

AMiD Training Course



Disability & Migration: policy & legal frameworks at European and International level

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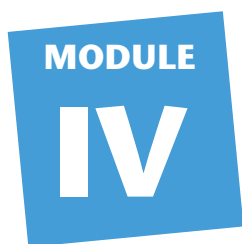
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Disability & Migration: policy & legal frameworks at European and International level

CHAPTER 1

Human Rights International treaties

DISABILITY

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MIGRATION

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CHAPTER 2

EU policy and legal frameworks

DISABILITY

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CHAPTER 3

Human rights principles

DISABILITY

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LEARNING OUTCOMES

CHAPTER 1

(Knowledge) By the end of the workshop, participants will be able to recall:

- ◆ The structure and content of international treaties on disability and migration
- ◆ The current EU policies and legal frameworks about disability and migration
- ◆ The key human rights principles on disability & migration

CHAPTER 2

(Skills) By the end of the workshop, participants will be able to:

- ◆ Recognise the actors involved in the implementation of the international treaties
- ◆ Identify the main steps and activities for actual implementation of international treaties
- ◆ Use the reference documents that define international and European legal frameworks

CHAPTER 3

(Attitudes) By the end of the workshop, participants will:

- ◆ Understand the human rights principles and how the requirements set in European & international treaties should be translated into practice.
- ◆ Understand the role of the European Union in international treaties.
- ◆ Understand the role of both Disabled People's Organisations (DPO) and organisations supporting migrants.

CHAPTER 1

Human Rights International treaties

DISABILITY

Author(s): National Confederation of Disabled People (Greece)

Core International Human Rights instruments

- ◆ There are nine core international human rights treaties.
 - ◆ The United Nations human rights treaties are at the core of the international system for the promotion and protection of human rights.
 - ◆ Each of these treaties has established a committee of experts to monitor implementation of the treaty provisions by its States parties.
 - ◆ Some of the treaties are supplemented by optional protocols dealing with specific concerns.
 - ◆ An Optional Protocol to a treaty is an instrument that establishes additional rights & obligations to a treaty.
1. International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)
 2. International Covenant on Civil and Political Rights (ICCPR)
 3. International Covenant on Economic, Social and Cultural Rights (ICESCR)
 4. Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
 5. Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)
 6. Convention on the Rights of the Child (CRC)
 7. International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (ICRMW)
 8. International Convention for the Protection of All Persons from Enforced Disappearance (CED)
 9. Convention on the Rights of Persons with Disabilities (CRPD)

What is Disability?

“Disability is an evolving concept, and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders full and effective participation in society on an equal basis with others”

~ CRPD

UN Convention on the Rights of Persons with Disabilities (CRPD)

- ◆ Adoption by the United Nations General Assembly - 13 December 2006.
- ◆ Ratifications of EU Member States and EU itself.
- ◆ The Convention sets out the legal obligations on States to promote and protect the rights of persons with disabilities.
- ◆ It does not create new rights, but complements existing treaties with disability specific rights and obligations.

What is unique about un CRPD?

- ◆ ‘Nothing about us, without us’ - a forceful call from persons with disabilities around the world to have their human rights respected, protected and fulfilled on an equal basis with others.
- ◆ A policy instrument which is cross-disability and cross-sectoral: includes all persons with disabilities, including persons with physical, intellectual and psychosocial disabilities, blind and deaf persons, and all areas of life.
- ◆ Legally binding, both for public authorities and private entities.

UN CRPD - Human Rights based approach

- ◆ The Convention marks a ‘paradigm shift’ in attitudes and approaches to persons with disabilities.
- ◆ Persons with disabilities are not viewed as “objects” of charity, medical treatment and social protection.
- ◆ Rather as “subjects” with rights, who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society.
- ◆ And supersedes international humanitarian law and the Geneva Refugee Conventions, which take a medical approach to persons with disabilities.

UN CRPD Article 1 Purpose

“To promote, protect and ensure the full and equal enjoyment of **all** human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity”

UN CRPD Article 3 General Principles

1. Respect for inherent dignity, individual autonomy including the freedom to make one’s own choices, and independence of persons;
2. Non-discrimination;
3. Full and effective participation and inclusion in society;
4. Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity;
5. Equality of opportunity;
6. Accessibility;
7. Equality between men and women;
8. Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

UN CRPD Article 5 Equality And Non-Discrimination

1. States Parties recognize that all persons are equal before and under the law and are entitled without any discrimination to the equal protection and equal benefit of the law.
2. States Parties shall prohibit all discrimination on the basis of disability and guarantee to persons with disabilities equal and effective legal protection against discrimination on all grounds.
3. In order to promote equality and eliminate discrimination, States Parties shall take all appropriate steps to ensure that reasonable accommodation is provided.

4. Specific measures which are necessary to accelerate or achieve de facto equality of persons with disabilities shall not be considered discrimination under the terms of the present Convention.

UN CRPD Article 6 Women With Disabilities

1. States Parties recognize that women and girls with disabilities are subject to multiple discrimination, and in this regard shall take measures to ensure the full and equal enjoyment by them of all human rights and fundamental freedoms.
2. States Parties shall take all appropriate measures to ensure the full development, advancement and empowerment of women, for the purpose of guaranteeing them the exercise and enjoyment of the human rights and fundamental freedoms set out in the present Convention.

UN CRPD Article 7 Children With Disabilities

- ◆ States Parties shall take all necessary measures to ensure the full enjoyment by children with disabilities of all human rights and fundamental freedoms on an equal basis with other children.
- ◆ In all actions concerning children with disabilities, the best interests of the child shall be a primary consideration.
- ◆ States Parties shall ensure that children with disabilities have the right to express their views freely on all matters affecting them, their views being given due weight in accordance with their age and maturity, on an equal basis with other children, and to be provided with disability and age-appropriate assistance to realize that right

UN CRPD Article 9 Accessibility

- ◆ Physical accessibility
 - ▶ Reception centers and shelter facilities
 - ▶ Water and sanitation facilities (priority for PWD to stay close to these facilities)
 - ▶ Other section of the camps (education, health, etc)
- ◆ Accessibility of information and communication: Easy To Read, Braille, sign language interpretation Managers and staff of facilities should consult with PWD and their families to better adapt these services and find adequate solutions.
- ◆ Refugee status determination, asylum seeking, family reunification and all other procedures should be made accessible to and inclusive of PWD.

Conclusions

- ◆ Mainstream the rights of PWD, with a particular focus on children and women in all activities, programmes and services provided to refugees without disabilities.
- ◆ Provide accessibility, reasonable accommodation and support in mainstreaming.
- ◆ Consult with PWD, representative organisations of PWD to develop, implement and monitor the programmes.
- ◆ Share information and good practices between DPOs and humanitarian actors systematically between local, national and international level.
- ◆ Continue training of all PWD, staff and professionals involved on the CRPD and how to support PWD

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MIGRATION

Author(s): ARCI (Italy)

Respect, protect, fulfil: the scope of human rights obligations

Respect

“States must refrain from interfering with the enjoyment of human rights”.

E.g. Refrain from the arbitrary detention, torture or collective expulsion of migrants.

Protect

“States must prevent private actors or third parties from violating human rights”.

E.g. Regulate recruitment agencies; sanction abusive employers; protect migrants from violence and abuse by smugglers.

Fulfil

“States must take positive measures to ensure the realization of human rights”.

E.g. Consult migrants in the development of relevant public policy; introduce alternatives to immigration detention.

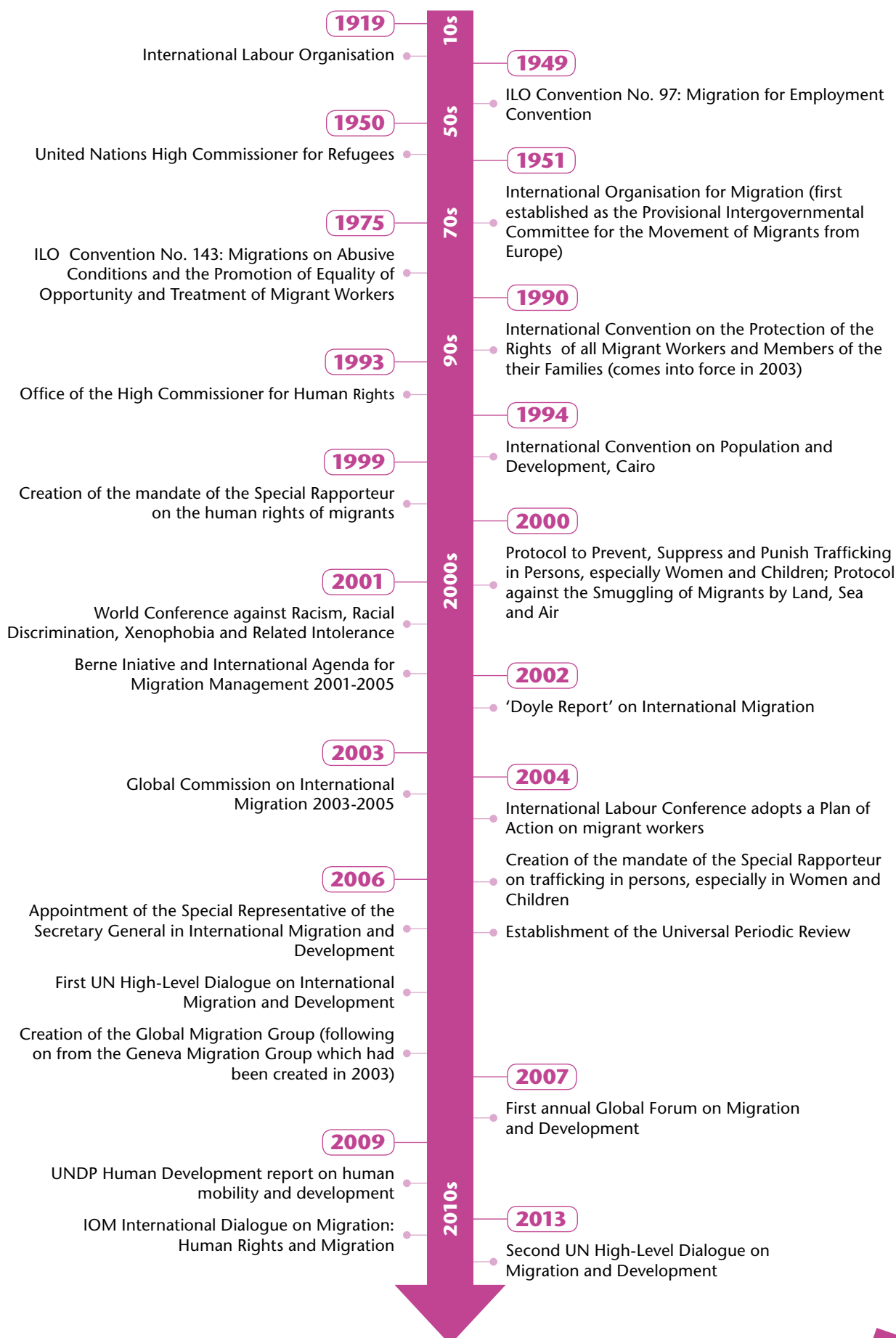
Instruments of general relevance to migration

- ◆ International humanitarian law: Geneva Conventions (1949)
- ◆ Convention on Consular Relations (1963)
- ◆ International Convention for the Safety of Life at Sea (1974);
- ◆ International Convention on Maritime Search and Rescue (1979)
- ◆ Convention on the Law of the Sea (1982)
- ◆ Rome Statute of the International Criminal Court (1998)

Relevant International Labour Organization (ILO) conventions

- ◆ Forced Labour Convention, 1930 (No. 29)
- ◆ Equal Remuneration Convention, 1951 (No. 100)
- ◆ Abolition of Forced Labour Convention, 1957 (No. 105)
- ◆ Discrimination (Employment and Occupation) Convention, 1958 (No. 111) Migration for Employment Convention (Revised), 1949 (No. 97)
- ◆ Migrations in Abusive Conditions and the Promotion of Equality of Opportunity and Treatment of Migrant Workers, 1975 (No. 143)

A select timeline of global governance on migration and human rights



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CHAPTER 2

EU Policy and Legal Frameworks

DISABILITY

Author(s): EDF – European Disability Forum

Persons with disabilities in the EU

- ◆ Between 80 to 110 million persons with disabilities in the EU – more than 1/6 of the population!
- ◆ There is a big lack of data on migrants, refugees & asylum seekers with disabilities in the EU.

Human Rights Watch videos:

<https://www.youtube.com/watch?v=7CZoWxtsf6c&t=1s>

<https://www.youtube.com/watch?v=7CZoWxtsf6c&feature=youtu.be>

International obligations of the EU

The EU has obligations to ensure the rights of persons with disabilities under international law.

UN Convention on the rights of persons with disabilities (CRPD)

- ◆ 2011: EU ratified the CRPD - the first legally binding international human rights instrument to which it is a party.
- ◆ 2018: All the EU member states have ratified the CRPD

International commitment of the EU

2030 Agenda for Sustainable Development

- ◆ 2015: member states of the UN adopted the 2030 Agenda for Sustainable Development
- ◆ 2016: the European Commission put forward a proposal for a new European Consensus on Development, a blueprint for aligning the Union's

development policy with the 2030 Agenda for Sustainable Development > it stresses the commitment to promote the rights of persons with disabilities and work to ensure their participation on an equal basis.

EU Legal Framework

The rights of persons with disabilities are enshrined in the EU treaties:

Treaty on the functioning of the EU

Article 10 states: "In defining and implementing its policies and activities, the Union shall aim to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation."

To do so, the EU may take "appropriate action" (article 19).

Charter of Fundamental Rights of the EU

Article 21 prohibits any discrimination on the basis of disability.

Article 26 states: "the EU recognises and respects the right of persons with disabilities to benefit from measures designed to ensure their independence, social and occupational integration and participation in the life of the community".

There is no general EU law on the rights of persons with disabilities, but disability rights are addressed in **EU regulations and directives**. For example:

- ◆ European Accessibility Act
- ◆ Employment Equal Treatment Directive
- ◆ Regulations concerning passengers' rights (in bus, coach, trains airplanes)
- ◆ Directive on the accessibility of the websites and mobile applications of public sector bodies

EU Disability Strategy

They **outline how the EU addresses disability policy**, including a list of concrete actions and timetable on advancing the rights of persons with disabilities (first one in 1996).

To implement the CRPD, the Commission adopted the **European Disability Strategy 2010–2020**, which focuses on eliminating barriers in 8 main areas.

