information on the slide

- **Introduce Internal Migration (Slide 12 & 13)**

Read the information on the slide

- **Introduce Irregular/ Illegal Migration (Slides 14 & 15)**

Read the information on the slide and discuss the examples

- **Introduce Regular Migration (Slides 16)**

- **Feedback and summary (5 mins) (Slide 27)**



Your participants should now have an understanding of:

- ▶ Migration: the movement of people from one country to another
 - ▶ International migration: movement of people from one country to another
 - ▶ Different types of migration: internal, external, voluntary, forced
 - ▶ Migration Trends
-
- Students Complete Evidence 1.1, 1.2, 1.3 and 1.4

Homework:

Read Student Handbook for Lesson 2 and complete any outstanding assessment for Lesson 1.



Social Inclusion & Diversity Level 2

Lesson Plan 2

Lecturer's name:	Date:
Course: Social Inclusion & Diversity	Duration: 2 hours
Topic: Understanding the Complexity of International Migration	
Lesson objectives: By the end of this session Students should be able to: <ul style="list-style-type: none"> ▶ Outline reasons why people migrate ▶ Describe the push and pull factors of international migration ▶ The difference between an immigrant and an emigrant 	
Resources: PowerPoint Presentation for Lesson 2 Additional Information contained in the Tutor Handbook Student Assessment Booklet	
Assessment: Booklet Pages 10 & 11 2.1 Summarize the reasons people leave their own countries 2.2 Describe the positive and negative effects of international migration. 2.3 Describe the difference between an emigrant and an immigrant	
Lesson Plan: Explain the learning outcomes to the students (Slide 2) <ul style="list-style-type: none"> • Task (10 mins) – PowerPoint Lesson 2 Slide 4 - Brainstorm reasons why people migrate with the group (either divide them into smaller groups of 4-5 or as one larger group). Use flip charts or wipe boards to write up. The push and pull factors of migration <p style="margin-left: 40px;">Discussion (5 mins) - Ask the group to consider the push and pull factors of migration. Use a flip chart or board to record.</p> <ul style="list-style-type: none"> • Introduce the Reasons for Migration (Slides 4, 5 and 6) As students what they think is happening in each of the photos (Slide 4) <p>Additional Information for Slides 5 & 6 Push-pull factors - Migration is often analysed in terms of the "push-pull model", which looks at the push factors, which drive people to leave their country (such as economic, social, or political problems) and the pull factors attracting them to the country of destination.</p> <ul style="list-style-type: none"> • Push Factors—Factors that make you want to leave a place <p>Environmental factors: Natural Disasters (Flooding, drought, earthquakes, hurricanes etc.) Famine</p>	

Lack of Water

Social Factors:

Lack of health care
Lack of educational opportunities
Lack of religious tolerance
Gender discrimination / intolerance

Economic factors:

Lack of employment
Natural disasters (earthquakes, floods)
Lack of food or shelter
Lower standard of living

Political Factors:

Unfair legal system
Disenfranchisement (Not being able to vote)
Lack of governmental tolerance
War and terrorism

Pull Factors—Factors that draw you to live in a place

Environmental Factors:

Warm weather climate (e.g. retirees)
Resources such as fishing & mining industries

Social Factors:

Encouragement from family and friends
Better health care
Better educational opportunities
Religious tolerance

Economic Factors:

Hope for better employment
More money and food
Better shelter
Hope for family to have a higher standard of living

Political Factors:

To gain protection under the law
Right to vote and freedom from persecution
Safety

- **Film Clip on reasons for Migration (Slide 7)**
Click on link

- **Positive & Negative Effects of Migration (Slide 8)**
Group Discussion on positive and negative effects (use flip chart to record)

- The impact of Migration on the host country (Slides 9)

Read the information on the Slide with additional information below:

Advantages	Disadvantages
<p>Cheap Labour: Migrants often do many unskilled jobs for a very little wage. Skilled migrants are also often happy to give their services for little salary and do jobs local people don't want.</p>	<p>Job loss: Migrants may also cause pressure on job issues as the locals often lose jobs to incoming workers.</p>
<p>Skilled Labour: Some immigrants are highly skilled and talented, and they contribute to knowledge and production for the well-being of all in that country.</p>	<p>Discrimination/racism: Immigration can fuel racism and discrimination. Migrants who cannot speak the local language or do not behave like the locals often find themselves not accepted in their communities, as people prefer not to have anything to do with them.</p>
<p>Cultural Diversity: Migrants provide the diversity in many places. Diversity helps cultures and traditions to loosen the grip on racism, discrimination and things like that. Diversity helps people learn about other ways of life and what goes on in other places of the world. It brings variety to almost every part of our ways of life. Diversity helps people to better appreciate humanity and human rights in general.</p>	<p>Social/Civil Pressure: Housing, health, education and many other facilities may suffer from the pressure of excessive use by more people than it was designed to take. This can force prices of such amenities to go high, causing hardship to all.</p>
	<p>Breakdown of culture and traditions: Traditions and cultures are negatively modified because of diversity. Sometimes healthy ways of lives are lapsed as different people are exposed to different ways of doing things. Sometimes new crime incidents emerge or increase as a result of 'bad' people coming in.</p>
	<p>Diseases: As long as people move from place to place, there is a risk of contagious disease outbreak</p>

- The impact of Migration on the home country (Slides 10 & 11)

Read the information on the Slide with additional information below:

Advantages	Disadvantages
<p>Remittances: It is known that migrants send lots of monies home to support their family. That is a massive flow of foreign exchange or funds that the local government and families can tap into for development and economic growth.</p>	<p>Loss of skilled labour: The biggest negative impact on the country of exit perhaps is the fact that young graduates (or skilled labour and professional) leave to offer their services to other countries. In many developing countries, doctors, nurses, engineers and very bright professionals are lost to other countries</p>
<p>Better job prospects for locals: When the youth leave, there is less pressure for jobs, and people are more likely to find something to do.</p>	<p>Population and markets: Businesses do better with bigger markets and more buyers. A growing and healthy population often provides the needed market for economic growth and development. When the youth leave, the population stalls and demand for some goods and services fall.</p>
<p>Knowledge and skills flow: Particularly for short-term and seasonal migration, migrants often bring home new ideas, skills and knowledge that they have acquired from their travel. Many businesses, farm practices, and economic ventures have been started by people who got ideas and knowledge during the times they spent in migration.</p>	<p>Social/Family: When parents leave, children and other dependents suffer the most, as they lose out on the important psychological development that they need from good parenting. Many of the children are exposed to social vices at an early age because there is no parental control.</p>

- **The Difference between Immigration and Emigration (Slides 13,14 & 15)**
Read information on the Slides to group
- **Feedback and summary (5 mins)**

Your participants should now have an understanding of:

- ▶ Reasons why people migrate
 - ▶ The push and pull factors
 - ▶ Positive and negative effects of international migration
 - ▶ The difference between a immigrant and an emigrant
- **Complete Evidence 2.1, 2.2, 2.3**

Homework:

Read Student Handbook for Lesson 3 and complete any outstanding assessment for Lesson 2.



Social Inclusion & Diversity Level 2 Lesson Plan 3

Lecturer's name:	Date:
Course: Social Inclusion & Diversity	Duration: 2 hours
Topic: Misconceptions about Immigration and How to Address Them	
<p>Lesson objectives: By the end of this session Students should be able to:</p> <ul style="list-style-type: none"> ▶ Learning Outcomes ▶ By the end of this session you should be able to: <p>3.1 Summarise the various misconceptions(myths)concerning immigration and immigrants</p> <p>3.2 Describe why misconceptions concerning immigration and immigrants may exist</p> <p>3.3 Summarise strategies that could be used to dispel misconceptions concerning immigration and immigrants</p> <p>3.4 Describe with examples how misconceptions concerning immigration and immigrants may be dispelled</p>	
<p>Resources: PowerPoint Presentation for Lesson 3 Additional Information contained in the Tutor Handbook Student Assessment Booklet</p>	
<p>Assessment: Booklet Pages 12 & 13</p> <p>3.1 Summarise the various misconceptions concerning immigration and migrants</p> <p>3.2 Describe why misconceptions concerning immigration and migrants may exist.</p> <p>3.3 Summarise strategies that could be used to dispel misconceptions concerning immigration and migrants</p> <p>3.4 Describe with examples, how misconceptions concerning immigration and migrants may be dispelled</p>	
<p>Lesson Plan: Warm Up Task: (10mins) (Slide 3)</p> <ul style="list-style-type: none"> • Brainstorm the misconceptions about immigration and immigrants with the group (either divide them into smaller groups of 4-5 or as one larger group) Use flip charts or wipe board to write up. • Discussion - Why you think such misconceptions exist? • Introduce Myth 1 – Slide 5 • Read Slide 6 and discuss the facts around migrants and terrorism – use the additional information from UNESCO below. <p>Discuss the role of the media and social media in relation to the myth with the</p>	



group.

Additional Information

In actual fact, the period between 1970 and the early 1990s saw a higher number of deaths and much more frequent attacks in Western Europe, notably from separatist or revolutionary groups. Yet today, advances in media development – mobile technology, social media and 24/7 news channels – mean that people are continuously faced with wall-to-wall coverage, thus raising feelings of insecurity. Such rare events then seem more common than they actually are.

Media coverage tends to favour tragedies that occur in close geographic or cultural proximity; hence, attacks that occur in Europe or North America tend to be overrepresented in international, European and North American media. In fact, terrorist attacks occur mainly in the Middle East and North Africa, South Asia and Sub-Saharan Africa regions, which together account for 84% of attacks and 95% of deaths (2015)

Most terrorist attacks in recent years have been perpetrated by people born in the countries where the attacks took place. UN Secretary-General António Guterres, then-UN High Commissioner for Refugees, said that “it is not the refugee outflows that cause terrorism; it is terrorism, tyranny and war that create refugees.” A 2016 report from the UN Office of the High Commissioner for Human Rights stated that “there is little evidence... that terrorists take advantage of refugee flows to carry out acts of terrorism. Such perceptions are analytically and statistically unfounded, and must change.” Fearing and demonising refugee groups by blaming them for terrorist acts can worsen their already highly vulnerable situation.

(Source: [tps://en.unesco.org/news/correcting-media-myths-about-terrorism](https://en.unesco.org/news/correcting-media-myths-about-terrorism))

- **Introduce Myth 2 – Slide 7**

Read Slide 8 and discuss the facts around migrants and criminality – use the additional information below.

Additional Information

Example from Sweden

Facts about migration, integration and crime in Sweden

Claim: "Refugees are behind the increase in crime, but the authorities are covering it up."

Facts: According to the Swedish National Council for Crime Prevention's Swedish Crime Survey, some 13 per cent of the population were the victim of an offence against them personally in 2015. This is an increase on preceding years, although it is roughly the same level as in 2005.

The Swedish National Council for Crime Prevention has conducted two studies into the representation of people from foreign backgrounds among crime suspects, the most recent in 2005. The studies show that the majority of those suspected of crimes were born in Sweden to two Swedish-born parents. The studies also show that the vast majority of people from foreign backgrounds are not suspected of any crimes.

People from foreign backgrounds are suspected of crimes more often than people from



a Swedish background. According to the most recent study, people from foreign backgrounds are 2.5 times more likely to be suspected of crimes than people born in Sweden to Swedish-born parents. In a later study, researchers at Stockholm University showed that the main difference in terms of criminal activity between immigrants and others in the population was due to differences in the socioeconomic conditions in which they grew up in Sweden. This means factors such as parents' incomes, and the social circumstances in the area in which an individual grew up. Swedish government agencies have nothing to gain from covering up statistics and facts; they seek an open and fact-based dialogue. Sweden is an open society governed by a principle of public access to official documents. This means that members of the public, e.g. private individuals and media representatives, have the right to insight into and access to information about the activities of central and local government.

<https://www.government.se/articles/2017/02/facts-about-migration-and-crime-in-sweden/>

Example from Italy

Italy's Interior Ministry says the crime rate has dropped by 8.3 percent the last ten years, despite the fact that the number of foreigners in the country has increased from three to five million.

Figures presented by the ministry showed that in 2017 murders dropped by nearly 12 percent, robberies by 11 percent and burglaries by nine percent.

<https://www.thelocal.it/20180223/immigration-in-italy-fact-checking-five-common-myths-and-assumptions>

Example from the UK

Article from the Financial Times using data from the Migration Advisory Service:

Crime is regularly seen as a problem related to migration. Though crime rates have fallen in the years immigration has risen, there are still concerns that migrants are disproportionately responsible. The evidence here is mixed. Criminality is highest for young men, so the chart compares the incidence of various crimes with the share of young men in the population. From this, it is clear that eastern Europeans were convicted for a disproportionate number of thefts between 2012 and 2016, but were otherwise less likely to take drugs or commit violent crime. British and Irish born people were less likely to steal but more likely to commit violent crime or take drugs.

Roma

Did you know that statistics can be misleading and don't provide convincing evidence that Roma are more 'criminal' than others? On the other hand we do have proof that they are systematic victims of crime, including racially motivated crime.

Crime statistics in some countries do show higher-than-average crime rates among the Roma population. But these statistics should be treated with care. The criminal justice systems of many European countries are not immune to prejudice and discrimination. Someone who is identified as a Roma is more likely to be stopped and searched by police, to be arrested, and to be charged with a criminal offence than a comparable member of the 'native' population. Convicted Roma are also more likely to receive



longer prison terms, resulting in their being significantly overrepresented in prisons. It is therefore misleading to claim the Roma are 'prone to crime' based on crime statistics and the number of Roma in prison.

(<http://www.khetanes.si/doc/Rezultati/materiali/Debunking%20Myths.pdf>)

- **Introduce Myth 3 – Slide 9**

Read Slide 10 and discuss the facts around migrants and social cohesion – use the additional information below.

Additional Information

Research from the Council of Europe define what is social cohesion and why migrants are not to blame for any fracturing in host countries:

The issues of migration and social cohesion are a priority for the Council of Europe, which defines social cohesion as "the capacity of a society to ensure the welfare of all its members, minimising disparities and avoiding polarisation". Social cohesion derives from respect of human and labour rights of all members of society as well as from equitable access for the whole population to the benefits of economic progress.

276. In reality today, many migrants remain frequently exposed to exclusion from employment, housing, health and education. They face a large number of obstacles to mere participation in, or eventually integration, in host societies.

277. Significant and pervasive discrimination against immigrants and persons of immigrant origins in access to employment, housing, and public services has been amply documented across Europe. Migrants also face obstacles to obtaining access to education and training and limited opportunities for taking part in civic life. For many immigrants, the combination of these factors adds up to exclusion that precludes possibilities for integration.

278. Tensions between migration and social cohesion have been dramatically underscored by civil disorders and violent manifestations of discontent in urban areas of concentrations of immigrant-origin populations in countries across Europe. Violent attacks explicitly targeting foreigners and persons of immigrant origin leading to deaths, injury and/or destruction of property are reported across the Council of Europe member countries.

279. Immigrants are commonly portrayed in communications media, public discourse and private debate as competing for scarce employment and housing, unfairly or illegally drawing on public welfare resources, and associated with criminality.

Concurrently, adverse public perceptions, opinions and resentment against foreigners, particularly migrant workers are widespread across a number of host countries.

(https://www.coe.int/t/dg3/migration/archives/Ministerial_Conferences/8th%20conference//MMG8%20-%20thematic%20report_Chapter_III_en.pdf)

- **Introduce Myth 4 – Slide 11**

Read Slide 12 and discuss the facts around migrants and wages – use the additional information below.

Additional Information

International Organisation for Migration

Is Migration good for the European economy and economies in origin countries? The proven reality is that migration brings benefits, fueling growth, innovation and

entrepreneurship in both the countries people come from, and in those they move to, if managed smartly. Migrants and refugees contribute to the economy both as employees and as entrepreneurs, creating new firms and businesses. Migrant and refugee integration into labour markets and societies can be expensive at first, but is an investment with high return. Moreover, migrants contribute to their home countries through money sent back home: remittances now make up three times as much as Official Development Assistance and help foster growth, develop communities and increase access to schooling and health care. Migrants act as bridges between two places, transferring knowledge and skills, all of which can contribute to their home communities.

Do migrants and refugees take jobs away from local people?

Migrants accounted for 47% of the increase in the workforce in the United States and 70% in Europe over the past ten years according to the OECD. Migrants often take jobs that others are less willing to do or take, and can help fill gaps in the job market. They can complement the local labour force rather than competing with it by providing skills at all levels that are needed in most developed countries. Also migrant entrepreneurs help to CREATE jobs! Unemployment is a larger problem that exists apart from arrivals of migrants and refugees, yet is it easier for some politicians to blame migrants/refugees in order to shift attention away from structural problems and economic policies. But whether employed or unemployed, states have obligations - under international human rights and refugee law - to protect the rights of migrants (whether regular or irregular) and refugees. (<http://belgium.iom.int/myths-facts-and-answers-about-refugees-and-migrants>)

Financial Times report on statistics from the Migration Advisory Committee:

A common complaint of those opposed to migration is that European workers have depressed British wages, but the report found that “immigration is not a major determinant of the wage growth experienced by existing residents”. There is some evidence that higher rates of immigration from the EU depressed wages for the lowest paid and enhanced them for the most highly paid. For the lowest paid — in the bottom tenth of the wage scale — EU migration is estimated to have reduced pay by 5 per cent in real terms between 1992 and 2017, but it raised pay by 3.5 per cent for those in the top tenth of the wage scale over the same period. But pay still increased dramatically for those born in the UK. Those in the bottom tenth of the wage scale saw their pay increase by 49 per cent over the same period. Those in the top tenth had a pay increase of 35 per cent. (<https://www.ft.com/content/797f7b42-bb44-11e8-94b2-17176fbf93f5>)

Newspaper Article

<http://www.spiegel.de/international/world/eight-myths-about-migration-and-refugees-explained-a-1138053.html>

- **Introduce Myth 5 – Slide 13**

Read Slide 14 & 15 and discuss the facts around migrants and the tax payer – use the additional information below.

Additional Information

Financial Times report on statistics from the Migration Advisory Committee:

European migrants paid substantially more in taxes to the government than they took in benefits or public services in 2016-17. The report estimated that European migrants

made a total contribution of £4.7bn to the public finances in 2016-17. “There is no doubt that EEA migrants are paying more in taxes than they receive in benefits,” it said. An average adult migrant from one of the original 13 EU member states (excluding the UK and Ireland) contributed £3,740 more to Britain’s exchequer than an average UK citizen; an eastern European migrant accession countries paid an average of £1,040 more. Richer, younger migrants with fewer children were of greatest financial benefit. The research showed that young employees earning £50,000, for example, paid £20,000 more in taxes than they received in state spending. (<https://www.ft.com/content/797f7b42-bb44-11e8-94b2-17176fbf93f5>)

- **Discussion on why misconceptions exist (slide 16,17 & 18)**

Read the information on Slides 16, 17,18 & 19

Knowing the facts will help to dispel myths.

- **Discussion Task** – (Slide 20) In small groups, ask the students to think about strategies that could be used to dispel myths and misconceptions and report back to the wider group

- **Strategies to dispel myths** (Slide 22, 23 & 24)

Read the information on Slides 22, 23 & 24 to students

- **Discuss the impact of Migrants in sport** (Slide 25)

Ask the group if they know of any migrant sportsmen and women in their country

- **Discuss the impact of migrants on an aging population in host countries** (Slide 26)

Ask the group to consider what impact migrants have in host countries with an aging population and declining birth fertility rates. Refer to tax paid by migrants, migrants in low skilled work where there are shortages of workers or doing jobs locals won’t do. Also refer to jobs filled by highly skilled migrants e.g. in medicine, science, technology etc.

- **Discuss the impact of Migrants on cultural diversity** (Slide 27 & 28)

Ask students to look at the pictures and discuss what aspect of cultural diversity is contained in each.

Additional information

European Commission on Cultural Diversity

Culture facilitates social inclusion, freedom of expression, identity-building and civil empowerment, while strengthening economic growth and helping to foster political participation and ownership. The European Union provides support to cultural diversity in developing countries. It promotes culture as making an essential contribution to human rights, key elements of good governance and inclusive and sustainable growth.