EU Disability Strategy 2010-2020

The eight objectives of the European Disability Strategy 2010-2020 are:

3. **Accessibility:** make goods and services accessible to people with disabilities and promote the market of assistive devices.
4. **Participation:** ensure that people with disabilities enjoy all benefits of EU citizenship; remove barriers to equal participation in public life and leisure activities; promote the provision of quality community-based services.
5. **Equality:** combat discrimination based on disability and promote equal opportunities.
6. **Employment:** raise significantly the share of persons with disabilities working in the open labour market. They represent one-sixth of the EU's overall working-age population, but their employment rate is comparatively low.
7. **Education and training:** promote inclusive education and lifelong learning for students and pupils with disabilities. Equal access to quality education and lifelong learning enable disabled people to participate fully in society and improve their quality of life. The European Commission has launched several educational initiatives for disabled people. These include the *European Agency for Special Needs and Inclusive Education* as well as a specific study group on disability and lifelong learning.
8. **Social protection:** promote decent living conditions, combat poverty and social exclusion.
9. **Health:** promote equal access to health services and related facilities.
10. **External action:** promote the rights of people with disabilities in the EU enlargement and international development programmes.

EU Policies

European Structural Investment Funds

They provide **funding for a broad range of projects and programmes** covering many different areas.

For 2014-2020, these Funds aim, amongst other, for persons with disabilities in the EU to :

- ◆ Improve accessibility
- ◆ Fight poverty and social exclusion
- ◆ Increase education and employment opportunities

Other policies and programme aimed at persons with disabilities are:

- ◆ EU parking card for people with disabilities
- ◆ EU Disability Card (previously: European Mobility Card) – pilot project

EU and Migrants with Disabilities

CRPD protects the rights of migrants to disabilities – article 11 covers the situations of risk and emergencies

UN Committee on the Rights of Persons with Disabilities expressed **deep concerns** regarding:

- ◆ Precarious situation of persons with disabilities in the current migrant crisis in the EU
- ◆ Detention of refugees, migrants and asylum seekers with disabilities in conditions which do not provide appropriate support and reasonable accommodation
- ◆ Inaccessible migration decision-making procedure and lack of information and communication in accessible formats

Recommendations of UN Committee on the Rights of Persons with Disabilities to the EU (2015):

- ◆ **Mainstream disability** in migration and refugee policies
- ◆ Issue **guidelines** to its agencies and member states that restrictive detention of persons with disabilities in the context of migration and asylum seeking is not in line with the CRPD

EU Humanitarian Aid and Persons with Disabilities

European Civil Protection and Humanitarian Aid Operations:

EU provides assistance to countries and populations affected by disasters or humanitarian emergencies.

This include refugees, asylum-seekers and internally displaced people.

- ◆ Civil protection mechanism: strengthen cooperation to improve prevention, preparedness and response to disasters.
- ◆ Humanitarian Aid: provision of needs-based humanitarian assistance to people hit by disasters, e.g. food, shelter, healthcare, water, education etc.
- ◆ EU endorsed Charter on Inclusion of Persons with Disabilities in Humanitarian Action, launched at the World Humanitarian Summit in May 2016
- ◆ 2016-2017: €30 million were allocated for projects undertaken by disability-specific organisations
- ◆ In December 2017, Commission announced new measures and standards to tailor humanitarian aid to people with disabilities.
 - ▶ Organisations representative of persons with disabilities will be consulted in the design of the policies
 - ▶ Humanitarian partners will be required to include persons with disabilities in their projects

Policy asks towards the EU

- ◆ On-going advocacy towards the EU of its obligations to protect and promote the rights of persons with disabilities, until every refugee and migrant with disabilities in Europe is received in dignified conditions
- ◆ Implementation of the recommendations of the CRPD Committee
- ◆ Stronger commitment from the European Parliament to use its oversight role to ensure that the EU's response to migration is not discriminatory
- ◆ Improve accountability for the use of EU funds for refugees, asylum seekers and migrants in Europe
- ◆ Acceleration by the member states of the EU to relocate asylum seekers, including those
 - ◆ with disabilities, from EU country of arrival to other EU countries
- ◆ Ensure humanitarian actions of the EU address the situation of persons with disabilities and include representative organisations of persons with disabilities in their design, implementation and monitoring

MIGRATION

Author(s): ARCI (Italy)

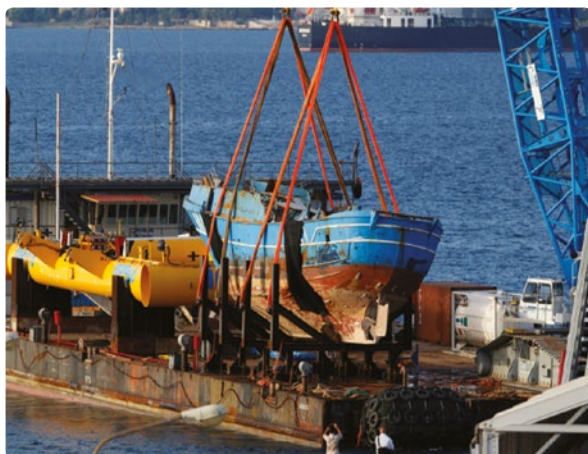
A brief history of the EU migration and asylum policy

- ◆ 1957– 72 Focus on the free movement of EEC Citizens in the Treaty of Rome
- ◆ 1973– 89 Increasing intergovernmental cooperation
- ◆ 1990– 99 Dublin Convention through the Tampere Programme
- ◆ 2000– 16 Communitarization of migration and asylum in the Treaty of Amsterdam, CEAS

The 'Migration Crisis' was a truly eye-opening event for the EU

18 April 2015: A boat with up to 700 migrants on board capsized in Libyan waters south of the Italian island of Lampedusa. At least 650 migrants are believed to have drowned while 28 were rescued by the Italian coastguard.

It was the highest death toll from a shipwreck during the migrant crisis.



European Agenda on Migration (2015)

Four pillars to better manage migration

1. Reducing the incentives for irregular migration
2. Border management, saving lives and securing external borders
3. A strong common asylum policy
4. A new policy on legal migration

Reducing the incentives for irregular migration

New migration partnership framework

On 7 June 2016 the European Commission set out a new partnership framework with third countries under the European Agenda on Migration with the aim of developing tailor-made agreements (compacts) with the key countries of origin and transit to better manage migration, in particular:

◆ SHORT TERM MEASURES

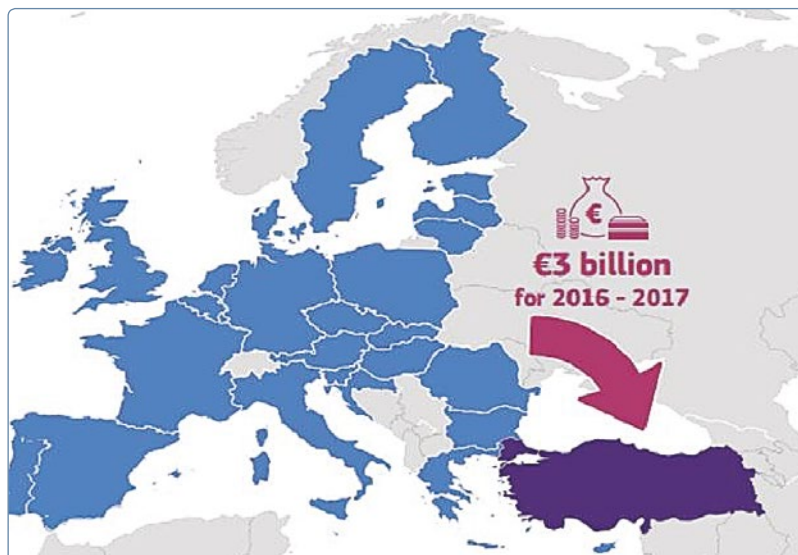
- ▶ Save lives at sea and in the desert
- ▶ Fight traffickers and smugglers' networks
- ▶ Increase returns of those who do not have the right to stay in the EU
- ▶ Enable migrants & refugees to stay closer to home rather than embark on the dangerous journey towards Europe

◆ LONG TERM MEASURES

- ▶ Address the root causes of irregular migration
- ▶ Improve opportunities in countries of origin with public and private investment

“EU-Turkey Statement”

On 18 March 2016, EU Heads of State or Government and Turkey agreed on the “EU-Turkey Statement” to end irregular migration flows from Turkey to the EU.



Missing migrants

Total of deaths recorded in the Mediterranean sea

2015

6,068 deaths

2016

7,817 deaths

2017

6,079 deaths

2018 (21th december)

4,503 deaths

Source: IOM, Missing Migrants Project

A strong Common European Asylum System (CEAS)

Since 1999, the EU has been working to create a Common European Asylum System (CEAS) and improve the current legislative framework.

Asylum Procedure Regulation

establishes common standards of safeguards and guarantees to access a fair and efficient asylum procedure.

Qualification Regulation

establishes common grounds for granting international protection and foresees a series of rights for its beneficiaries (residence permits, travel documents, access to employment and education, social welfare and healthcare).

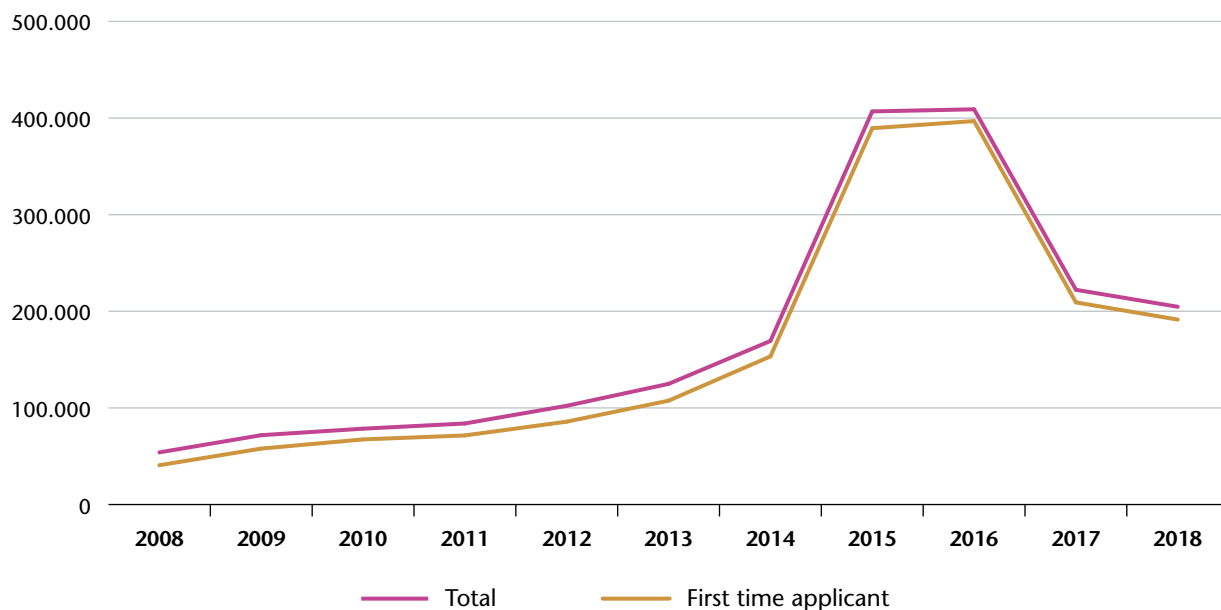
Reception Conditions Directive

establishes minimum common standards of living conditions for asylum applicants; ensures that applicants have access to housing, food, employment and health care.

Dublin Regulation

determines which Member State is responsible for examining a given asylum application.

Asylum applications in the EU 2008 - 2018



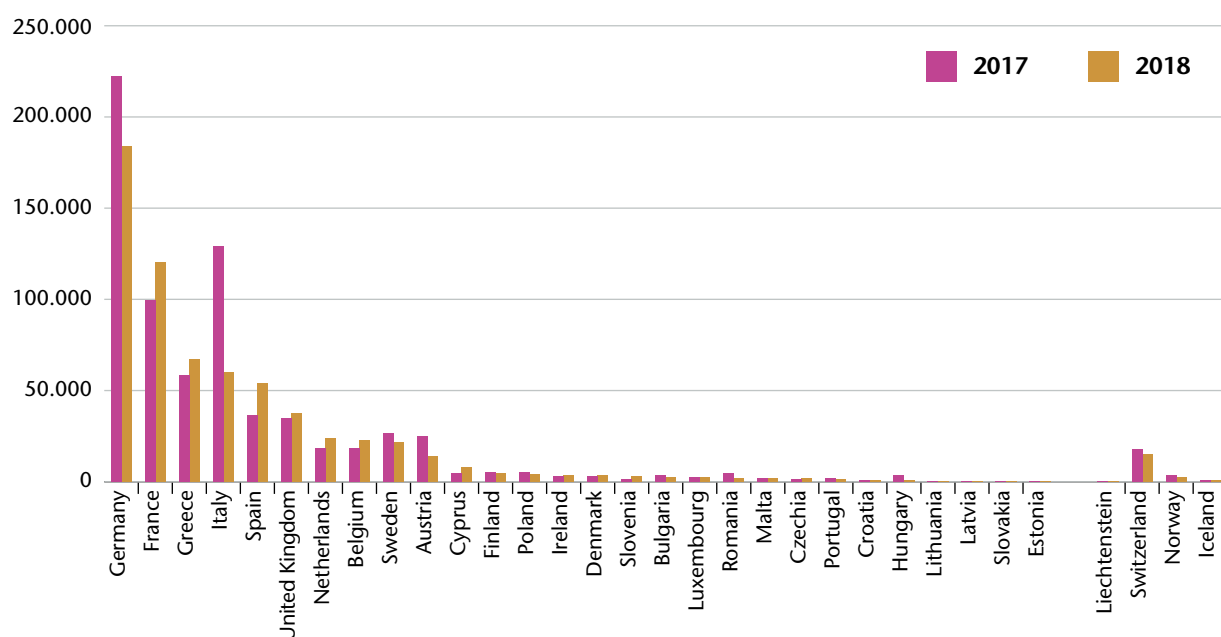
Asylum applications in 2017

728,470 asylum applications were lodged in EU

Main country of origin

Syria 108 040	Iraq 52 625	Afghanistan 49 280	Nigeria 41 775	Pakistan 32 035
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Countries of destination



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CHAPTER 3

Human Rights Principles

DISABILITY

Author(s): DPI - Disabled People's International (Italy)

Condition of Persons with Disabilities in the world

- ◆ 82% live in developing countries (about 820 millions, ¼ of the population living in poor conditions)
- ◆ Only 2% receives services or support
- ◆ 380 millions do not have access to rehabilitation or health services
- ◆ 90% of pwd are unemployed (International Labour Organisation)
- ◆ 95% of children with disabilities do not have access to formal education (Unicef)

UN Convention on the Rights of Persons with Disabilities (CRPD)

From the recognition of the **needs**....To recognition of the **rights**

Persons with disabilities become part fully of all human societies, that must ensure the enjoyment of the same rights then other citizen, support their «full and effective participation to the society on equal basis with the others».

Disability is not only a field for technical & professional competences but mainly a **political and cultural matter**

“**Discrimination** on the basis of disability” means any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable accommodation;

From medical model to human rights approach

MEDICAL MODEL

- ▶ PwD are ill or invalid
 - ▶ Treatment is recovery and protection
 - ▶ PwD need to be segregated
 - ▶ Prevalent competences for PwD are medical
-

HUMAN RIGHTS

- ▶ PwD are citizen with different abilities
 - ▶ PwD live discrimination & lack of equal opportunity
 - ▶ Treatment is social inclusion
 - ▶ All parts of society have a role
-

- ◆ The condition of persons with specific characteristics depend from social and individual factors
- ◆ Disability is a dynamic social relationship that can be removed from health, environmental and social factors
- ◆ Disability is an ordinary condition of all human being
- ◆ From statistics based only on health condition to data on disability prevention (level and quality of social participation, enjoyment of rights, promotion of social inclusion)

Empowerment & Capability

- ◆ Reinforce the capacity and skills of PwD
- ◆ Support participation of PwD into society and communities, support involvement of DPOs in the process of ratification, implementation and monitoring of CRPD
- ◆ Training PwD on Human Rights
- ◆ Develop competences and social roles
- ◆ Acquire mode to achieve and develop skills and tools for independent living
- ◆ Enforce the motivation for participate to the decisions on own life and into society

Justice and Equality

- ◆ Model of disability based on respect of Human Rights is a new paradigm of justice
- ◆ No to justice based on charity, paternalism, protection
- ◆ Yes to a new idea of Justice based inclusion, empowerment, cultural and social change, respect of Human Rights, that value human diversity
- ◆ From welfare state based on social protection to a welfare state based on social inclusion
- ◆ Inclusion is effective only with direct participation of excluded persons

Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity



MIGRATION

Author(s): ARCI (Italy)

The Universal Declaration of Human Rights (1948)

Article 1

"All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood".

The Universal Declaration of Human Rights (1948)

Article 13

"Everyone has the right to freedom of movement and residence within the borders of each State. Everyone has the right to leave any country, including his own, and to return to his country".

The Universal Declaration of Human Rights (1948)

Article 14

"Everyone has the right to seek and to enjoy in other countries asylum from persecution. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations".

Office of the High Commissioner for Human Rights (OHCHR) - Principles and Guidelines on human rights protection of migrants in vulnerable situations

Principle 1



Ensure that human rights are at the centre of efforts to address migration in all its phases, including responses to large and mixed movements.

Guidelines

1. Ratify and implement all international and regional human rights instruments and reaffirm in policy and practice the fundamental importance of respecting, protecting and fulfilling the human rights of all migrants without discrimination of any kind.

Principle 2



Counter all forms of discrimination against migrants.

Guidelines

1. Elaborate and implement human rights-based legal measures that protect migrants from all forms of discrimination regardless of their sex, gender, sexual orientation, gender identity, race, ethnicity, language, religion or belief, political or other opinion, social origin, disability, nationality, migration or residence status, age, their motives for seeking to cross international borders, or the circumstances in which they have travelled or are found. Protect migrants from multiple and intersecting forms of discrimination throughout their migration. Ensure that legal provisions to prevent discrimination apply across all aspects of migration governance.

Principle 3



Ensure that migrants have access to justice.

Guidelines

1. Take measures that will enable migrants, including migrants at particular risk of marginalization and exclusion, to enjoy effective and equal access to justice, without discrimination on any basis.²⁰ Ensure that migration status that depends on a single employer or a partner is not a barrier to seeking or obtaining protection, support, or justice.

Principle 5



Ensure that all border governance measures protect human rights.

Guidelines

1. Protect the right of all persons to leave any country, including their own. Ensure that legislation, measures and practices relevant to migration governance and border governance comply with human rights standards, are child-sensitive and gender-responsive, and do not adversely affect the human rights and dignity of migrants.

Principle 6



Ensure that all returns fully respect the human rights of migrants and comply with international law.

Guidelines

1. Ensure that relevant judicial and administrative authorities are made aware of and implement legal obligations to ensure that no person, regardless of their status, is returned to a place where there are substantial grounds to believe that they would be at risk of being subject to torture or other cruel, inhuman, or degrading treatment or punishment, or other serious human rights violations, including: enforced disappearance; threats to the liberty and security of the person; risks to their life (including absence of necessary medical care); living conditions contrary to human dignity, where a person cannot meet basic needs; serious forms of discrimination; or the risk of chain refoulement.

Principle 7



Protect migrants from torture and all forms of violence and exploitation, whether inflicted by State or private actors.

Guidelines

1. Take measures to prevent and respond to torture and all forms of exploitation and violence against migrants, whether by State institutions, officials, private bodies or individuals. Ensure that the measures taken will prevent the recurrence of abuse and are accessible to all migrants.

Principle 8



Uphold the right of migrants to liberty and protect them from all forms of arbitrary detention. Make targeted efforts to end unlawful or arbitrary immigration detention of migrants. Never detain children because of their migration status or that of their parents.

Guidelines

1. Establish in law a presumption against immigration detention and require administrative and judicial bodies to presume in favour of liberty. Work progressively, including through the development of national plans to end all forms of immigration detention.

Principle 9



Ensure the widest protection of the family unity of migrants; facilitate family reunification; prevent arbitrary or unlawful interference in the right of migrants to enjoy private and family life.

Guidelines

1. Take steps to ensure that migrant families are not separated during disembarkation and border controls, at reception or registration, or in the course of detention and deportation. Separating a family by deporting or removing a family member from a State party's territory, or otherwise refusing to allow a family member to enter or remain in the territory, may amount to arbitrary or unlawful interference with family life.

Principle 10



Guarantee the human rights of all children in the context of migration, and ensure that migrant children are treated as children first and foremost.

Guidelines

1. Base all legislation and policies on migrant children and other children affected by migration, such as those who remain in countries of origin as well as those who are born to migrant parents, as well as practice and guidance, on:
 - International human rights law, and in particular the principles of non-discrimination, the best interests of the child, the full participation of all children, and the survival and physical, mental, spiritual, moral and social development of migrant children and children of migrants. Keep in mind that the best interests principle considers the short-, medium- and long-term effects of actions related to the development of the child.

Principle 11



Protect the human rights of migrant women and girls.

Guidelines

1. Design legislation, policy and programming to meet the specific needs and rights of migrant women and girls. When drafting and regularly reviewing migration laws, policies and programmes, consult a cross-section of migrant women of different nationalities, including adolescent girls, women who head households, pregnant and nursing women, and women with disabilities, to ensure that these meet their needs, comply with human rights and do not discriminate on grounds of gender or intersectional factors. Ensure that in all relevant situations trained and sufficient case workers, lawyers, health providers, interviewers and independent interpreters, including women professionals, are available to provide appropriate support to migrant women and girls.

Principle 12



Ensure that all migrants enjoy the highest attainable standard of physical and mental health.

Guidelines

1. Ensure that health systems and national plans of action on health include migrants, regardless of their status, and establish legal and administrative mechanisms to ensure that migrants are included in fact. Make clear in explicit terms that migrants cannot be denied access to public health care services because of their migration status. Promote health policies and programmes that ensure migrants enjoy equitable, affordable and acceptable access to health care, including preventive, curative and palliative health services, essential drugs and medicines, and child vaccinations.


Principle 15



Protect the right of migrants to education.

Guidelines

1. Develop procedures, mechanisms and partnerships to ensure that all migrant children enjoy effective access to adequate and appropriate education at all levels, including early childhood, primary education – which shall be free and compulsory, secondary and higher education, as well as vocational and language training, on equal terms with nationals. Discrimination on recognized grounds should be absent from all aspects of education, including, inter alia, examinations, qualification certification, vocational training, and financial subsidies. National plans on education and training should address the needs of all migrant students.



Principle 16

Uphold migrants' right to information.

Guidelines

1. Migrants have the right to seek, receive and impart information, in a language they understand and in formats they can access. Make every effort to ensure that migrants are able to obtain accurate and reliable news and information about their rights and their situation via media of their choice. Ensure that information for migrant children is provided in age-appropriate language and formats.

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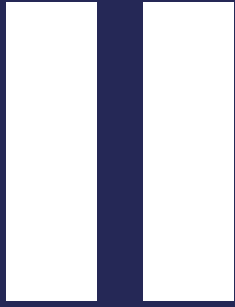
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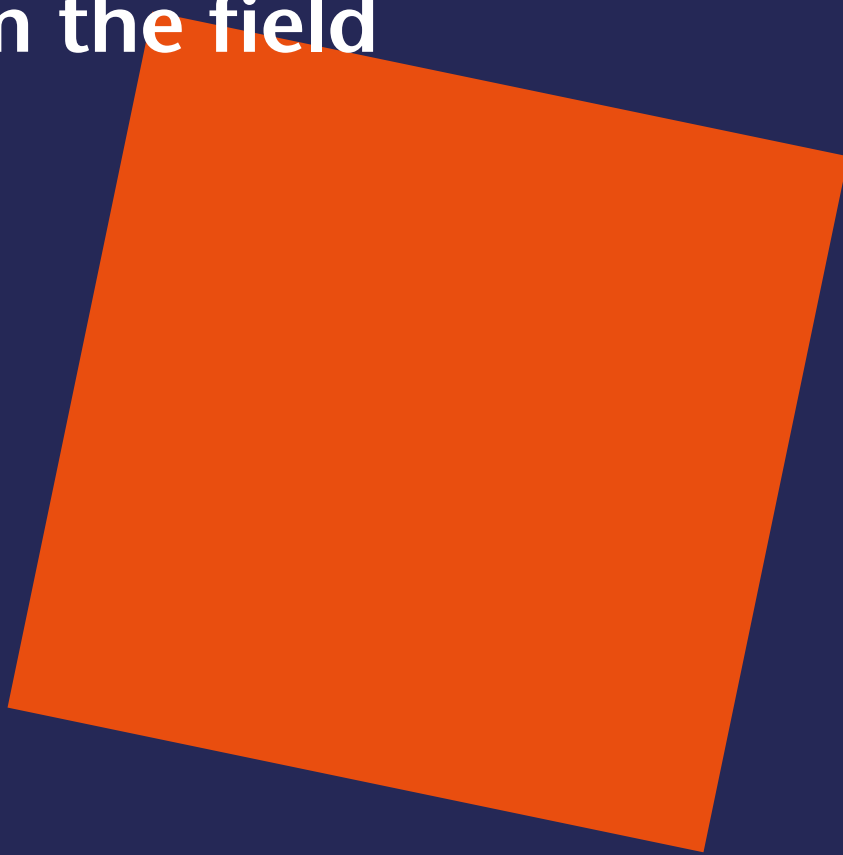
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MODULE



Disability & Migration: Promising practices from the field



CHAPTER 1

Promising practices on Migration

Author(s): ARCI (Italy)

CHAPTER 2

Promising practices on Disability

Author(s): ARCI (Italy), Chance B (Austria), DPI (Italy)

CHAPTER 3

Promising practices on Disability & Migration

Author(s): ARCI (Italy), DPI (Italy)



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LEARNING OUTCOMES

CHAPTER 1

(Knowledge) By the end of the workshop, participants will be able to recall:

- ◆ The current promising practices on inclusion of migrants with disabilities.
- ◆ The main challenges and opportunities for the implementation of the selected practices.
- ◆ The key elements that makes a practice promising.

CHAPTER 2

(Skills) By the end of the workshop, participants will be able to:

- ◆ Recognise the actors involved in the inclusion of migrants with disabilities.
- ◆ Identify the main strengths, weaknesses, opportunities, and threats to implement inclusive practices for migrants with disabilities.

CHAPTER 3

(Attitudes) By the end of the workshop, participants will:

- ◆ Understand the key elements for inclusion of migrants with disabilities and how these elements should be translated into practice.
- ◆ Understand the importance of stakeholder's cooperation in the implementation of inclusive practices.
- ◆ Understand the role of DPOs, service providers for persons with disabilities and organisation supporting migrants.

CHAPTER 1

Promising Practices on Migration

Author(s): ARCI (Italy)

Integration

Integration is a path towards **autonomy** that includes:

- ◆ essential steps such as access to basic services (education, health, transport ...) social participation (active relationship with the territory of residence, management of free time, relationship with reference networks, life associative ..) and therefore inevitably access to the labor market and housing. The EU Commission refers to two processes: on the one hand, aimed at eliminating inequalities, on the other hand aimed at acquiring skills.
- ◆ Claiming your background. A migrant is not a person born on the day he arrives in the host country!

Entails three dimensions, related to three major areas:

- ◆ **a legal dimension**, The full enjoyment of civil rights and liberties, such as access to education, employment, social and health services, possession of identity and travel documents, and the fundamental right to family reunification, are essential prerequisites to start a new life, as is the acquisition of national citizenship in the host country.
- ◆ **an economic dimension**, as having a job means being able to support oneself and one's own family.
- ◆ **a socio-cultural dimension**, as integration occurs when beneficiaries of protection adapt to the culture of the country of asylum and, at the same time, the host community encourages and welcomes this process, by rejecting and combating discrimination and by promoting the participation of beneficiaries in the social life of the country.

"Double track" involving at the same time both the migrant / refugee and the different social and cultural contexts in which the insertion of the person develops.

"Meeting place" between those who arrive in Europe and their host community

Dynamic process and hardly engaging in rigid pre-defined schemes = flexible and adaptable paths to individual projects

AUSTRIA

Integration and Diversity- Municipal Authority of Vienna

Start coaching is a service offered for all new inhabitants of Vienna who receive their confirmation of registration. **At the start coaching, migrant will:**

- ◆ receive the Vienna education booklet and the Vienna language vouchers worth € 150
- ◆ discuss what your next steps should be
- ◆ get help with finding a suitable German Integration Course
- ◆ learn how the voucher system works and what the information modules are
- ◆ get recommendations for counselling centres (finding a job, getting qualifications recognised, etc.)
- ◆ discuss basic questions (registering your child for school, compulsory schooling, etc.)
- ◆ receive information on a variety of other relevant topics

GREECE

Athens Coordination Centre for Migrant and Refugee Issues (ACCMR)

Collaborative platform bringing together municipal authorities and around 70 participating stakeholders (national and international NGOs, the third sector, migrant and refugee fora), refugees and migrants living in Athens.