Culture is an important sector of social and human development. It contributes to identity-building and self-esteem, fosters economic growth and social cohesion, and helps to promote political participation and ownership. It is shaped by specific values, traditions and behavioural patterns that need to be considered in all sectors of



development when working with partner countries.

Culture has an important place in the EU's development cooperation. The EU seeks to:

take local and regional cultural specificities into account when designing and implementing development cooperation programmes and projects (with particular attention given to targeting cultural aspects under specific sector programmes to accompany partners for a smooth evolution wherever certain traditions and behaviours are damaging and jeopardise attempts to reduce inequalities and poverty);

encourage its partners to include culture in their own poverty reduction strategies and national development plans;

promote the conservation, dissemination and promotion of cultural diversity at local and national level;

stimulate the access of local people to their own culture and to income-generating activities based on the dissemination of culture and traditional heritage;

promote intercultural dialogue at all levels as well as between developing countries;

support the establishment of networks for exchanges of expertise and good practice, as well as training and professionalisation of the sector.

https://ec.europa.eu/europeaid/sectors/human-development/culture_en

- Film on Misconceptions (Slide 29)
- **Feedback and summary** (5 mins) Slide 30)

Your participants should now have an understanding of:

- **Students Complete Evidence 3.1, 3.2, 3.3, 3.4**

Homework:

Read Student Handbook for Lesson 4 and complete any outstanding assessment for Lesson 3.



Social Inclusion & Diversity Level 2

Lesson Plan 4

Lecturer's name:	Date:
Course: Social Inclusion & Diversity	Duration: 2 hours
Topic: Understanding Migration Status and Active Citizenship	
<p>Lesson objectives: By the end of this session Students should be able to:</p> <ul style="list-style-type: none"> ▶ Describe different types of immigration statuses ▶ Outline how some immigration status e.g. being an asylum seeker impacts on integration, social inclusion and active citizenship 	
<p>Resources: PowerPoint Presentation for Lesson 4 Additional Information contained in the Tutor Handbook Student Assessment Booklet</p>	
<p>Assessment: Booklet Pages 14 & 15</p> <p>4.1 Summarise what is meant by the following terms:</p> <p>(a) asylum seeker (b) refugee (c) migrant worker (d) undocumented migrant (e) unaccompanied minor and / or separated children</p> <p>4.2 Describe the difference between human trafficking and smuggling</p> <p>4.3 Describe how different immigration statuses impact on society and individuals including:</p> <p>(a) Social Inclusion (b) Integration (c) Active Citizenship</p>	
<p>Lesson Plan:</p> <ul style="list-style-type: none"> • Task Warm Up (10 mins) (Slide 4) Ask the participants to brainstorm the different types of Immigration Status. Use the flip chart to record. • What is an Asylum Seeker (Slides 5 & 6) Read the information on the slides and use the additional information below for further details <p>Additional Information Asylum seeker - A person who seeks safety from persecution or serious harm in a country other than his or her own and awaits a decision on the application for refugee status under relevant international and national instruments. In case of a negative decision, the person must leave the country and may be expelled, as may any non-national in an irregular or unlawful situation, unless permission to stay is</p>	

provided on humanitarian or other related grounds. (<https://www.iom.int/key-migration-terms>)

- **What is an Refugee** (Slides 7, 8 & 9)

Read the information on the slides and use the additional information below for further details

Additional Information

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). In addition to the refugee definition in the 1951 Refugee Convention, Art. 1(2), 1969 Organization of African Unity (OAU) Convention defines a refugee as any person compelled to leave his or her country "owing to external aggression, occupation, foreign domination or events seriously disturbing public order in either part or the whole of his country or origin or nationality." Similarly, the 1984 Cartagena Declaration states that refugees also include persons who flee their country "because their lives, security or freedom have been threatened by generalised violence, foreign aggression, internal conflicts, massive violations of human rights or other circumstances which have seriously disturbed public order." (<https://www.iom.int/key-migration-terms>)

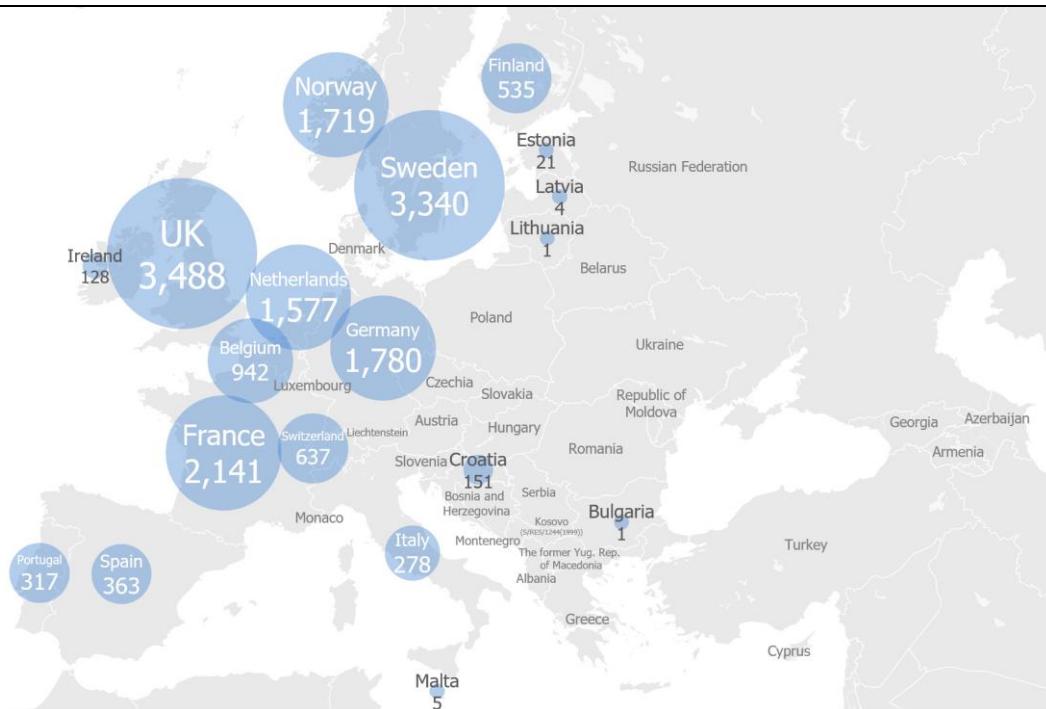
Programme Refugees - During the first six months of 2018, just over 17,400 refugees were submitted by UNHCR for resettlement to 19 countries in Europe. This is similar to the first half of 2017 and already 13% more than the average rate of 15,400 submissions per year during the previous 10 years. The vast majority of refugees submitted for resettlement to Europe in 2018 are originally from Syria (72%), consistent with 2017, with the resettlement of Syrians to Europe having increased significantly in scale between 2013 and 2016. In total, 91% of refugees submitted for resettlement to Europe in the first half of 2018 originate from just five countries: the Syrian Arab Republic, the Democratic Republic of Congo (DRC), Eritrea, Sudan and Iraq. 13% of submissions to Europe are from East Africa and just over 1% are from West Africa.

In 2018, six countries in Europe (the UK, Sweden, France, Germany, Norway and the Netherlands) have received 81% of all resettlement submissions. Of the 19 countries in Europe with active resettlement programmes, 13 resettled predominately Syrians in 2018, admitting at least 80% Syrians for resettlement. Only the UK, Norway, France, Sweden and Portugal have resettled substantial numbers of other nationalities of refugees, including from the Democratic Republic of the Congo, Eritrea, Sudan and Iraq.

Between 2008 and 2017, Europe's proportion of resettlement submissions globally has increased from approximately 7% to almost 52%, and in the first half of 2018 4 remained nearly half of all submissions. This is primarily due to a significant decrease globally in the scale of some States' resettlement programmes during 2017, most notably by the United States of America

(<https://data2.unhcr.org/en/documents/download/65315>)





Number of individuals submitted for resettlement in 2018

USA	13,097	Finland	535
Canada	6,032	Spain	363
Australia	2,011	Portugal	317
New Zealand	1,007	Italy	278
United Kingdom	3,488	Croatia	151
Sweden	3,340	Ireland	128
France	2,141	Estonia	21
Germany	1,780	Malta	5
Norway	1,719	Latvia	4
Netherlands	1,577	Bulgaria	1
Belgium	942	Lithuania	1
Switzerland	637	https://data2.unhcr.org/en/documents/download/65315	

- **What is a Migrant Worker** (Slides 10 & 11)

Read the information on the slides and use the additional information below for further details

Additional Information

Migrant Worker - Article 2(1) of the 1990 International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families defines the term *migrant worker* as: “a person who is to be engaged, is engaged, or has been engaged in a remunerated activity in a State of which he or she is not a national”. Article 3 goes on to note that the Convention does not apply to a number of groups, including refugees, stateless persons and trainees, among others. (<https://www.ohchr.org/en/professionalinterest/pages/cmw.aspx>)

- **What is an Undocumented / Irregular Migrant** (Slides 12,13 & 14)

Read the information on the slides and use the additional information below for further details

Additional Information

Undocumented Migrant / Irregular Migration - Movement that takes place outside the regulatory norms of the sending, transit and receiving countries. There is no clear or universally accepted definition of irregular migration. From the perspective of destination countries it is entry, stay or work in a country without the necessary authorization or documents required under immigration regulations. From the perspective of the sending country, the irregularity is for example seen in cases in which a person crosses an international boundary without a valid passport or travel document or does not fulfil the administrative requirements for leaving the country. There is, however, a tendency to restrict the use of the term "illegal migration" to cases of smuggling of migrants and trafficking in persons. (<https://www.iom.int/key-migration-terms>)

- **What is an Unaccompanied Minor** (Slides 15, 16 & 17)

Read the information on the slides and use the additional information below for further details

Unaccompanied Minor - An asylum applicant considered to be an unaccompanied minor is a minor (aged less than 18) who arrives on the territory of the Member States unaccompanied by an adult responsible for him or her whether by law or by the practice of the Member State concerned, and for as long as he or she is not effectively taken into the care of such a person. It includes a minor who is left unaccompanied after he or she has entered the territory of the Member States. 'Asylum applicants considered to be unaccompanied minors' refer to all applicants for international protection who are considered by the national authority to be unaccompanied minors during the reference period. The age of unaccompanied minors reported by Member States shall refer to the age accepted by the national asylum authority. In case the national authority carries out an age assessment procedure in relation to the applicant claiming to be an unaccompanied minor, the age reported shall be the age determined by the age assessment procedure. (<http://www.europeanmigrationlaw.eu/documents/Asylum%20applicants%20considered%20to%20be%20unaccompanied%20minors.pdf>)



- **Group discussion on human trafficking and people smuggling.** (Slide 18)

Ask group to discuss the differences between human trafficking and people smuggling and what they know about both.

- **What is Human Trafficking and People Smuggling** (Slides 19, 20, 21 & 22)

Read the information on the slides and use the additional information below for further details

Human Trafficking - "The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation" (Art. 3(a), UN Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the UN Convention against Transnational Organized Crime, 2000). Trafficking in persons can take place within the borders of one State or may have a transnational character. (<https://www.iom.int/key-migration-terms>)

Article 3 of the 2000 Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime, defines “trafficking in persons” as:

- (a) [...] the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs;
 - (b) The consent of a victim of trafficking in persons to the intended exploitation set forth in subparagraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used;
 - (c) The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered “trafficking in persons” even if this does not involve any of the means set forth in subparagraph (a) of this article;
 - (d) “Child” shall mean any person under eighteen years of age.
- (<https://www.ohchr.org/en/professionalinterest/pages/protocoltraffickinginpersons.aspx>)

People Smuggling - "The procurement, in order to obtain, directly or indirectly, a financial or other material benefit, of the illegal entry of a person into a State Party of which the person is not a national or a permanent resident” (Art. 3(a), UN Protocol Against the Smuggling of Migrants by Land, Sea and Air,

supplementing the United Nations Convention against Transnational Organized Crime, 2000). Smuggling, contrary to trafficking, does not require an element of exploitation, coercion, or violation of human rights. (<https://www.iom.int/key-migration-terms>)

Article 3(a) of the Protocol Against the Smuggling of Migrants by Land, Sea and Air defines “smuggling of migrants” as: [...] the procurement, in order to obtain, directly or indirectly, a financial or other material benefit, of the illegal entry of a person into a State Party of which the person is not a national or a permanent resident.

Articles 3(b) and (c) provide further clarification:

(b) “Illegal entry” shall mean crossing borders without complying with the necessary requirements for legal entry into the receiving State;

(c) “Fraudulent travel or identity document” shall mean any travel or identity document:

(i) That has been falsely made or altered in some material way by anyone other than a person or agency lawfully authorized to make or issue the travel or identity document on behalf of a State; or

(ii) That has been improperly issued or obtained through misrepresentation, corruption or duress or in any other unlawful manner; or

(iii) That is being used by a person other than the rightful holder;

(<http://www.unhcr.org/uk/protection/migration/496323791b/protocol-against-smuggling-migrants-land-sea-air-supplementing-united-nations.html>)

- **Discussion – Impact of Migration Status on migrants and on society** (Slide 23)

Questions to ask

How can your immigration status exclude you from the society you have come to?

How can your immigration status prevent you from integrating with the host community?

How can your immigration status prevent you from taking an active part in the host community?

- **Feedback and summary** (5 mins)

Your participants should now have an understanding of the following terms:

- asylum seeker
- refugee
- migrant worker
- undocumented migrant
- unaccompanied minor and / or separated children
- human trafficking and people smuggling
- migration and its impact on social Inclusion, integration and active citizenship

- **Students Complete Evidence 4.1, 4.2, & 4.3**



Homework:

Read Student Handbook for Lesson 5 and complete any outstanding assessment for Lesson 4.



Social Inclusion & Diversity Level 2 Lesson Plan 5

Lecturer's name:	Date:
Course: Social Inclusion & Diversity	Duration: 2 hours
Topic: Understanding Multiculturalism, Social Inclusion and Diversity	
<p>Lesson objectives: By the end of this session Students should be able to describe the following:</p> <ul style="list-style-type: none"> ▶ Multiculturalism ▶ Assimilation ▶ Inter-culturalism ▶ Integration ▶ Cultural Diversity ▶ Explain the benefits and challenges of living in a multicultural society 	
<p>Resources: PowerPoint Presentation for Lesson 5 Additional Information contained in the Tutor Handbook Student Assessment Booklet</p>	
<p>Assessment: Booklet Pages 16 & 17 5.1 Describe what is meant by the following terms: (a) Multiculturalism (b) Assimilation (c) Inter-culturalism (d) Integration (e) Cultural Diversity</p>	
<p>Lesson Plan:</p> <ul style="list-style-type: none"> • Group discussion - What is Multiculturalism, Assimilation, Inter-culturalism, Integration and Cultural Diversity? (20 mins) Use flip charts (Slides 3 & 4) • What is Multiculturalism (Slide 5 & 6) Read the slide and use additional information below. Ask students for examples of multi-culturalism in their workplace or community <p>A policy that endorses the principle of cultural diversity and supports the right of different cultural and ethnic groups to retain distinctive cultural identities ensuring their equitable access to society, encompassing constitutional principles and commonly shared values prevailing in the society. (https://ec.europa.eu/home-affairs/content/multiculturalism_en)</p>	

- **What is Assimilation** (Slide 7 & 8)

Read the slide and use additional information below

Ask students for examples of assimilation in their workplace or community

The gradual process by which a minority group adopts the patterns of behaviour of a majority group or host society and is eventually absorbed by the majority group / host society. (https://ec.europa.eu/home-affairs/content/assimilation_en)

- **What is Inter-culturalism** (Slide 9 & 10)

Read the slide and use additional information below

Ask students for examples of inter-culturalism in their workplace or community

Interculturality is a dynamic process whereby people from different cultures interact to learn about and question their own and each other's cultures. Over time this may lead to cultural change. It recognises the inequalities at work in society and the need to overcome these. It is a process which requires mutual respect and acknowledges human rights. (<http://www.interculturalcity.com/home.htm>)

- **What is Integration** (Slide 11)

Read the slide and use additional information below

Ask students for examples of integration in their workplace or community

In the *EU context*, a dynamic, two-way process of mutual accommodation by all **immigrants** and residents of EU Member States. (https://ec.europa.eu/home-affairs/content/integration-0_en)

- **What is Cultural Diversity** (Slide 12 & 13)

Read the slide and use additional information below

Ask students for examples of cultural diversity in their workplace or community

The diversity of forms of culture in a society composed of groups of people from many different cultural backgrounds. (https://ec.europa.eu/home-affairs/content/cultural-diversity_en)

- **Film on multiculturalism**

- **Discussion on advantages and disadvantages of multi-culturalism** (Slide 15)

Read the slide and discuss each area with students

- **Feedback and summary** (5 mins)

Your participants should now have an understanding of:

- ▶ Multiculturalism
- ▶ Assimilation
- ▶ Interculturalism
- ▶ Integration
- ▶ Cultural Diversity



▶ Benefits and challenges of living in a multicultural society

- Complete Evidence 5.1 & 5.2

Homework:

Read Student Handbook for Lesson 6 and complete any outstanding assessment for Lesson 5.



Social Inclusion & Diversity Level 2

Lesson Plan 6

Lecturer's name:	Date:
Course: Social Inclusion & Diversity	Duration: 2 hours
Topic: Understanding Multiculturalism, Social Inclusion and Diversity	
<p>Lesson objectives: By the end of this session Students should be able to describe the following:</p> <ul style="list-style-type: none"> ▶ Some of the challenges encountered by Migrants ▶ Opportunities available to immigrants in host countries 	
<p>Resources: Power-point Presentation for Lesson 6 Additional Information contained in the Tutor Handbook Student Assessment Booklet</p>	
<p>Assessment: Booklet Page 17 6.1 Describe the challenges and opportunities faced by migrants</p>	
<p>Lesson Plan:</p> <ul style="list-style-type: none"> • Challenges faced by migrants (Slides 3 & 4) Brainstorm the challenges faced by Migrants as they leave their home countries, their journey and in their host country. Use flip charts or wipe boards to record discussions. • Opportunities for by migrants (Slides 3 & 4) Brainstorm the opportunities Migrants as they leave their home countries, their journey and in their host country. • Revisit the reasons why migrants leave their home countries (the push and pull factors) (Slide 5) Read the slides and ask students for examples of: <ul style="list-style-type: none"> ➤ Environmental reasons for people leaving their home countries ➤ Social reasons for people leaving their home countries ➤ Economic reasons for people leaving their home countries ➤ Political reasons for people leaving their home countries ➤ Environmental reasons for migrating to a new country ➤ Social reasons for people migrating to a new country ➤ Economic reasons for people migrating to a new country ➤ Political reasons for people migrating to a new country 	



(refer back to Lesson 2 notes for more information)

- **Discuss the challenges faced by Migrants (Slides 6 & 7)**

Read Slides 6 & 7 and ask students what they know about each point from their own experiences

Additional Information

The EU Agency for Fundamental Rights (FRA) report on *Migration to the EU: Five Persistent Challenges* published in February 2018 and covers the period from October 2016 to December 2017.

This report highlights key trends and persistent concerns between October 2016 and December 2017. It focuses on five areas: access to territory, reception conditions, asylum procedures, unaccompanied children and immigration detention. This report covers:

- Access to territory
- Reception conditions
- Asylum procedures
- Unaccompanied children
- Immigration detention

Main findings

Access to territory

Access to EU Member States' territory has become more difficult in almost half of the EU Member States covered. Despite a significant drop in newly arriving asylum seekers, in most EU Member States, the management of external and internal borders remained in emergency mode or became stricter. Several EU Member States re-introduced border controls and kept them throughout 2017.

Police and border guards reportedly ill-treated migrants, particularly on the Western Balkan route, and in Spain in certain locations. Some persons wishing to apply for asylum were denied entry to the EU and/or returned without an opportunity to apply for protection; others were collectively pushed back at land or sea borders.