Acts as a hub for the formulation of collaborative proposals from its members, while also liaising with potential donors and supporters for funding in order to implement innovative projects. 5 Working Committees (with the participation of both municipal and NGO actors), each focusing on a specific set of services (housing employment, health, education, legal support).

Mapping of needs, the identification of gaps in the provision of services, and the collaboration for the development of a strategic action plan for the effective integration of migrants.

Mayor Issues

- ◆ Lack of information on migrants' legal rights, international protection, and challenges in safe access to legal, and psychosocial services, as well as sanitation and hygiene facilities.
- ◆ Lack of accessibility to assistance related to their disability.
- ◆ Lack of access to medical care and insufficient access to assistive technology.
- ◆ Lack of proper accommodation, together with delays in transfer procedures of people with disabilities out of Reception and Identification centers, creates the feeling of insecurity and fear to everyone.
- ◆ Overcrowded conditions in the centres. Lack of proper identification.
- ◆ People with disabilities might remain maltreated and neglected during their stay in the RICs. Even when they are transferred to the mainland, the lack of a supportive network and the limited access to services makes their integration difficult.

FINLAND

Integration SIB project

Funds for the activity are collected from private investors which represent sectors that have difficulties in finding workforce, especially in manufacturing industry, building, trade and services.

Facilitates integration to the Finnish society, easing the shortage of labour faced by employers

Criteria

- ◆ immigrant aged 17 to 63 years,
- ◆ registered as an unemployed job seeker,
- ◆ prepared to start working after a short period of training,
- ◆ learn the Finnish language while working in the field we offer you,
- ◆ able to read and write at least in your own language.

Mayor Issues

- ◆ Labour market oriented
- ◆ Wide range of measures and services provided by the authorities and other parties
- ◆ Identification of previously acquired skills and the recognition of degrees, as well as vocational planning and career guidance
- ◆ Financial "integration assistance" from the Social Insurance Institution or the municipality.

ITALY

The Protection System for Refugees and Unaccompanied Minors (SIPROIMI) - former SPRAR

Local institutions, in cooperation with social sector organisations, undertake 'integrated reception' interventions going beyond the simple distribution of food and housing: it provides complementary services such legal and social guidance and support, and the development of individual programmes to promote socioeconomic inclusion and integration.

The primary objective of SPRAR is to provide support for each individual in the reception system, through individual program designed to enable that person to regain a sense of independence, and thus enable effective involvement in life, in terms of employment, housing integration, access to services, social interaction and school integration for minors.

The projects are not healthcare facilities: they are host centers that provides social assistance and support, also to people with disabilities. The aim is to construct a customized plan that presents a connection with the social and health services of the territory, in the case of centers able to accommodate users with disabilities or psychic distress.

Mayor Issues

- ◆ Lack of coherence within the different types of accommodation facilities & lack of national or regional policies to encourage social and economical integration of beneficiaries of international protection
- ◆ Increase vulnerabilities (socio-educational vs social health system)
- ◆ Personal attitudes
- ◆ Impact of the economic crisis on the labor market
- ◆ Housing problems
- ◆ Increasing mistrust
- ◆ Territorial diversity

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CHAPTER 2

Promising Practices on Disability

Author(s): ARCI (Italy), Chance B (Austria), DPI (Italy)

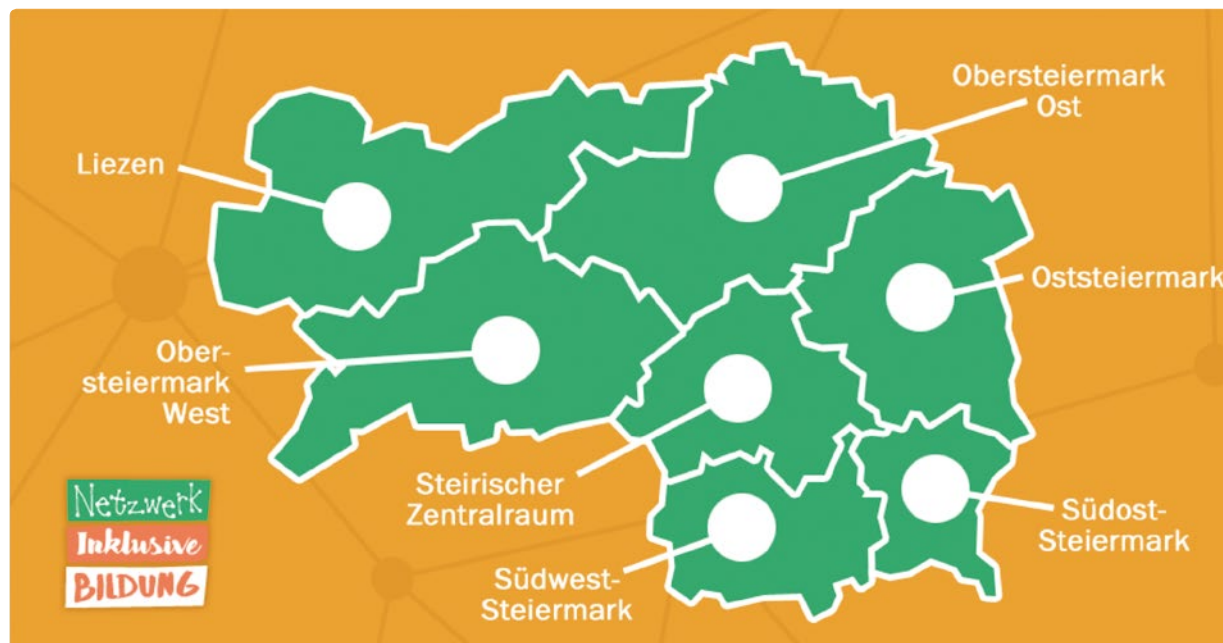
Inclusive Education

Goal of UNCRPD is to educate in school kids with disabilities together with kids without disabilities. Benefits of inclusive education are:

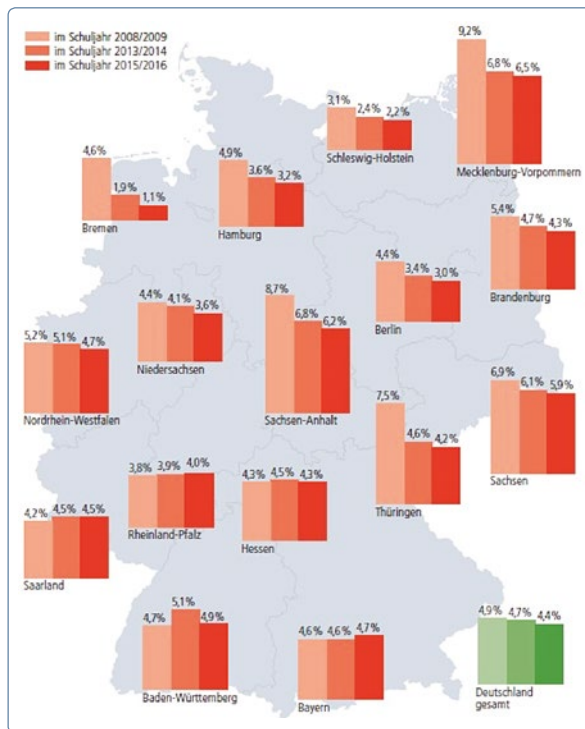
- ◆ Quality education
- ◆ Academic and social benefits for all students
- ◆ Appreciation of the diversity in society
- ◆ A greater recognition of social justice and equity
- ◆ More caring attitude
- ◆ Human rights aspect: ALL students learn together
- ◆ Positive economic factors (especially in rural areas)

AUSTRIA

- ◆ national action plan Disability -2020
- ◆ Inclusive model regions in Austria
- ◆ More than 90 % of kids with disabilities are in regular Styrian schools

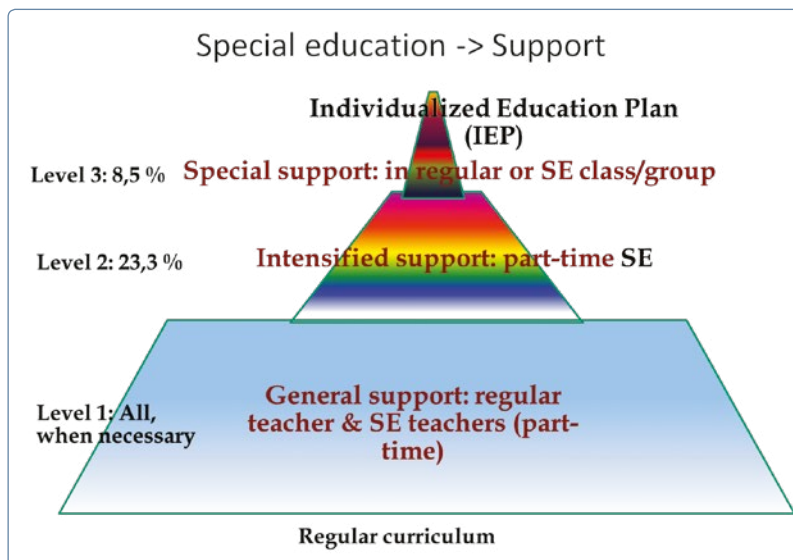


GERMANY



- ◆ Resolution for inclusive education in Germany (UNESCO)
- ◆ All people should have the same opportunities to participate in high-quality education and to develop their potential, regardless of special learning needs, gender, social and economic prerequisites.
- ◆ Quote of exclusion is around 5 %

FINLAND



- ◆ 2006: Steering group to prepare a proposal for a long-term strategy for the development of special needs education in pre-primary and basic education
- ◆ 2011: Changes to the Basic Education Act
- ◆ Teachers differentiate their teaching to respond to the learning needs of each student

Work and Employment

- ◆ Good examples of high quality support services to facilitate the implementation of Article 27 of the UNCRPD
- ◆ 10 best practices from businesses/employers and social services/ support providers



KARE Employment Programme (Ireland)

- ◆ Promoting employment for people with intellectual disabilities
- ◆ Through the program, individuals with a disability are responsible for driving the process
- ◆ This includes deciding what kind of work they wish to do the amount of hours they wish to work the type of salary they wish to receive



La Fageda (Spain)

- ◆ Quality Job Opportunities for Individuals with Mental Illness and Disabilities
- ◆ Social enterprise that produces dairy products
- ◆ 120 employees with disabilities
- ◆ 50 retired persons with disabilities, but still active in community
- ◆ Assisted other companies in integration of employees with disabilities



Buurtmarkt Breedeweg (Netherlands)

- ◆ All in one grocery store and meeting point
- ◆ Street market provides work for 45 people with various disabilities
- ◆ Allows persons with disabilities who would have in the past been in traditional day care centres, to further develop their skills in the labour market



Zotter Chocolate Factory (Austria)

- ◆ 100% organic and fair trade chocolate from Styria
- ◆ Special Award for the Corporate Integration of People with Disabilities
 - ▶ People with Disabilities working there more than 10 years
 - ▶ Tours in sign language once a month

Zero Project (Austria)

- ▶ Initiated by the Essl Foundation in 2008
- ▶ Focuses on the rights of persons with disabilities globally
- ▶ Platform where the most innovative and effective solutions to problems that persons with disabilities face, are shared



Cultural life, Recreation, Leisure and Sport

Association IKS (Austria)

- ◆ Promotion of inclusion through cultural and sportive activities
- ◆ Provide special offers as early as possible in order to get rid of prejudices or inhibitions
- ◆ Kindergartens, schools, leisure area
- ◆ Inclusive dance and theatre festival InTaKT



Candoco Dance Company (Uk)

- ◆ „It's not therapy, it's art"
- ◆ Dance troupe brings together disabled and non-disabled dancers
- ◆ To show that everyone can dance, regardless of his or her physical abilities



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CHAPTER 3

Promising Practices on Disability & Migration

Author(s): ARCI (Italy), DPI (Italy)

Austria

House St. Gabriel from Caritas

Caritas is the main service provider for migrants, refugees and asylum seekers in Styria. They have several offers for the whole processes new arrived people go through and they support them in all phases of life. On special offer they have is the house St. Gabriel which is a house in which they host asylum seekers with high demand of care. For more than 20 years this house existed in Styria but they had to close it because the support from the government not sufficient to cover all the costs for quality of care.

Still, in Maria Enzersdorf, a town in lower Austria, one house exists. According to their webpage, 140 people are located there right now, 50 of them have strong mental or physical disabilities. Through to structure and a broad therapeutic offer, they try to get a daily routine of these vulnerable people.

BEAM from Pronegg & Schleich

Pronegg & Schleich is a service provider mainly for people of all ages with disabilities. The aim of the project BEAM is to support migrants and their children with disabilities and mental retardations. Their offer consists of three phases. The first phase is a personal consultation face to face or on the phone. In this early phase of the professional company they try to help finding support systems and guide parents of a disabled kid through the process with legal authorities. In phase 2 they offer trainings and guidance of multipliers to facilitate access to communities and to provide information in the cultural sphere. Phase 3 consists of so called mummy discussion, which are information sessions with trained peers in families at home.

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Intercultural psychotherapy from ZEBRA

ZEBRA is an NGO, which was founded in Graz in 1986. ZEBRA supports people, who have experienced terrible suffering, in order to learn to how to live with the consequences. To sum up this is a very good and important offer especially for migrants with a mental disability.

They offer counselling and support concerning the topic of migration. Their service is confidential and free of cost, psychotherapy is covered by the state insurance system. Counselling is carried out by counsellors who speak the mother tongue or with the help of professional interpreters.

Their offer consists of first clarifying meetings, psychotherapy focusing on trauma therapy, accompanying body therapy, medical-psychiatric counseling, accompanying social work.

The treatment is carried out with the help of specially trained interpreters.

Greece

Planning together: Empowering refugees with disabilities

Unique project funded by UNHCR and had the following objectives: a) to identify and record the specific problems faced by refugees and asylum seekers with disabilities, as well as by their families, b) to contribute to the empowerment of these groups and enable them to claim effectively for their rights and c) to cooperate with competent authorities and entities for responding effectively to the specific protection and support needs of these groups (for additional information in the project's activities, please see the full report of the respective country).