Reception conditions

The number of asylum applicants that a country received is not necessarily linked to the quality of its reception conditions. Despite the relatively low numbers, reception conditions in several EU Member States did not improve. In countries where numbers of new arrivals remained high, capacity and poor living conditions caused concern. Inadequate reception conditions sparked many protests and other



incidents.

Although some positive developments regarding the protection of vulnerable asylum seekers were reported, these were outweighed by challenges regarding their identification, accommodation, and provision of special care and support.

Sexual and gender-based violence in reception centres remains an issue in some EU Member States. Room for improvement in the treatment of lesbian, gay, bisexual, transgender and intersex (LGBTI) asylum seekers was observed in the majority of EU Member States.

Asylum procedures

Challenges regarding the identification and registration procedures persisted in some EU Member States; for example, required timeframes were not respected or qualified staff was lacking. Some EU Member States decided on applications for international protection in border or transit zones, leading to long waiting periods in inadequate conditions, including for vulnerable persons.

Issues regarding lengthy asylum procedures, too little time for decision-making, shorter deadlines for appeals and insufficient justifications of appeal decisions were reported in several EU Member States. Due to the large backlog of asylum applications, some EU Member States accelerated the asylum procedure, raising concerns over the quality of interviews and decision-making.

Specific national guidelines for interviewing persons facing persecution based on sexual orientation or gender were available only in a few EU Member States, and LGBTI asylum applicants faced credibility doubts. Legal and practical obstacles to accessing legal aid, information and interpretation existed in all EU Member States covered.

Unaccompanied children

In most EU Member States, reception places for unaccompanied children were sufficiently available due to a drop in new arrivals. In a few EU Member States, the number of children decreased and the quality of child reception facilities improved. In many EU Member States, however, reception standards for children remained critical.

Asylum-seeking children in several EU Member States had no or limited access to education. Children continued to face legal and practical obstacles to accessing asylum procedures in several EU Member States. In particular, problems regarding

the appointment of guardians for unaccompanied children barely improved. Age assessment methods have been heavily criticised from a fundamental rights perspective – for example, when children were not given the benefit of the doubt concerning their age and treated as adults, or because age assessment procedures consisted purely of medical examinations.

Legal and practical barriers to family reunification for beneficiaries of subsidiary protection was a great concern for unaccompanied children in several EU Member States.

Immigration detention

Some positive developments in alternatives to detention and the provision of leisure activities to children were reported in some EU Member States covered. Nonetheless, in several EU Member States, challenges remained regarding legal assistance and information, conditions in detention facilities and the detention of vulnerable persons.

In recent months, the use of immigration detention increased in certain EU Member States covered. Obstacles to obtaining legal aid and/or information were reported in some EU Member States.

<http://fra.europa.eu/en/publication/2018/five-persistent-migration-challenges>

- **Discuss the opportunities for Migrants (Slide 8)**

Read Slides 8 and ask students what they know about each point from their own experiences – have any family members or friends migrated? Do they have any success stories from their employment, voluntary work, Churches etc?

- **Film on some of the challenges and opportunities (Slide 9)**

Ask students what they believe were the messages from the film, did they get a sense of the challenges / opportunities described?

- **Completion of the worksheet assessment 6.1**

- **Feedback and summary (5 mins)**

Your participants should now have an understanding of:

- ▶ Challenges faced by migrants
- ▶ Opportunities for by migrants

Homework:

Read Student Handbook for Lesson 7 and complete any outstanding assessment for Lesson 6.



Social Inclusion & Diversity Level 2

Lesson Plan 7

Lecturer's name:	Date:
Course: Social Inclusion & Diversity	Duration: 2 hours
Topic: Understanding resilience in Migrants	
<p>Lesson objectives: By the end of this session Students should be able to describe the following:</p> <ul style="list-style-type: none"> ➤ What is meant by resilience ➤ The different ways in which immigrants may exhibit resilience and how it can foster inclusion 	
<p>Resources: PowerPoint Presentation for Lesson 7 Additional Information contained in the Tutor Handbook Student Assessment Booklet</p>	
<p>Assessment: Booklet Pages 18 7.1 Define what is meant by resilience 7.2 Describe the different ways in which immigrants may exhibit resilience and how it can foster inclusion</p>	
<p>Lesson Plan:</p> <ul style="list-style-type: none"> • Discussion Resilience in Migrants (Slide 3) Ask students what they think is meant by Resilience in migrants. <p>In small groups, ask students to discuss the ways in which migrants show resilience and how it promotes inclusion in their host country. Feedback to the wider group.</p> <ul style="list-style-type: none"> • Resilience and Migrants (Slide 4, 5 & 6) Read the slide and the additional information below <p>Definition of Resilience Report: The Resilience of Students with an Immigrant Background (Chapter 2) Page 31 The term “resilience” was originally used in physics and engineering to characterise the ability of materials to resume their original shape or condition after being subjected to a shock (Treloar, 1975), and in medicine to describe the ability of patients to recover after traumatic events, such as surgery or accidents (Boyden and Mann, 2005). The concept of resilience, in the sense used in this report, dates back to the post-World War II period. World War II affected tens of millions of people across the globe, including children. The war left behind orphaned, injured, sick, traumatised and starving children (Werner, 2000). In fact, the United Nations International Children’s Emergency Fund (UNICEF) was founded to</p>	

address this global emergency (Diers, 2013). Finding ways to help children recover from severe adversity was the main focus of researchers at the time. In this regard, resilience research has its roots in research and theory in child development, clinical sciences and the study of individual differences (Cicchetti, 2013; Evans, Li and Whipple, 2013; Luthar, 2006; Masten, 2013).

<https://www.oecd-ilibrary.org/docserver/9789264292093-5-en.pdf?expires=1542648125&id=id&accname=guest&checksum=8054FA779C86C50C37CC2FD535A6F496>

- **Discussion**

Ask student to discuss:

- What role does society have in promoting resilience in migrants? Do they know of any good practice in their community or workplace that help to foster resilience?
- What role does government and policy play? Do they know any policies or legislation that plays a role in fostering resilience for migrants?
- What role do migrants themselves have? Do they know any examples of how individuals, families and communities have supported each other through the issues and challenges they face?

- **Resilience and Migrants** (Slide 7, 8 & 9)

Read the slides and ask students:

- What motivates migrants to be resilient?
- What more could be done to help and support them?
- What can we learn from them?

- **Film:** (Slide 10)

Watch to the stories of migrants and resilience

Ask students:

- What examples of resilience did you see in the films?
- How did these stories make you feel?
- How has their resilience helped to make them feel part of the host community?
- Does resilience support integration and social inclusion?

- **Completion of the worksheet assessment (7.1)**

- **Completion of the worksheet assessment (7.2)**

- **Feedback and summary (15 mins)**

Your participants should now have an understanding of:

- ▶ What is meant by resilience in migrants
- ▶ How resilience promotes inclusion

Homework:

Read Student Handbook for Lesson 8 and complete any outstanding assessment for Lesson 7.



Social Inclusion & Diversity Level 2

Lesson Plan 8

Lecturer's name:	Date:
Course: Social Inclusion & Diversity	Duration: 2 hours
Topic: Understanding Integration and Inclusion	
<p>Lesson objectives: By the end of this session Students should be able to describe the following:</p> <ul style="list-style-type: none"> ▶ Describe the term Integration ▶ Describe the eleven European Common Basic Principles for Immigrant Integration Policy in the EU ▶ Outline the link Integration and active citizenship ▶ Outline the difference between inclusion and exclusion ▶ Outline how European Common Basic Principles of Integration can be applied to every day situations with migrants 	
<p>Resources: PowerPoint Presentation for Lesson 8 Additional Information contained in the Tutor Handbook Student Assessment Booklet</p>	
<p>Assessment Booklet Pages 19 & 20 8.1 Describe what is meant by the term integration 8.2 Summarize the 11 European Common Basic Principles for Immigrant Integration policy in the EU 8.3 Describe the link between integration and active citizenship 8.4 Describe the difference between inclusion and exclusion 8.5 Describe how the European Common Basic Principles of Integration can be applied to everyday situations with migrants</p>	
<p>Lesson Plan:</p> <ul style="list-style-type: none"> • Discussion - What is Integration (Slide 3) Ask students <ul style="list-style-type: none"> ➢ What they think is meant by integration ➢ What they think links integration and citizenship ➢ What is the difference between integration and exclusion • Definition of Integration (Slide 4) Read the definition on the Slide • How Integration and Citizenship are linked (Slide 5) Read the slide • Inclusion V Exclusion (slides 6 & 7) Read the slide 	



- **Film & Discussion (Slide 8)**

Watch film and ask students:

- Can they identify the examples of integration in the film?
- Can they identify examples of inclusion and exclusion in the film?

- **Completion of the worksheet assessment (8.1)**

- **European Common Basic Principles for Immigrant Integration - Slides 9, 10, 11 & 12)**

Read the slides and the additional information below:

Additional Information:

COMMON BASIC PRINCIPLES FOR IMMIGRANT INTEGRATION POLICY IN THE EUROPEAN UNION:

The explanations provided are intended to give direction to the common basic principle.

1. Integration is a dynamic, two-way process of mutual accommodation by all immigrants and residents of Member States.

Integration is a dynamic, long-term, and continuous two-way process of mutual accommodation, not a static outcome. It demands the participation not only of immigrants and their descendants but of every resident. The integration process involves adaptation by immigrants, both men and women, who all have rights and responsibilities in relation to their new country of residence. It also involves the receiving society, which should create the opportunities for the immigrants' full economic, social, cultural, and political participation. Accordingly, Member States are encouraged to consider and involve both immigrants and national citizens in integration policy, and to communicate clearly their mutual rights and responsibilities.

2. Integration implies respect for the basic values of the European Union.

Everybody resident in the EU must adapt and adhere closely to the basic values of the European Union as well as to Member State laws. The provisions and values enshrined in European Treaties serve as both baseline and compass, as they are common to the Member States. They include respect for the principles of liberty, democracy, respect for human rights and fundamental freedoms, and the rule of law. Furthermore they include respect for the provisions of the Charter of fundamental rights of the Union, which enshrine the concepts of dignity, freedom, equality and non-discrimination, solidarity, citizen's rights, and justice. Member States are responsible for actively assuring that all residents, including immigrants, understand, respect, benefit from, and are protected on an equal basis by the full scope of values, rights, responsibilities, and privileges established by the EU and Member State laws.

Views and opinions that are not compatible with such basic values might hinder the successful integration of immigrants into their new host society and might adversely influence the society as a whole. Consequently successful integration policies and practices preventing isolation of certain groups are a way to enhance the fulfilment of respect for common European and national values.



3. Employment is a key part of the integration process and is central to the participation of immigrants, to the contributions immigrants make to the host society, and to making such contributions visible.

Employment is an important way for immigrants to make a visible contribution to Member State societies and to participate in the host society. At the workplace integration of immigrants can be promoted by the recognition of qualifications acquired in another country, by training opportunities that provide skills demanded at the workplace and policies and programmes that facilitate access to jobs and the transition to work. It is also important that there are sufficient incentives and opportunities for immigrants, in particular for those with the prospect of remaining, to seek and obtain employment. The targeting of measures to support immigrants in the European Employment Strategy is an indication of the important influence of employment on the integration process. It is important to make greater use of the European Employment Strategy and the European Social Inclusion Process, backed up by the European Social Fund (ESF), including the lessons learnt from the Equal Community Initiative to reach the Lisbon targets and to promote the combat against all forms of discrimination at the workplace. It is important that Member States, in cooperation with the social partners, pay particular attention to and undertake effective action against discrimination in the recruitment policies of employers on the grounds of ethnic origin of the candidates.

4. Basic knowledge of the host society's language, history, and institutions is indispensable to integration; enabling immigrants to acquire this basic knowledge is essential to successful integration.

The importance of basic linguistic, historical, and civic knowledge is reflected in the increasing emphasis placed by several Member States on introductory programmes that focus on putting together the most appropriate toolkit to start the integration process. Pursuing such programmes will allow immigrants to quickly find a place in the key domains of work, housing, education, and health, and help start the longer-term process of normative adaptation to the new society. At the same time, such programmes become strategic investments in the economic and social well-being of society as a whole. Acquiring the language and culture of the host society should be an important focus. Full respect for the immigrants' and their descendants' own language and culture should be also an important element of integration policy.

5. Efforts in education are critical to preparing immigrants, and particularly their descendants, to be more successful and more active participants in society.

Education is an important way to prepare people to participate in society, especially for newcomers. However, lifelong learning and employability are not the only benefits of education. Transferring knowledge about the role and working of societal institutions and regulations and transmitting the norms and values that form the binding element in the functioning of society are also a crucial goal of the educational system. Education prepares people to participate better in all areas of daily life and to interact with others. Consequently, education not only has positive effects for the individual, but also for the society as a whole. Educational arrears are easily transmitted from one generation to the next. Therefore, it is essential that special attention is given to the educational achievement of those who face difficulties within the school system. Given the



critical role played by education in the integration of those who are new in a society – and especially for women and children –, scholastic underachievement, early school-leaving and of all forms of migrant youth delinquency should be avoided and made priority areas for policy intervention.

6. Access for immigrants to institutions, as well as to public and private goods and services, on a basis equal to national citizens and in a non-discriminatory way is a critical foundation for better integration.

If immigrants are to be allowed to participate fully within the host society, they must be treated equally and fairly and be protected from discrimination. EU law prohibits discrimination on the grounds of racial or ethnic origin in employment, education, social security, healthcare, access to goods and services, and housing.

Consequently, transparent rules, clearly articulated expectations and predictable benefits for law-abiding immigrants are prerequisites to better immigration and integration policies. Any legal exceptions to this accessibility must be legitimate and transparent.

Access also implies taking active steps to ensure that public institutions, policies, housing, and services, wherever possible, are open to immigrants. These steps need to be in accordance with the implementation of the Council Directive concerning the status of third-country nationals who are long-term residents. It is important to monitor and evaluate the success of public institutions in serving immigrants, and that adjustments are being made on an ongoing basis.

Conversely, uncertainty and unequal treatment breed disrespect for the rules and can marginalise immigrants and their families, socially and economically. The adverse implications of such marginalisation continue to be seen across generations. Restrictions on the rights and privileges of non-nationals should be transparent and be made only after consideration of the integration consequences, particularly on the descendants of immigrants. Finally, the prospect of acquiring Member State citizenship can be an important incentive for integration.

7. Frequent interaction between immigrants and Member State citizens is a fundamental mechanism for integration. Shared forums, inter-cultural dialogue, education about immigrants and immigrant cultures, and stimulating living conditions in urban environments enhance the interactions between immigrants and Member State citizens.

Integration is a process that takes place primarily at the local level. The frequency and quality of private interactions and exchanges between immigrants and other residents are key elements of greater integration. There are many ways to encourage interaction. An important aspect is a greater focus on promoting the use of common forums, intercultural dialogue, spaces, and activities in which immigrants interact with other people in the host society, and on the sustained education of the host society about immigrants and immigrant cultures. Good cooperation among the different involved actors is necessary in order to stimulate these processes. Furthermore, implementation of active anti-discrimination policies, anti-racism policies, and awareness-raising activities to promote the positive aspects of a diverse society are important in this regard. The level of economic welfare in neighbourhoods, the feeling of safety, the condition of public spaces, and the existence of stimulating havens for immigrant children and youngsters and other living conditions are all aspects that affect the image of the people who live in these areas. In many Member States, immigrant population groups are often concentrated in poor urban areas. This does not contribute to a

positive integration process. Positive interaction between immigrants and the host society and the stimulation of this interaction contribute to successful integration and are therefore needed. Therefore, improving the living environment in terms of decent housing, good health care, neighbourhood safety, and the availability of opportunities for education, voluntary work and job training is also necessary.

8. The practice of diverse cultures and religions is guaranteed under the Charter of Fundamental Rights and must be safeguarded, unless practices conflict with other inviolable European rights or with national law.

The cultures and religions that immigrants bring with them can facilitate greater understanding among people, ease the transition of immigrants into the new society and can enrich societies. Furthermore, the freedom to practice one's religion and culture is guaranteed under the Charter of Fundamental Rights. Member States have an obligation to safeguard these rights. Furthermore, EU law prohibits discrimination in employment or occupation on the grounds of religion or belief. However, Member States also have a responsibility to ensure that cultural and religious practices do not prevent individual migrants from exercising other fundamental rights or from participating in the host society. This is particularly important as it pertains to the rights and equality of women, the rights and interests of children, and the freedom to practice or not to practice a particular religion. Constructive social, inter-cultural and inter-religious dialogue, education, thoughtful public discourse, support for cultural and religious expressions that respect national and European values, rights and laws (as opposed to expressions that violate both the letter and spirit of such values and rights), and other non-coercive measures are the preferred way of addressing issues relating to unacceptable cultural and religious practices that clash with fundamental rights. However if necessary according to the law legal coercive measures can also be needed.

9. The participation of immigrants in the democratic process and in the formulation of integration policies and measures, especially at the local level, supports their integration.

Allowing immigrants a voice in the formulation of policies that directly affect them may result in policy that better serves immigrants and enhances their sense of belonging. Wherever possible, immigrants should become involved in all facets of the democratic process. Ways of stimulating this participation and generating mutual understanding could be reached by structured dialogue between immigrant groups and governments. Wherever possible, immigrants could even be involved in elections, the right to vote and joining political parties. When unequal forms of membership and levels of engagement persist for longer than is either reasonable or necessary, divisions or differences can become deeply rooted. This requires urgent attention by all Member States.

10. Mainstreaming integration policies and measures in all relevant policy portfolios and levels of government and public services is an important consideration in public-policy formation and implementation.

The integration of immigrants is deeply influenced by a broad array of policies that cut across institutional competencies and levels of government. In this context particularly consideration needs to be given to the impact of immigration on public services like education, social services and others, especially at the level of regional and local administrations, in order to avoid a decrease in the quality standards of these services. Accordingly, not only within Member States but also



at the European level, steps are needed to ensure that the focus on integration is a mainstream consideration in policy formulation and implementation, while at the same time specifically targeted policies for integrating migrants are being developed. Although Governments and public institutions at all levels are important actors, they are not the only ones. Integration occurs in all spheres of public and private life. Numerous nongovernmental actors influence the integration process of immigrants and can have an additional value. Examples in this respect are, trade unions, businesses, employer organisations, political parties, the media, sports clubs and cultural, social and religious organisations. Cooperation, coordination and communication between all of these actors are important for effective integration policy. The involvement of both immigrant and the other people in the host society is also necessary.

11. Developing clear goals, indicators and evaluation mechanisms are necessary to adjust policy, evaluate progress on integration and to make the exchange of information more effective.

Irrespective of the level of integration policy efforts, it is important to know whether these efforts are effective and make progress. Although it is a process rather than an outcome, integration can be measured and policies evaluated. Sets of integration indicators, goals, evaluation mechanisms and benchmarking can assist measuring and comparing progress, monitor trends and developments. The purpose of such evaluation is to learn from experience, a way to avoid possible failures of the past, adjust policy accordingly and showing interest for each others efforts. When Member States share information about their evaluative tools at European level and, where appropriate, develop European criteria (indicators, benchmarks) and gauges for the purposes of comparative learning, the process of knowledge-sharing will be made more effective. The exchange of information has already proven to be useful within the National Contact Points on integration. Exchanging information provides for taking into account the different phases in which Member States find themselves in the development of their own integration policies and strategies.

<http://www.temaasyl.se/Documents/EUdokument/Kommisionsdokument/De%20europeiska%20grundprinciperna%20f%C3%B6r%20integration.pdf>

- **Completion of the worksheet assessment (15mins)(7.2)**
- **Feedback and summary (15 mins)**

Your participants should now have an understanding of:

- ▶ The term Integration
- ▶ The eleven European Common Basic Principles for Immigrant Integration Policy in the EU and how they can be applied to every day situations with migrants
- ▶ The link Integration and active citizenship
- ▶ The difference between inclusion and exclusion

Homework:

Read Student Handbook for Lesson 9 and complete any outstanding assessment for Lesson 8.