In the framework of the cooperation between NCDP and UNHCR, the project "Planning together: Empowering refugees with disabilities" continued with funding again from UNHCR after January 2018 with similar activities

Italy

- ◆ JumaMap, a ARCI Toll free Number for Asylum Seekers and Refugees with UNHCR support. It is an online map for migrant services, including employment centers, healthcare facilities, legal

advice centers, etc. The service is also useful for operators, for a clear vision of services in the area.
<https://www.jumamap.com/>

- ◆ Differenza Donna Association, consultative desks for disabled women victims of abuses.
- ◆ The Italian association for people with the Down Syndrome has published a guide to the rights of migrants with disabilities in different languages.
<https://aipd.it/down-to-italy-stranieri-con-disabilita-in-italia-quaderno-aipd-n-23/>

Franz Fanon Center

- ◆ Counseling service, psychotherapy and psychosocial support for immigrants, refugees and victims of torture that deal with mental illness using culturally sensitive analytical tools. Mixed group of psychiatrists, psychologists, sociologists, cultural mediators works with local services, organizations and associations in order to promote integrated intervention (job search, home search, etc.)
- ◆ Approach: Welcoming and informal spaces, Take in serious consideration the way of communicating one's mental distress (limited use of drugs), express psychic suffering one's feel in it's own mother language, Pay attention to the historical & political events in the country of origin and to the difficulties related to life and integrate in the host country.
- ◆ Activities: Rehabilitation of torture victims, Psychosocial support for immigrants women in hardship, Promote space of health and sociality among immigrants, Health Education, Training & Research

RESOURCES

ESN thematic report: The impact of the refugee crisis on local public social services in Europe
https://www.esn-eu.org/publications_import/Refugee%20Briefing%20paper_FINAL.pdf
<https://fra.europa.eu/en/theme/asylum-migration-borders/overviews/focus-disability>
<http://www.edf-feph.org/migration-refugees-disabilities>
<https://www.unhcr.org/research/working/4cd9765b9/vulnerable-invisible-asylum-seekers-disabilities-europe-clara-strainer.html>
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<https://www.jumamap.com/>

MODULE



Towards Personalised & Integrated Services



CHAPTER 1

Definition of key terms for Person-centred planning

Author(s): The Service Foundation for People with
an Intellectual Disability (KVPS) (Finland)

CHAPTER 2

Service Integration

MIGRATION

Author(s): PRAKSIS (Greece)

DISABILITY

Author(s): Chance B Gruppe (Austria)

CHAPTER 3

User Involvement

DISABILITY

Author(s): National Confederation of Disabled People (NCDP) (Greece)

MIGRATION

Author(s): PRAKSIS(Greece)



This publication is funded by the European Union's Asylum, Migration and Integration Fund

LEARNING OUTCOMES

CHAPTER 1

(Knowledge) By the end of the workshop, participants will be able to recall:

- ◆ Personalised services according to human rights-based approach.
- ◆ The key principle of person-centred planning.
- ◆ How to involve users in service delivery and design.

CHAPTER 2

(Skills) By the end of the workshop, participants will be able to:

- ◆ Recognise how services should be adapted to individual support needs.
- ◆ Contribute to person-centred planning processes.
- ◆ Carry out an individual need's assessment for personal assistance.

CHAPTER 3

(Attitudes) By the end of the workshop, participants will:

- ◆ Acknowledge the importance of person-centred planning.
- ◆ Understand the principles of independent living.
- ◆ Understand the importance of user involvement for the provision of personalised services.

CHAPTER 1

Definition of key terms for Person-centred planning

Author(s):The Service Foundation for People with an Intellectual Disability (KVPS) (Finland)

The Ideology of Person-Centred Planning

- ◆ Every human being has a human right as a special and valuable person.
- ◆ Every human being should be heard and their opinions should be respected.
- ◆ Every human being has the right to lead and plan their own lives. One should be given a possibility to development and learning.
- ◆ Every human being should be able to participate in society and contribute as an equal citizen.
- ◆ A person with a disability has a right to a “normal” life in a “normal environment” regardless of the level of disability.
- ◆ One should first consider what kind of life the person wants to live and then what kind of services they might need.
- ◆ Person-centred planning highlights the principle of active support. In the active model one should enhance disabled persons’ ability to take responsibility, abilities, independence and freedom of choice. One should also be encouraged to take controlled risks.
- ◆ Every human being, especially persons with disabilities, needs a rights-based approach.

Rights-based approach

“A rights-based approach seeks ways to respect, support and celebrate human diversity by creating the conditions that allow meaningful participation by a wide range of persons, including persons with disabilities. Protecting and promoting their rights is not only about providing disability-related services. It is about adopting measures to change attitudes and behaviours that stigmatize and marginalize persons with disabilities. It is also about putting in place the policies, laws and programmes that remove barriers and guarantee the exercise of civil, cultural, economic, political and social rights by persons with disabilities.”

<https://www.hhrguide.org/2014/03/21/disability-and-human-rights/>

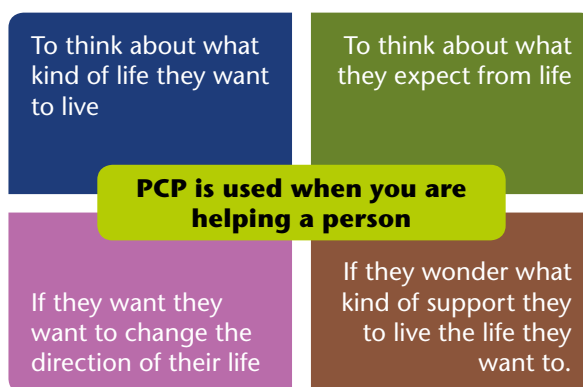
Background

- ◆ *Where & when was the Person-centred planning born?* In the **USA**, in the **1980s**. Still, this idea was also shared in Canada and in Great Britain. Famous names related to PCP: **John O'Brien & Connie Lyle O'Brien**.
- ◆ **Initially** PCP was created to **support the disabled persons** who were **moving away from institutes**, thus becoming **independent**. Nowadays PCP is also used by **people with mental disorders** and **elderly people**.
- ◆ The PCP ideology used to create **dissatisfaction** in both **diagnosis** and **organisation-centred system**, for people were seen as subjects of procedures.
- ◆ **Who** does the Person-centred planning involve?
 - ▶ **The individual** receiving the service
 - ▶ Family members
 - ▶ Neighbours
 - ▶ Professionals (doctors, nurses, psychiatrists, therapists, social workers, etc.)
 - ▶ Employers
 - ▶ Community members
 - ▶ Friends
- ◆ They are **involved in**: developing a plan, with the individual, on community participation and quality of life.
- ◆ To contrast with this, **traditional models** of Person-centred planning **focused** on the **person's deficits** and their negative behaviours, thus **labelling** the person and creating a **disempowering mindset** from the start.

What is Person-Centred Planning

- ◆ *We all plan our lives differently.* Someone has a really clear plan when they know what to do. On the other hand, some people need a wide range of services, it is thus **good to plan support systematically**.

- ◆ **Making a plan can help people to be "on the road"!** So you should see the Person-centred planning as a process that includes **practice, training, check up-points, possibility to make changes** etc.
- ◆ Person-centred planning draws attention to **people's gifts and capacities**, taking these as the **starting point**.



What to do first

- ◆ Being genuinely present when interacting with a person.
- ◆ Doing common activity to be motivating and pleasant.
- ◆ Allowing the person sufficient time.
- ◆ Structuring and clarifying the action.
- ◆ Noticing the person's strengths and capacities.
- ◆ Helping the person to get started.
- ◆ Letting the person acting autonomously.
- ◆ Being patient, supportive, peaceful, logic and interested.
- ◆ Listening to what the person, the family, the friends, the careworkers, etc. say.

The main Ideas of Person-Centred Planning

“The development of a Person-Centred approach requires real changes in organisational culture and practice”.

~Ritchie & al.

1. Helps to recognise the things which are important to a person.
2. Helps a person to talk about their dreams and hopes.
3. Helps a person to talk about their fears and things they do not like.
4. Helps a person to define goals.
5. Helps a person to think about what kind of services they need.
6. Helps a person to think about what they want to learn.

Does Everyone need Person-Centred Planning

- ◆ Many positive changes for people will not be achieved without using Person-centred planning.
- ◆ Some people will do the planning but not see any significant change in their life.

⚠ Making a plan is an **individual decision** for people and families. If we put people through the motions of doing PCP because their name has come up on our list, we are not only damaging the spirit of PCP but we are also likely to make some and ineffective plans.

- ◆ PCP is a **thinking model** which **helps people to think and act wider** and look at the world from other perspectives.

Examples of Person-Centred Planning Tools

MAP

PATH

MY PLAN

4+1 QUESTIONS

THIS IS HOW I MANAGE

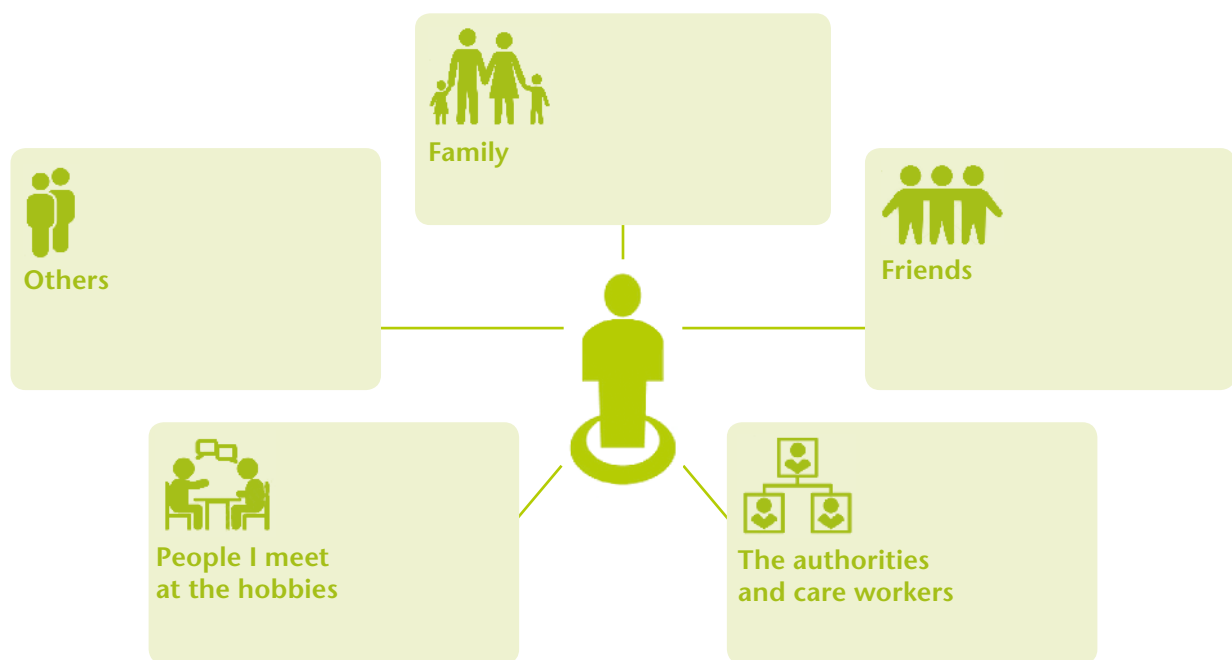
MAP

- ◆ **MAP** is a very **handy tool**. One can make a MAP on **any subject**, e.g. dreams, wishes, fears, tensions, relationships, etc.
- ◆ With the action provided by the MAP, one can make an action plan on how to reach one's concrete goals. An action plan includes the realistic actions that will be done so as to achieve one's goals.

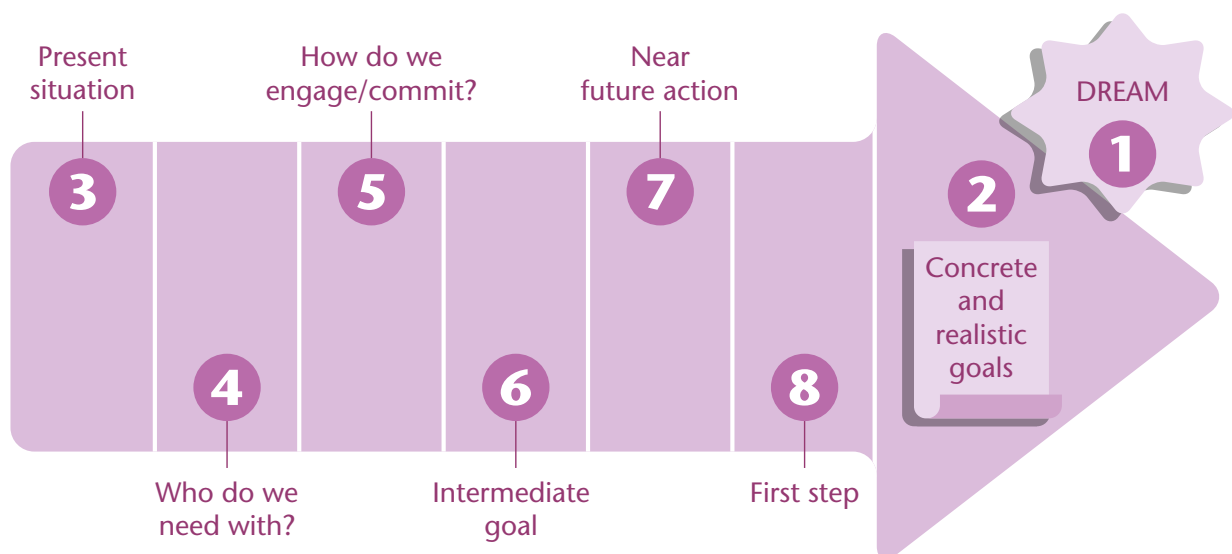
The person-centred plan will be collected in a way that suits the person best.



- ▶ MAPs can be created through **writing, drawing, using any kind of photo, image or material**, etc.