Social Inclusion & Diversity Level 2 Lesson Plan 9

Lecturer's name:	Date:
Course: Social Inclusion & Diversity	Duration: 2 hours
Topic: Awareness of the Positive Impact of Migrants in Society	
<p>Lesson objectives: By the end of this session Students should be able to describe the following:</p> <ul style="list-style-type: none"> ▶ Describe the positive impact of migrants on society 	
<p>Resources: PowerPoint Presentation for Lesson 9 Additional Information contained in the Tutor Handbook Student Assessment Booklet</p>	
<p>Assessment Booklet: Page 21 9.1 Describe the positive impact of migrants on society</p>	
<p>Lesson Plan:</p> <ul style="list-style-type: none"> • Films (Slide 3) Watch the films illustrating successful migration stories across Europe • Discussion - (Slide 4) Ask the students: <ul style="list-style-type: none"> ➤ What role did the individuals play in their own success stories? ➤ What role did the host community play in the success stories? ➤ What impact have they made on their host communities? ➤ How has migration impacted on their lives? ➤ Do you think you could make the same journey? ➤ What would be the challenges for you and your family? ➤ What help would you need from the host community? ➤ What can we learn from these stories? ➤ How can we use them to help promote integration? ➤ How can we use them to dispel myths and misconceptions about migration? <p>Opportunity for students to discuss positive stories and examples of good practice from their own countries.</p> <ul style="list-style-type: none"> • Completion of the worksheet assessment (9.1) • Feedback and summary (15 mins) 	

- **Completion of course evaluation forms**

Your participants should now have an understanding of:

- ▶ The positive impact of Migrants on society
- ▶ How listening to migration stories can help to build more inclusive societies and dispel myths and misconceptions

Homework:

Complete any outstanding assessment for Lesson 9.



Appendix 1

Social Inclusion and Diversity Course

End-of-course Evaluation Questionnaire

Gender: MALE FEMALE Country.....

Qst 1. What are your expectations of the course?

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Qst 2. What if any reservations / concerns might you have in relation to this course?

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Qst 3. In what ways do you think the course will benefit you in the future?

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Qst 4. How knowledgeable are you in relation to issues of Migration?

(a) Very Knowledgeable (b) Some Knowledge (c) Very Limited Knowledge

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.....

Qst 5. What is your current relationship, if any with migrants?

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.....
.....

If you have no relationship explain whether this is by choice or lack of opportunity

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.....
.....

THANK YOU FOR YOUR COOPERATION

Appendix 2

Social Inclusion and Diversity Course

End-of-course Evaluation Questionnaire

Gender: MALE FEMALE Country:

Qst 1: Has the course enabled you to gain a greater understanding of the issues around migration? YES NO Please comment below:

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Qst 2: Will the training you have received have an impact on your work with Migrants and the local community? YES NO Please comment below:

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Qst 3: Did you learn anything new about:

Migration YES NO Please comment below:

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How to challenge myths YES NO Please comment below:

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The positive impact of migrants in society YES NO Please comment below:

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Qst 4: What topics did you find most challenging? Please comment below:

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Qst 5: Do you feel the course tutor created a learning environment in which you felt comfortable discussing sensitive topics?
YES NO Please comment below:

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Qst 6: Do you feel that the content of the course (a) covered about the right amount of material ; (b) covered too much material ; (c) didn't cover enough material Please comment below:

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Qst 7: Were there any topics not covered which you feel should have been included?

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Qst 8: Would you recommend this course to other people YES NO
Indicate why (optional)

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Please use the space below if you have any other comments

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We appreciate your feedback.

Appendix 3

Learner Assessment Booklet

Unit: Social Inclusion and Diversity

Level: 2

Credit Value: 3

Unit Reference Number: CBE292

I certify that all the work in this booklet is my own.

Learner Name:	
Tutor Name:	
Assessor name:	
Internal Verifier name:	
Course:	
Course code:	
Completion Date:	

Achievement of unit is confirmed: Yes/No

Signature of Assessor:

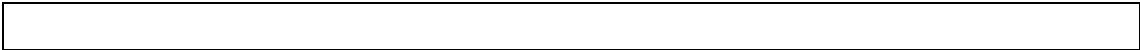
Date:

I certify that all the work in this booklet is my own.

Learner Signature:

Date:





Assessment Grid: *Completed by Assessor*

Learning Outcomes	Achieved (Delete)	Portfolio Page	Assessment Date	Date of verification
1	Yes/No			
2	Yes/No			
3	Yes/No			
4	Yes/No			
5	Yes/No			
6	Yes/No			
7	Yes/No			
8	Yes/No			
9	Yes/No			

Note to Assessors:

This assessment record book is a template that you may choose to use to record summative assessment activities. It is intended to offer a framework for recording summative assessment. It is not intended to be prescriptive about assessment tasks. Assessors should amend the assessments and the booklet accordingly, taking account of the needs of their specific learner group and any opportunities for using combined assessments that cover multiple assessment criteria or learning outcomes.



Assessment record: *Completed by Assessor*

Assessor Assessment decisions:



All the following Learning Outcomes and Assessment Criteria **MUST** be met:

This unit has 9 learning outcomes

Learning Outcomes	Assessment Criteria
<p>1. Know what is meant by the term migration.</p>	<p>1.1 Explain what is meant by the term migration. 1.2 Describe with examples, immigration and emigration 1.3 Describe with examples, migration trends 1.4 Compare the different forms of migration</p>
<p>2. Be aware of the complexities associated with migration</p>	<p>2.1 Summarize the reasons people leave their own countries 2.2 Describe the positive and negative effects of international migration. 2.3 Describe the difference between an emigrant and an immigrant</p>
<p>3. Be aware of the misconceptions about Immigration and migrants and how to address them</p>	<p>3.1 Summarise the various misconceptions concerning immigration and migrants 3.2 Describe why misconceptions concerning immigration and migrants may exist. 3.3 Summarise strategies that could be used to dispel misconceptions concerning immigration and migrants 3.4 Describe with examples, how misconceptions concerning immigration and migrants may be dispelled</p>
<p>4. Understand migration status and active citizenship</p>	<p>4.1 Summarise what is meant by the following terms: (a) asylum seeker (b) refugee (c) migrant worker (d) undocumented migrant (e) unaccompanied minor and / or separated children 4.2 Describe the difference between human trafficking and smuggling</p>

	<p>4.3 Describe how different immigration statuses impact on society and individuals including:</p> <p>(a) Social Inclusion (b) Integration (c) Active Citizenship</p>
<p>5. Understand Multiculturalism, Social Inclusion and Diversity</p>	<p>5.1 Describe what is meant by the following terms:</p> <p>(a) Multiculturalism (b) Assimilation (c) Inter-culturalism (d) Integration (e) Cultural Diversity</p>
<p>6. Be aware of the challenges and opportunities faced by migrants</p>	<p>6.1 Describe the challenges and opportunities faced by migrants</p>
<p>7. Understanding resilience in migrants</p>	<p>7.1 Define what is meant by resilience 7.2 Describe the different ways in which immigrants may exhibit resilience and how it can foster inclusion</p>
<p>8. Understanding integration and inclusion</p>	<p>8.1 Describe what is meant by the term integration 8.2 Summarize the 11 European Common Basic Principles for Immigrant Integration policy in the EU 8.3 Describe the link between integration and active citizenship 8.4 Describe the difference between inclusion and exclusion 8.5 Describe how the European Common Basic Principles of Integration can be applied to everyday situations with migrants</p>
<p>9. Be aware of the positive impact of immigrants on society</p>	<p>9.1 Describe the positive impact of migrants on society</p>

ASSESSMENT CRITERIA

AC 1.1 Explain what is meant by the term MIGRATION?

Migration means:

Assessor signature:

Date:



AC 1.2 Describe with examples Immigration and Emigration

Immigration
Example 1:

Emigration
Example 2:

Assessor signature:	Date:
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AC 1.3 Describe with examples migration trends

Migration Trends:

Example 1:

Example 2:

Assessor signature:

Date:



AC 1.4 Compare the different forms of migration – Voluntary and Involuntary

Comparison 1 - Voluntary

Comparison 2 - Involuntary

Assessor signature:

Date:



AC 2.1 Summarise the reasons people leave their own countries

Reason 1	
Reason 2	
Reason 3	
Reason 4	

Assessor signature:	Date:
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AC 2.2 Describe with examples, the positive and negative effects of international migration

Positive Effects	Negative Effects

AC 2.3 Describe the different between an Emigrant and an Immigrant

Emigrant	Immigrant

Assessor signature:	Date:
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AC 3.1 Summarise the various misconceptions concerning Immigration and Immigrants

Immigration	Immigrants

AC 3.2 Describe why misconceptions concerning Immigration and Immigrants may exist

Emigrant	Immigrant

Assessor signature:	Date:
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AC 3.3 Summarise strategies that could be used to dispel misconception concerning Immigration and Immigrants

Strategies: Emigrant	Strategies: Immigrant

AC 3.4 Describe with examples of how misconceptions concerning Immigration and Immigrants may be dispelled

Misconceptions: Emigrant	Misconceptions: Immigrant

Assessor signature:	Date:
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AC 4.1 Summarise what is meant by the following terms:

a) Asylum Seeker
b) Refugee
c) Migrant Worker
d) Undocumented Migrant
e) Unaccompanied Minor/ or Separated Children

Assessor signature:	Date:
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AC 4.2 Describe the difference between human trafficking and people smuggling

Human Trafficking	People Smuggling

AC 4.3 Describe how different immigration statuses impact on society and individuals including:

A) Social Inclusion, B) Integration and C) Active Citizenship

a) Social Inclusion
b) Integration
c) Active Citizenship

Assessor signature:	Date:
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AC 5.1 Describe what is meant by the following terms:



a) Multiculturalism
b) Assimilation
c) Inter-culturalism
d) Integration
e) Cultural Diversity

Assessor signature:	Date:
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AC 5.2 Describe the benefits and challenges of living in a multicultural society

Benefits	Challenges

AC 6.1 Describe the challenges and opportunities faced by migrants

Challenges	Opportunities

Assessor signature:	Date:
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AC 7.1 Describe what is meant by resilience

Resilience means:

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AC 7.2 Describe the different ways in which migrants may exhibit resilience and how it can foster inclusion

Examples of Resilience	How resilience promotes inclusion

Assessor signature:

Date:

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AC 8.1 Describe what is meant by Integration

Integration means:

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AC 8.2 Summarise the 11 EU Common Basic Principles for Immigration

Integration

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11

AC 8.3 Describe the link between Integration and Active Citizenship

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AC 8.4 Describe the difference between inclusion and exclusion

Inclusion	Exclusion

AC 8.4 Describe how the EU Common Basic Principles of Integration can be applied to everyday citizens with migrants

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Assessor signature:	Date:
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AC 9.1 Describe the positive impact of migrants on society

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Assessor signature:

Date:



Appendix 4

Key Migration Terms

International Organisation for Migration (The UN Migration Agency)

<https://www.iom.int/key-migration-terms>

Assimilation - Adaptation of one ethnic or social group – usually a minority – to another. Assimilation involves the subsuming of language, traditions, values, mores and behaviour or even fundamental vital interests. Although the traditional cultural practices of the group are unlikely to be completely abandoned, on the whole assimilation will lead one group to be socially indistinguishable from other members of the society. Assimilation is the most extreme form of acculturation.