PATH



REFERENCES

<http://allenshea.com/brochure.pdf>

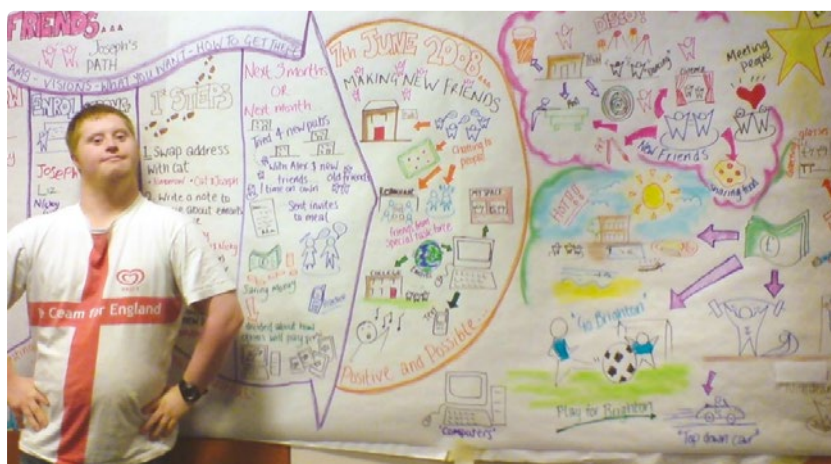
<https://www.brainline.org/article/moving-personal-futures-planning-workbook-individuals-brain-injury>
www.verneri.fi

Ritchie, Sanderson, Kilbane. *People, Plans and Practicalities. Achieving change through person centred planning.* Routledge, 2003

'This is How I Manage - KVPS'

MY PLAN

What is important to me?



4+1 QUESTIONS

What have we done and tried?

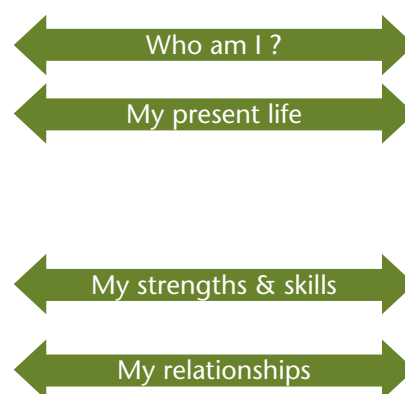
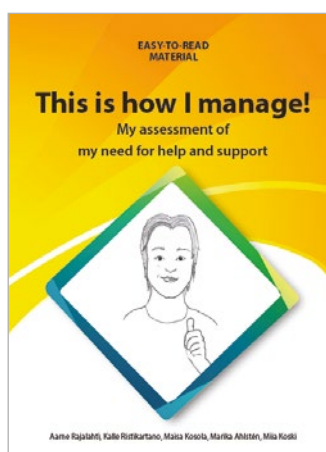
What have we learned?

What do we do next?

What we are pleased about?

What are our concerns?

THIS IS HOW I MANAGE!



CHAPTER 2

Service Integration

MIGRATION

Author(s): PRAKSIS (Greece)

Services Integration

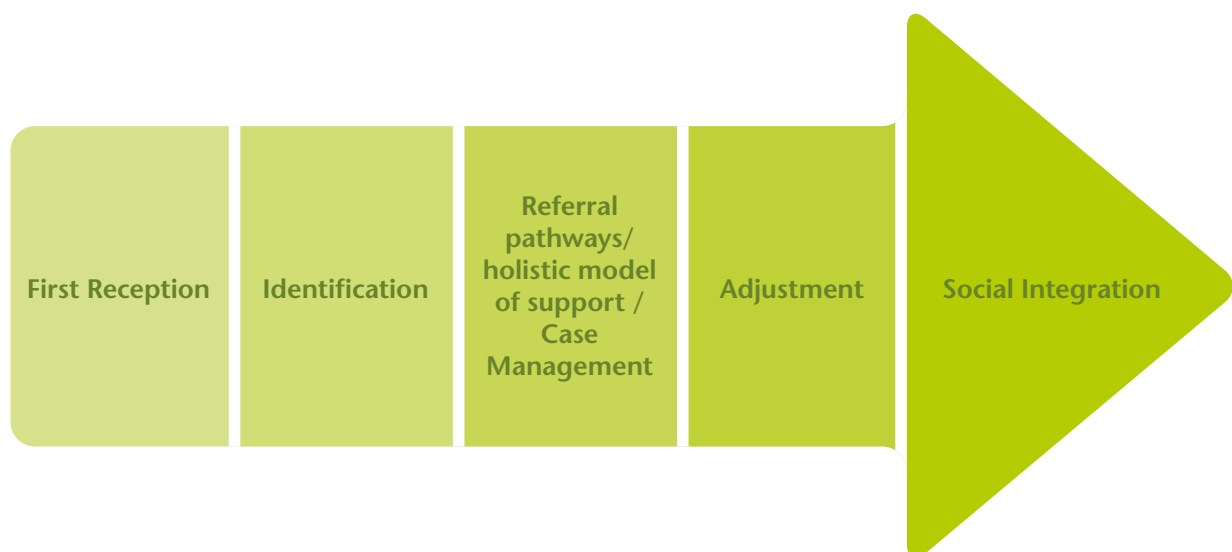
Refugees' integration is a complex and multidimensional construct, referring to integration into the economic, health, educational and social contexts.

Multiple factors contribute to how smooth refugees' integration occurs, including their experiences, their physical and mental health, or social support.

There is in general a lack of understanding of the diversity and the range of experiences refugees bring with them.

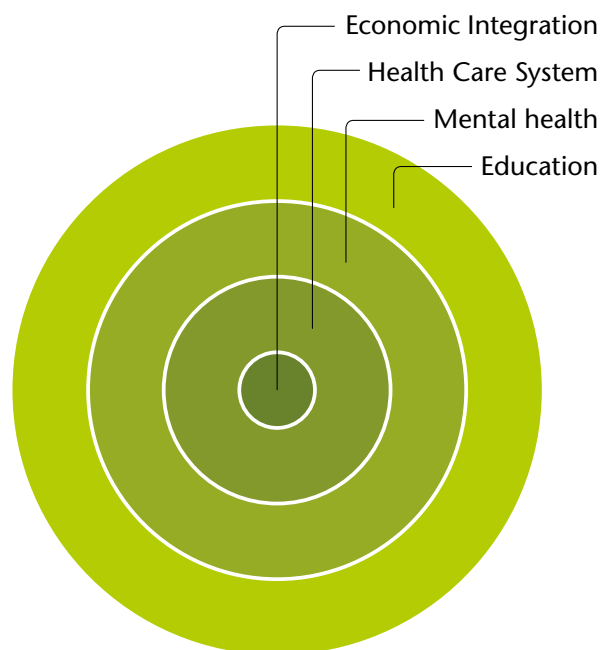
Protective factors that can support their social integration include key resilience characteristics such as personal agency, beliefs that life has meaning, goal direction, sense of purpose, and motivation (Kuschminder, 2017; Rivera, Lynch, Li & Obamehinti, 2016).

Refugees' integration is a two way process depending on how resourceful is the individual and how open the society (Strang, & Ager, 2010).



Social Integration

Social integration is based on the promotion of social justice and human rights protection principles and values. The integration strategies aim at the elimination of discrimination and social exclusion.



Crucial Issues for the Services Integration

The refugees population is in need for a social mediation in order to ensure access to various services.

On the behalf of the State there is lack of adjustment procedures in the services integration field.

The state workers are not specialised in the support of refugees.

The integration is not a priority for the governmental policy.

The referral to Accommodation centres is not based on the vulnerability of the beneficiary.



Case Management – Unaccompanied Minors: Who are They?

Who are they?

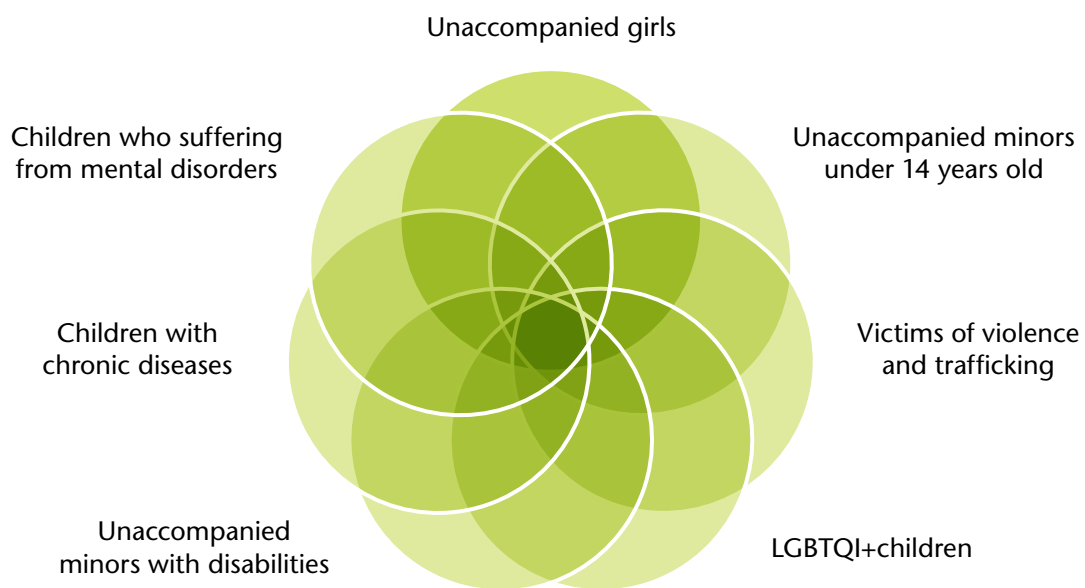
Children who strive for:

- ◆ security
- ◆ a better and safer future,
- ◆ education
- ◆ work

What do they flee from?

- ◆ Armed conflicts
- ◆ The oppression and violation of human rights
- ◆ The collapse of social systems
- ◆ Poverty

Case Management – Target Group



Case Management – Drop-In Centre



The existing Legal Framework

Even if an unaccompanied minor has not applied for international protection (asylum or subsidiary protection), he **should be protected according to the European and the international legislation.**

The main concern of the national authorities should be the protection of the best interest of the child.

(A.3 of the International Consensus for Children's Rights 1989; implemented in our country by the Greek law v.2101/1992)

The Harsh Reality

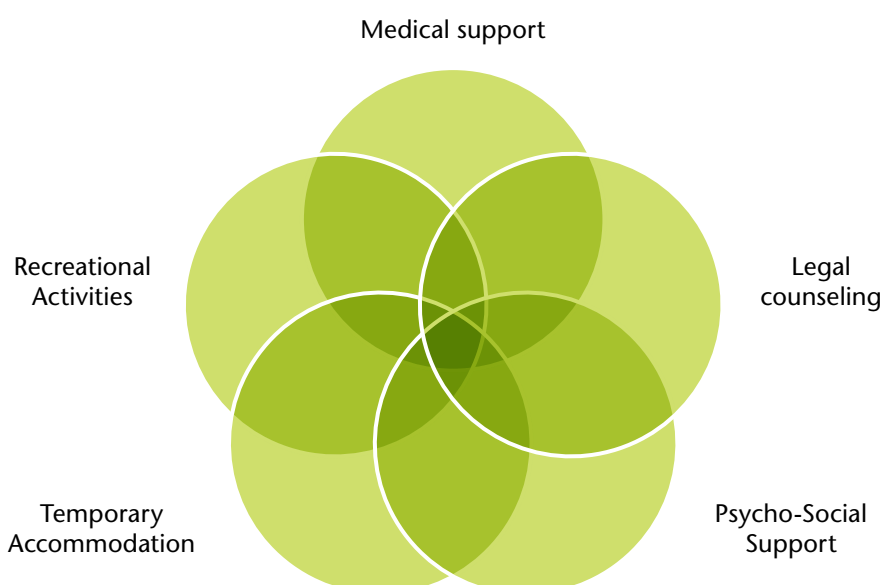
In Patras, the police and the coast guard have been trying to withdraw the presence of the irregular migrants in the city of Patras.

Decrease of the number of those attempting to exit Greece through Patras illegally, since the new Port increased security measures.

The institution of Guardianship is not even partially enforced. As a result, most of the unaccompanied minors are set free and unprotected on the streets.

The local Community is negative to all migrants/ refugees. They make no distinction between children and adults.

The Drop-In Centre for Unaccompanied Minors in Patras



Case Management

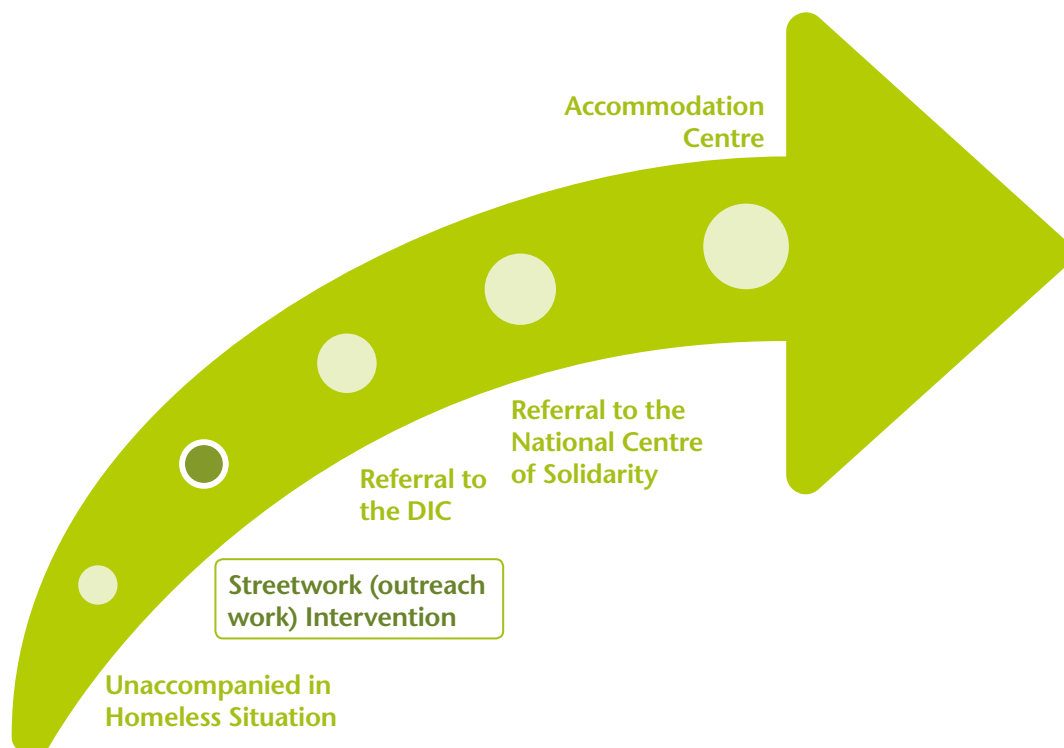
WITH MAIN GOAL:

Need to be dealt with and according to their best interest.

Active involvement of the local stakeholders in the issue of migrants, thus contributing to the awareness- raising of the local society and turning the focus of authorities and agencies on the matter, in order to take actions that would lead to better living conditions for the target population.

We established Network with Public Persecutor Police-
CoastGuard- Municipality- Local NGOs- Hospitals.

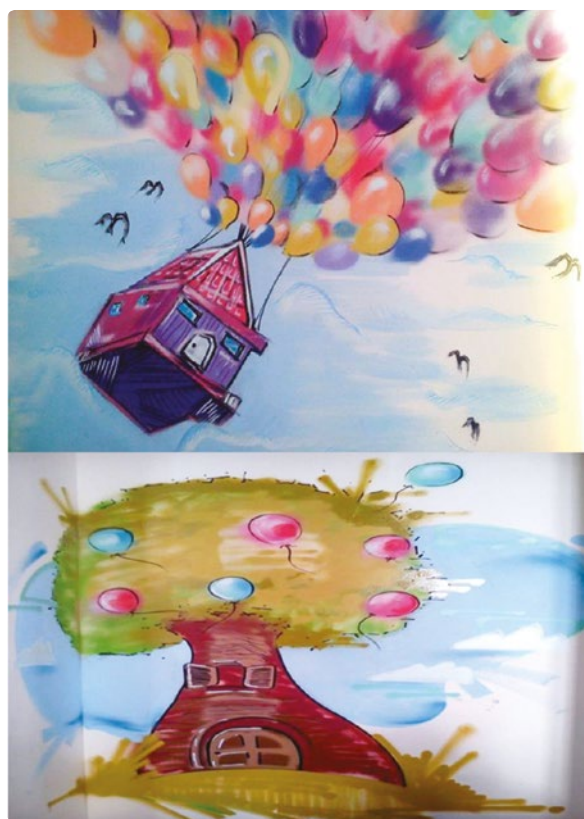
Identify and address the needs of the unaccompanied
minors and children separated from their family.



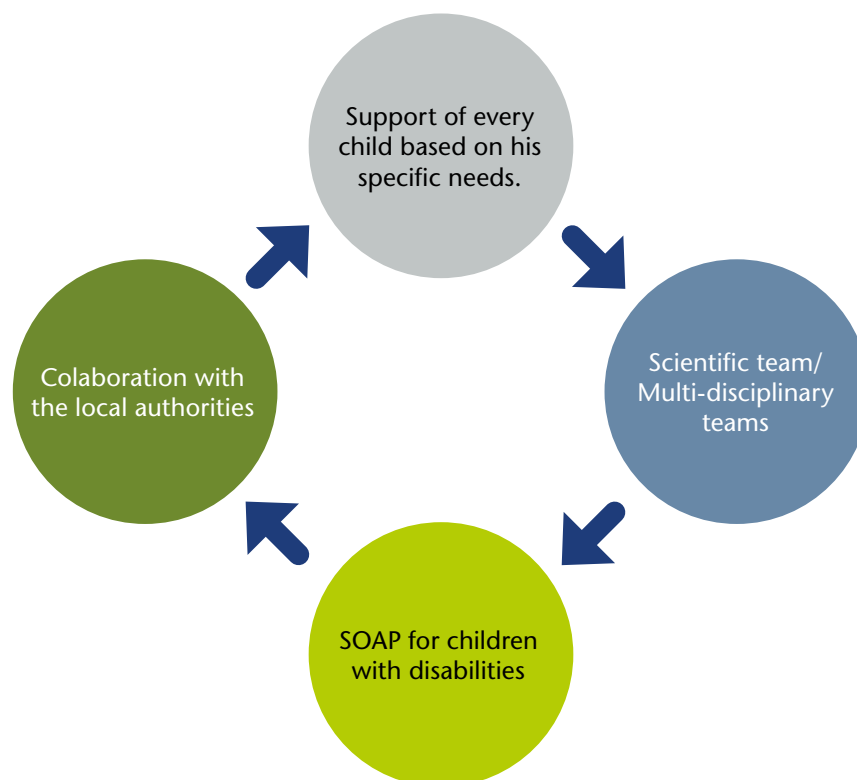
Accommodation Centre

Services provided are:

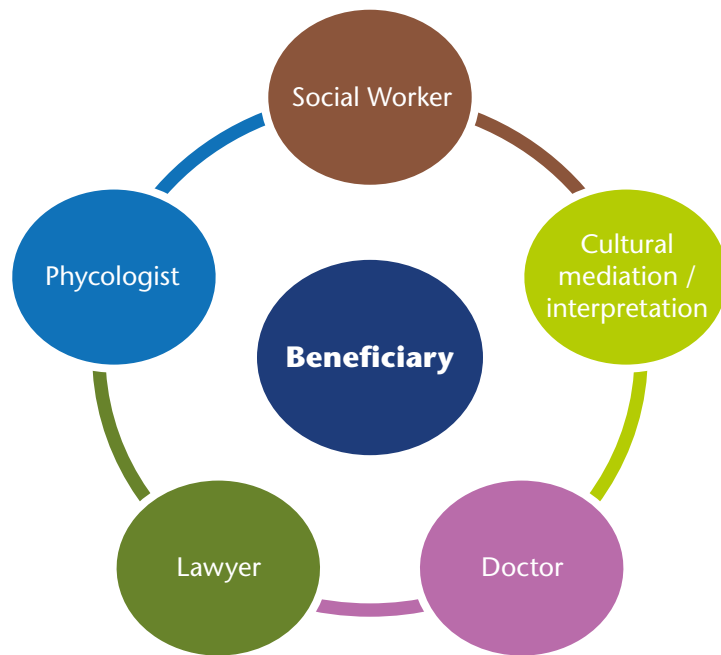
- ◆ Basic living needs coverage (accommodation, food, personal hygiene, education)
- ◆ Psychosocial support
- ◆ Legal counselling
- ◆ Medical and pharmaceutical support
- ◆ Social mediators
- ◆ Work counselling and integration of adult beneficiaries in the labour market
- ◆ Educational and vocational programs
- ◆ Languages learning programs (mainly Greek)
- ◆ intercultural activities
- ◆ Creative activities
- ◆ Supporting courses for minors



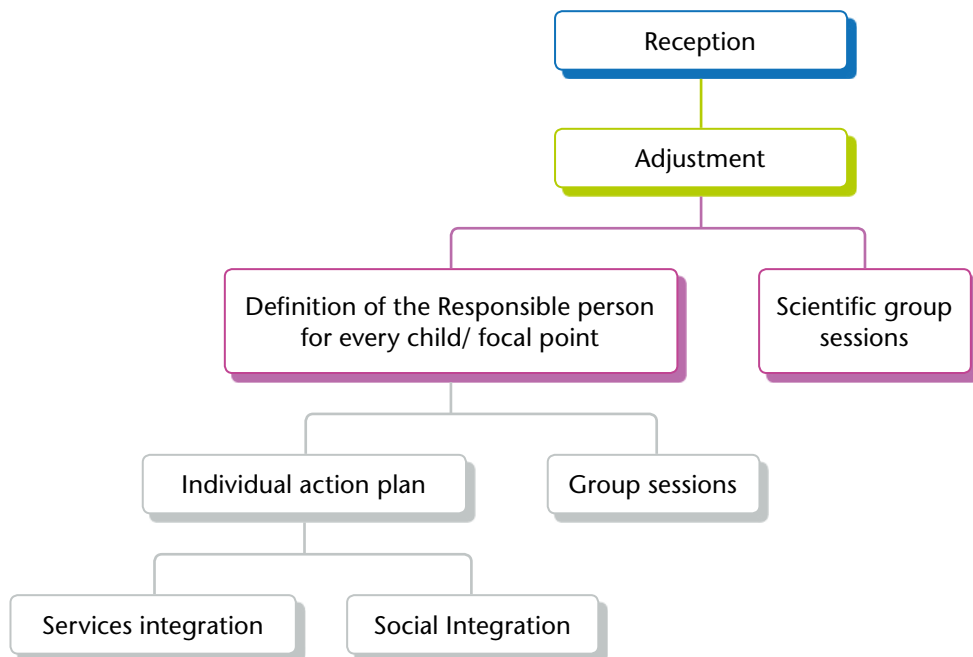
Accommodation Centre – Services Integration



Case Management



Case Management – Best Interest Determination



The **integration process** could prove to be particularly **stressful** to unaccompanied minors since they do not have either the support or the protection of parents against new stress factors or traumas.



Case Study

H., 15 years old from Syria arrived in Greece in the mid-2017, after a dangerous journey with stopover in Turkey. He was registered as unaccompanied minor by the Reception Service and Identification after, he was

transferred to the first reception center where he remained for 6 months. The conditions described there are particularly difficult both in the general climate of insecurity and in the failure to meet basic needs.

During his accommodation in the shelter, the minor expressed intense symptomatology that is mainly described in symptoms of systemic and repeating disturbances – intense headaches, dizziness, anorexia alongside with the loss of weight, sense of

hardship with depressing feelings, anxiety, sleep disorders, general loss of his functionality.

Taking into account the advice of the child psychiatrist, he was referred to the psychiatric clinic of the University General Hospital of Patras. During the clinical examination, a depressive symptomatology was observed.

However, due to his reports of self-destructive behaviors, it was considered, that it would be better for him to be referred to a special unit for minors, in need of further observation and confrontation of his symptoms (About his referral to the Unity of Children and adolescents of Sismanoglio in Attica, we have medical note from, also we have a medical note from the Psychiatric Clinic of the University General Hospital of Patras).

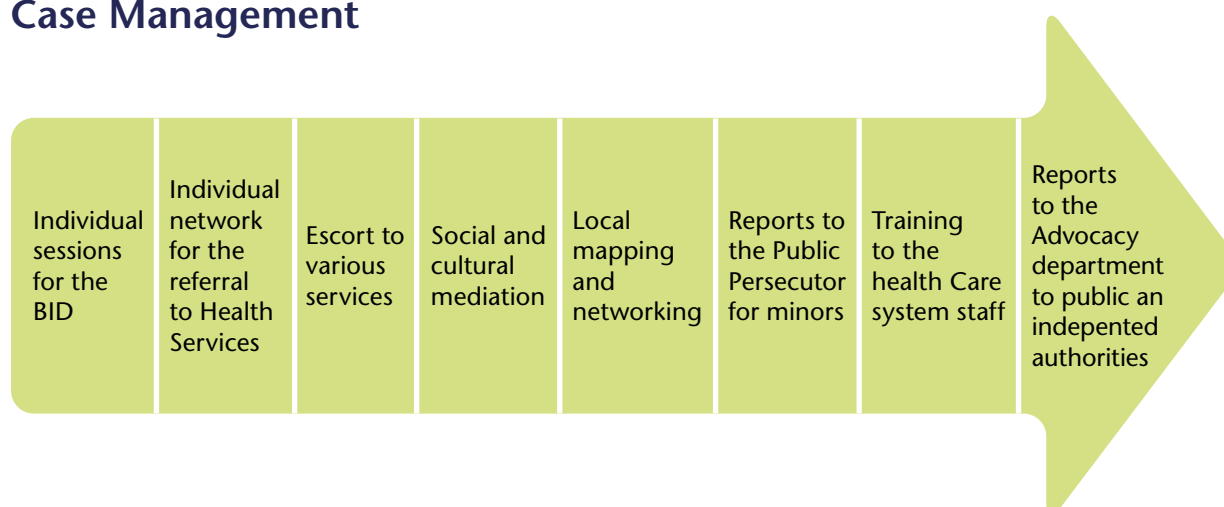
The minor, was referred and examined at the Psychiatric clinic for children and adolescents of Sismanoglio

G.H.A. During the psychiatric examination it was noticed that H. was facing an active suicidal ideation. Multiple attempts of self-destruction were mentioned to have taken place during the last month (tried to set himself on fire) as well as a few years ago (attempt of drowning and set himself on fire).

The hospital refused to hospitalize him by claiming the lack of available space.

In the end, they took care to be admitted to the Psychiatric Clinic of the U.G.H. of Patras and be hospitalized there (About his referral to the Psychiatric Clinic of the University General Hospital of Patras, we have medical ascertainment from the Unity of Children and adolescents of Sismanoglio in Attica).

Case Management



DISABILITY

Author(s): Chance B Gruppe (Austria)

About

- ◆ Service and supports for people with disabilities are those **government or other institutional services and supports** specifically provided to enable people who have disabilities to **participate in society and community life**.
- ◆ Services that people with disabilities get and others not.
- ◆ Integrated services can result in better outcomes for users, particularly those with complex needs.
- ◆ People with disabilities may have to navigate between a wide range of services.
- ◆ Integrated services may be a way to **achieve a triple objective**:



Important Issues

- ◆ Services for people with disabilities need to be **organised around the person**, e.g. through individual assessments and tailored plans.
- ◆ A **common vision and objective** from all professionals is key in formulating **well-adapted support**.
- ◆ **Transition periods** should be treated as a **priority**, as these are the moments where coordinated support is most needed.
- ◆ **Integrated services** would be an asset if coupled with **quality mechanisms**.
- ◆ **Strong local communities** are crucial for the full **inclusion** of people with disabilities.

Setting

- ◆ Each person gets **individualised support**.
- ◆ **Counselling** is part of each service.
- ◆ Respect for **autonomy** of each person.
- ◆ **Mobile support** first.

Every Living Area, Every Age

Preconditions for a liveable living space:

- ◆ **Education**
- ◆ **Employment**
- ◆ **Rural Housing**
- ◆ **Health care and seniority**

Education

- ◆ School Assistance Education for all
 - ▶ Strengthening relationships
 - ▶ Assistance for all
- ◆ Impact on community development

Employment

- ◆ Social Businesses – Community Restaurant
- ◆ Impact on community development
 - ▶ Employment for persons threatened by exclusion from the labour market
 - ▶ **Employment for all**
 - ▶ Meeting place
 - ▶ Food delivery



Rural Housing

- ◆ Mobile services for assisted living.
- ◆ Impact on community development:
 - ▶ Independent living
 - ▶ Social inclusion
 - ▶ Meeting place



Health Care and Seniority

- ◆ Case and Care Management
- ◆ Impact on community development:
 - ▶ Living at home.
 - ▶ Support for families.
 - ▶ More than health care.



Situation in Austria

- ◆ The regulation of services for people with disabilities is in the 'Law for people with Disabilities' (BHG).
- ◆ Styria has ratified this in **2004**.
- ◆ Requirements to get support:
 - ▶ Citizenship of a country which is part of the European Economic Area (EEA).
 - ▶ Residence permit.
 - ▶ Principal residence.