Assisted Voluntary Return - Administrative, logistical, financial and reintegration support to rejected asylum seekers, victims of trafficking in human beings, stranded migrants, qualified nationals and other migrants unable or unwilling to remain in the host country who volunteer to return to their countries of origin.

Asylum seeker - A person who seeks safety from persecution or serious harm in a country other than his or her own and awaits a decision on the application for refugee status under relevant international and national instruments. In case of a negative decision, the person must leave the country and may be expelled, as may any non-national in an irregular or unlawful situation, unless permission to stay is provided on humanitarian or other related grounds.

Border management - Facilitation of authorized flows of persons, including business people, tourists, migrants and refugees, across a border and the detection and prevention of irregular entry of non-nationals into a given country. Measures to manage borders include the imposition by States of visa requirements, carrier sanctions against transportation companies bringing irregular migrants to the territory, and interdiction at sea. International standards require a balancing between facilitating the entry of legitimate travellers and preventing that of travellers entering for inappropriate reasons or with invalid documentation.

Brain drain - Emigration of trained and talented individuals from the country of origin to another country resulting in a depletion of skills resources in the former.

Brain gain - Immigration of trained and talented individuals into the destination country. Also called "reverse brain drain".

Capacity building - Building capacity of governments and civil society by increasing their knowledge and enhancing their skills. Capacity building can take the form of substantive direct project design and implementation with a partner government, training opportunities, or in other circumstances facilitation of a bilateral or multilateral agenda for dialogue development put in place by concerned authorities. In all cases, capacity building aims to build towards generally acceptable benchmarks of management practices.

Circular migration - The fluid movement of people between countries, including temporary or long-term movement which may be beneficial to all involved, if occurring voluntarily and linked to the labour needs of countries of origin and destination.

Country of origin - The country that is a source of migratory flows (regular or irregular).

Emigration - The act of departing or exiting from one State with a view to settling in another.

Facilitated migration - Fostering or encouraging of regular migration by making travel easier and more convenient. This may take the form of a streamlined visa application process, or efficient and well-staffed passenger inspection procedures.

Forced migration - A migratory movement in which an element of coercion exists, including threats to life and livelihood, whether arising from natural or man-made causes (e.g. movements of refugees and internally displaced persons as well as people displaced by natural or environmental disasters, chemical or nuclear disasters, famine, or development projects).

Freedom of movement - A human right comprising three basic elements: freedom of movement within the territory of a country (Art. 13(1), Universal Declaration of Human Rights, 1948: "Everyone has the right to freedom of movement and residence within the borders of each state."), the right to leave any country and the right to return to his or her own country (Art. 13(2),

Universal Declaration of Human Rights, 1948: "Everyone has the right to leave any country, including his own, and to return to his country. See also Art. 12, International Covenant on Civil and Political Rights. Freedom of movement is also referred to in the context of freedom of movement arrangements between States at the regional level (e.g. European Union).

Immigration - A process by which non-nationals move into a country for the purpose of settlement.

Internally Displaced Person (IDP) - Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border (Guiding Principles on Internal Displacement, UN Doc E/CN.4/1998/53/Add.2.). See also de facto refugees, displaced person, externally displaced persons, uprooted people.

International minimum standards - The doctrine under which non-nationals benefit from a group of rights directly determined by public international law, independently of rights internally determined by the State in which the non-national finds him or herself. A State is required to observe minimum standards set by international law with respect to treatment of non-nationals present on its territory (or the property of such persons), (e.g. denial of justice, unwarranted delay or obstruction of access to courts are in breach of international minimum standards required by international law). In some cases, the level of protection guaranteed by the international minimum standard may be superior to that standard which the State grants its own nationals.

Irregular migration - Movement that takes place outside the regulatory norms of the sending, transit and receiving countries. There is no clear or universally accepted definition of irregular migration. From the perspective of destination countries it is entry, stay or work in a country without the necessary authorization or documents required under immigration regulations. From the perspective of the sending country, the irregularity is for example seen in cases in which a person crosses an international boundary without a valid passport or travel document or does not fulfil the administrative requirements for leaving the country. There is, however, a tendency to restrict the use of the term "illegal migration" to cases of smuggling of migrants and trafficking in persons.

Labour migration - Movement of persons from one State to another, or within their own country of residence, for the purpose of employment. Labour migration is addressed by most States in their migration laws. In addition, some States take an active role in regulating outward labour migration and seeking opportunities for their nationals abroad.

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 concerns itself with migrants and migration-related issues and, in agreement with relevant States, with migrants who are in need of international migration services.

Migration - The movement of a person or a group of persons, either across an international border, or within a State. It is a population movement, encompassing any kind of movement of people, whatever its length, composition and causes; it includes migration of refugees, displaced persons, economic migrants, and persons moving for other purposes, including family reunification.

Migration management - A term used to encompass numerous governmental functions within a national system for the orderly and humane management for cross-border migration, particularly managing the entry and presence of foreigners within the borders of the State and the protection of refugees and others in need of protection. It refers to a planned approach to the development of policy, legislative and administrative responses to key migration issues.

Naturalization - Granting by a State of its nationality to a non-national through a formal act on the application of the individual concerned. International law does not provide detailed rules for naturalization, but it recognizes the competence of every State to naturalize those who are not its nationals and who apply to become its nationals.

Orderly migration - The movement of a person from his or her usual place of residence to a new place of residence, in keeping with the laws and regulations governing exit of the country of origin and travel, transit and entry into the destination or host country.

Push-pull factors - Migration is often analysed in terms of the "push-pull model", which looks at the push factors, which drive people to leave their country (such as economic, social, or political problems) and the pull factors attracting them to the country of destination.

Receiving country - Country of destination or a third country. In the case of return or repatriation, also the country of origin. Country that has accepted to receive a certain number of refugees and migrants on a yearly basis by presidential, ministerial or parliamentary decision.

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). In addition to the refugee definition in the 1951 Refugee Convention, Art. 1(2), 1969 Organization of African Unity (OAU) Convention defines a refugee as any person compelled to leave his or her country "owing to external aggression, occupation, foreign domination or events seriously disturbing public order in either part or the whole of his country or origin or nationality." Similarly, the 1984 Cartagena Declaration states that refugees also include persons who flee their country "because their lives, security or freedom have been threatened by generalised violence, foreign aggression, internal conflicts, massive violations of human rights or other circumstances which have seriously disturbed public order."

Remittances - Monies earned or acquired by non-nationals that are transferred back to their country of origin.

Repatriation - The personal right of a refugee, prisoner of war or a civil detainee to return to his or her country of nationality under specific conditions laid down in various international instruments (Geneva Conventions, 1949 and Protocols, 1977, the Regulations Respecting the Laws and Customs of War on Land, Annexed to the Fourth Hague Convention, 1907, human rights instruments as well as customary international law). The option of repatriation is bestowed upon the individual personally and not upon the detaining power. In the law of international armed conflict, repatriation also entails the obligation of the detaining power to release eligible persons (soldiers and civilians) and the duty of the country of origin to receive its own nationals at the end of hostilities. Even if treaty law does not contain a general rule on this point, it is today readily accepted that the repatriation of prisoners of war and

civil detainees has been consented to implicitly by the interested parties. Repatriation as a term also applies to diplomatic envoys and international officials in time of international crisis as well as expatriates and migrants.

Resettlement - The relocation and integration of people (refugees, internally displaced persons, etc.) into another geographical area and environment, usually in a third country. In the refugee context, the transfer of refugees from the country in which they have sought refuge to another State that has agreed to admit them. The refugees will usually be granted asylum or some other form of long-term resident rights and, in many cases, will have the opportunity to become naturalized.

Smuggling - "The procurement, in order to obtain, directly or indirectly, a financial or other material benefit, of the illegal entry of a person into a State Party of which the person is not a national or a permanent resident" (Art. 3(a), UN Protocol Against the Smuggling of Migrants by Land, Sea and Air, supplementing the United Nations Convention against Transnational Organized Crime, 2000). Smuggling, contrary to trafficking, does not require an element of exploitation, coercion, or violation of human rights.

Stateless person - A person who is not considered as a national by any State under the operation of its law" (Art. 1, UN Convention relating to the Status of Stateless Persons, 1954). As such, a stateless person lacks those rights attributable to national diplomatic protection of a State, no inherent right of sojourn in the State of residence and no right of return in case he or she travels.

Technical cooperation - Coordinated action in which two or several actors share information and expertise on a given subject usually focused on public sector functions (e.g. development of legislation and procedures, assistance with the design and implementation of infrastructure, or technological enhancement).

Trafficking in persons - "The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation" (Art. 3(a), UN Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the UN Convention against Transnational Organized Crime,

2000). Trafficking in persons can take place within the borders of one State or may have a transnational character.

Xenophobia - At the international level, no universally accepted definition of xenophobia exists, though it can be described as attitudes, prejudices and behaviour that reject, exclude and often vilify persons, based on the perception that they are outsiders or foreigners to the community, society or national identity. There is a close link between racism and xenophobia, two terms that can be hard to differentiate from each other.

Sources

- ¹ IOM, Glossary on Migration, International Migration Law Series No. 25, 2011