Migrants with Disabilities

- ◆ Asylum seekers and refugees are **excluded from services** of the Styrian BHG, criteria can't be met.
- ◆ At least **children with disabilities are included since January 2018** > they should get the same support as local children with a disability.
- ◆ **Special spots** in housing (SU-spots)
- ◆ Daily rate for care-taker is higher (18 vs. 40 €)
- ◆ To get such a spot:
 - ▶ Medical report or diagnosis.
 - ▶ Also people with chronic diseases or other special needs.

People First

- ◆ "Nothing about us, without us!"
- ◆ Not the disability, it's the **human being**.
- ◆ People with **developmental disabilities**.
- ◆ People with **learning difficulties**.



CHAPTER 3

User Involvement

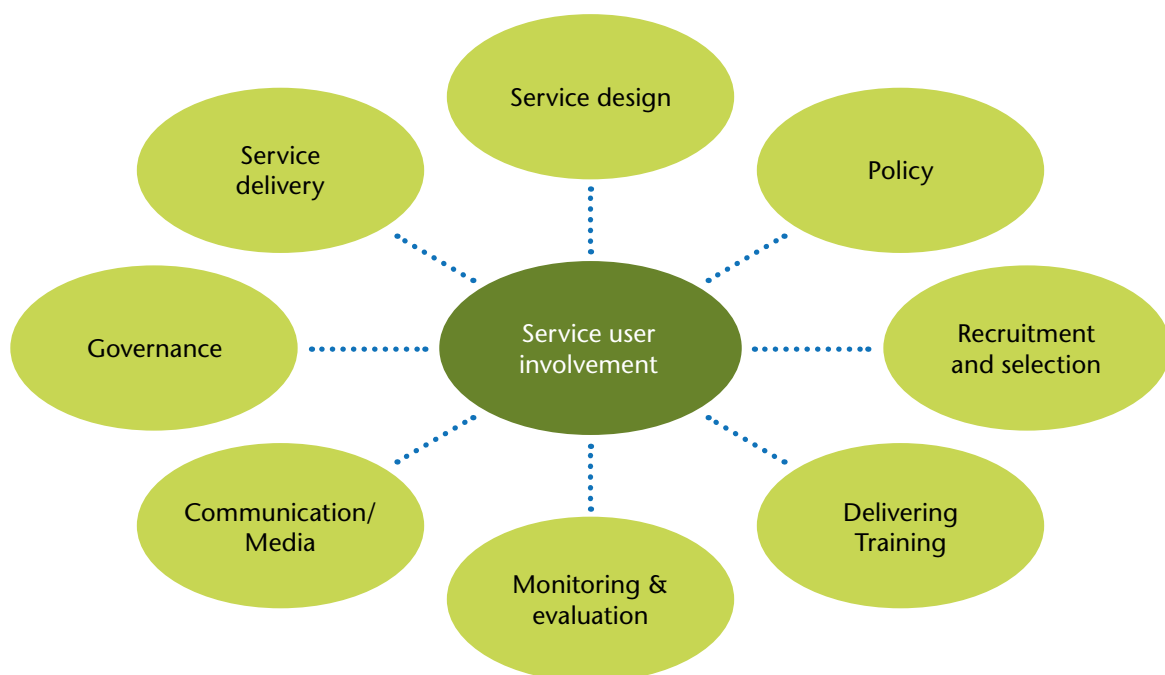
DISABILITY

Author(s): National Confederation of Disabled People (NCDP) (Greece)

What do we mean by the Term 'User Involvement'?

"User involvement refers to the process by which persons who are using or have used a service become involved in the planning, development and delivery of that service."

The Playing Fields



According to the Preamble of UNCRPD

Persons with disabilities should have the opportunity to be actively involved in decision-making processes about policies and programs, including those directly concerning them.

According to the Article 3 of UNCRPD – General Principles

1. Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons
2. Non-discrimination
3. Full and effective participation and inclusion in society
4. Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity
5. Equality of opportunity
6. Accessibility

According to the Article 4 of UNCRPD – General Obligations

In the development and implementation of legislation and policies to implement the present Convention, and in other decision-making processes concerning issues relating to persons with disabilities, States Parties shall closely consult with and actively involve persons with disabilities, including children with disabilities, through their representative organizations.

According to the Accessibility Requirements of UNCRPD

- ◆ “Universal design” means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. “Universal design” shall not exclude assistive devices for particular groups of persons with disabilities where this is needed (article 2 – Definitions).

- ◆ “Reasonable accommodation” means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms (article 2 – Definitions).
- ◆ “States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, [...], and to other facilities and services open or provided to the public, both in urban and in rural areas” (article 9- Accessibility).
- ◆ States Parties should take appropriate measures: “to provide forms of live assistance and intermediaries, [...] to facilitate accessibility to buildings and other facilities open to the public” (article 9- Accessibility).

Active Involvement of Persons with Disabilities at 3 Levels

1. Policy Level

Persons with disabilities through their representative organizations **should be consulted** with the corresponding authorities for the improvement of existing services and the creation of new ones.

2. Individual Level

Persons with disabilities **should be actively involved in their own care**, and decisions about their daily living and environment.

3. Operational Level

Persons with disabilities through their representative organizations **should be involved in the running of services** that they use at regional, national and European level. This could be achieved through the participation of representatives of organizations of persons with disabilities in the administrative bodies of the services.

Practical Suggestions

- ◆ **Systemic consultation** between DPOs and relevant public authorities for creating/improving quality standards as well as for exchanging best practices and know-how.
- ◆ **Disability mainstreaming** in all policies and services.

- ◆ **Participation of DPOs** in the planning and implementation of programmes/services.
- ◆ **Education and training of professionals on disability' issues and user involvement** by the persons with disabilities which will be involved in the whole process of developing, delivering and evaluating training;
- ◆ **Users' ongoing evaluation** for providing feedback on the relevant services.

The Impact of Persons with Disabilities' Involvement

They can:

- ◆ contribute to the development of an accessible environment and to the improvement of the relevant assistive technologies (assistive, adaptive, and rehabilitative devices).
- ◆ provide valuable suggestions on how to design programmes/services suitable for each disability category.
- ◆ contribute to overcoming negative stereotypes and prejudices against persons with disabilities.
- ◆ contribute to the efficiency of policies and practices at local, regional and national level.

Positive Outcomes

- ◆ Improvement of quality of services
- ◆ Improvement of the level of transparency and accountability
- ◆ Improvement of the accessibility of services
- ◆ Quality of life improvement
- ◆ Improvement of relationships between staff and service users

- ◆ Elimination of stigma against persons with disabilities
- ◆ Beneficial for service users
- ◆ Beneficial for service providers

Conclusions

- ◆ Service users **should be involved** in various levels (i.e. service planning, delivery and evaluation).
- ◆ Service users' involvement **has many reported benefits** for them and service providers.
- ◆ Service users can benefit not only from the **outcomes of involvement**, but by being an **active participant** in the process e.g. through empowerment and social inclusion leading to increased self confidence and self-responsibility.
- ◆ Service users **should be equipped and supported** in order involvement to be effective and meaningful.
- ◆ Who knows better the needs of a deaf person in a professional environment?
- ◆ Who can understand better the needs of a blind person during a training?
- ◆ Who knows better the difficulties of accessibility than a wheelchair user?
- ◆ Who is the most suitable person to participate in the planning of emergency and evacuation situations?

For these reasons.....

"Nothing about persons with disabilities, without persons with disabilities"

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 - <https://www.cdc.gov/ncbddd/disabilityandhealth/index.html>
 - https://www.who.int/disabilities/world_report/2011/chapter5.pdf
 - <https://www.naccho.org/uploads/downloadable-resources/Programs/Community-Health/na598pdf.pdf>
-

MIGRATION

Author(s): PRAKSIS(Greece)

Service User Involvement

Service user involvement refers to the process by which people who are using or have used a service become involved in the planning, development and delivery of that service.

There is a growing recognition that because of their direct experiences of using services, service users have a unique insight into what works, which can be used to improve services.

Benefits

- ◆ There are benefits to involvement for everyone involved and we must always remember this is a two-way process. For refugees, influencing and participating in projects or activities can help them to develop key skills, lead to increased levels of confidence and boost their self-esteem.
- ◆ Opportunities can often develop into leadership roles, jobs, teaching and training or peer mentoring.
- ◆ Organizations and services will see benefits in their understanding of the needs and challenges being faced by people using their services, they will be able to plan more effectively and subsequently deliver services that people want in partnership with those that use them.

Refugees and User Involvement

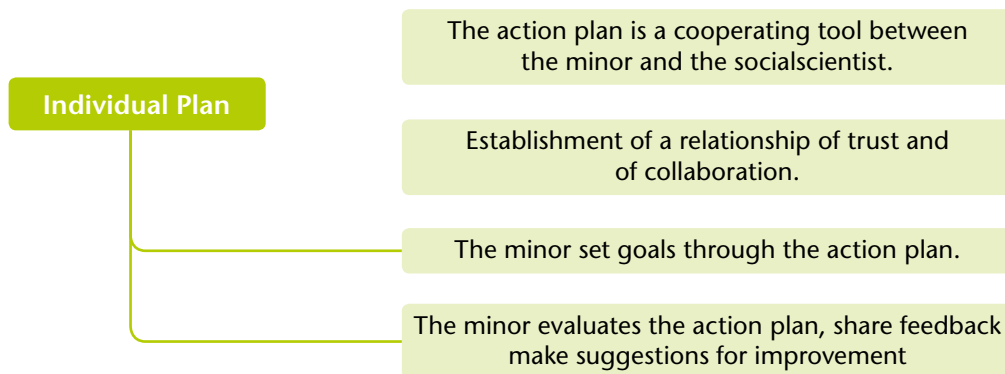
- ◆ It's essential that people's rights are protected regardless of their characteristics, and that everyone is treated fairly, equally and with dignity and respect.
- ◆ Refugees place significant importance on feeling equal to others; their lived experience should in no way put them at a disadvantage, and rather than devalue, it should enhance what they have to offer.
- ◆ Understanding different communities and cultures and their perspectives on immigration is vitally important.
- ◆ The impact of xenophobia and racism can often be worse than the fear that the refugees have. But, engaging in a meaningful way with people in diverse and minority communities, and empowering them to influence and participate, can help break down barriers.
- ◆ Distinction of people in the society have different levels and problems in the co-existence can be manifested through racism discourse and violence. We need education and training in order to keep all parts of society in good relationship. When we know each other it is easier to co-exist.

User Involvement in Praxis

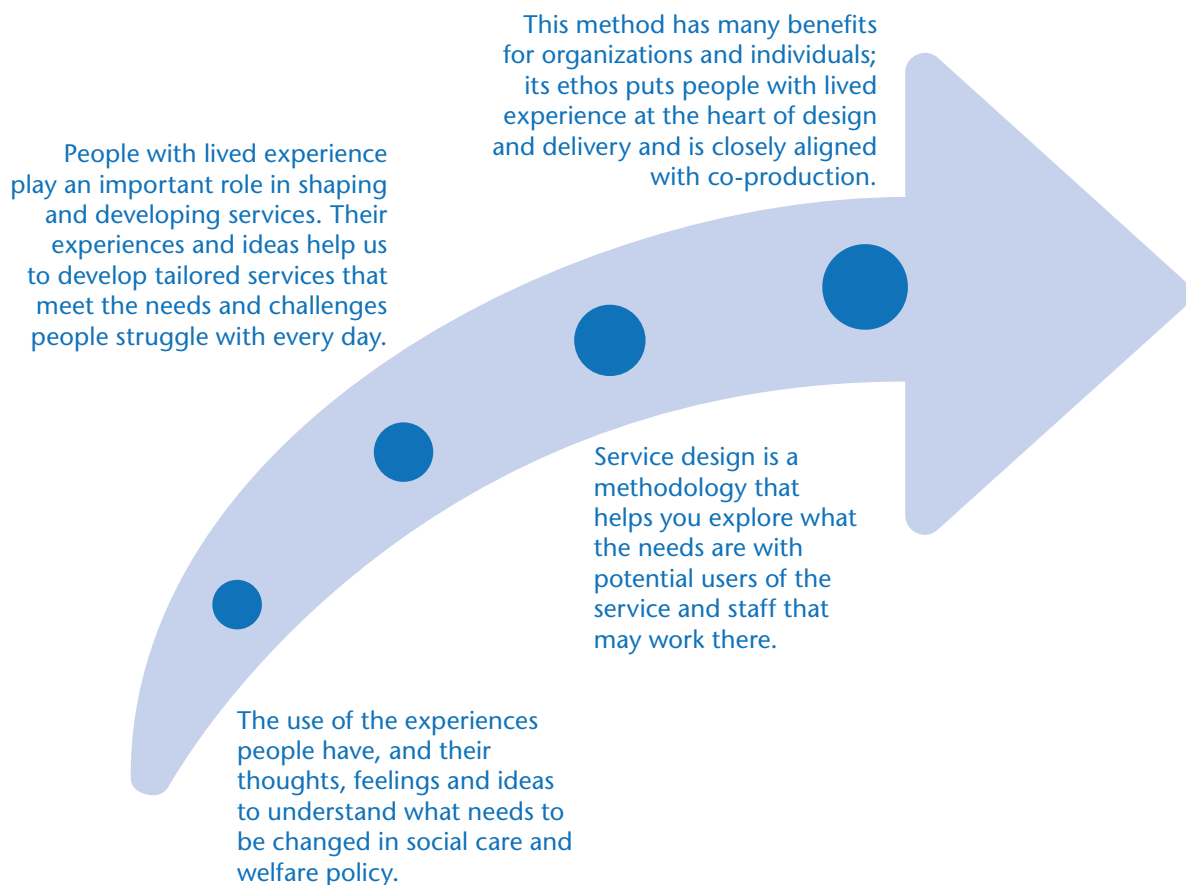
During political, economical and social crisis talking about inclusion and learning how to co-exists is very important. Information exchange and learning about different part of society and be a key factor in building open and inclusive society.

Really cooperation means to design social programs **WITH the beneficiaries themselves**

User Involvement Individual Plan for the Best Interest



Service Design



User Involvement

► Campaigns

It is one of the most powerful ways to maximize the impact of, help them resonate with the public and give credibility to your message is to involve people with lived experience in the campaign.

► Surveys and discussion groups

Services that are already operating can involve current and past service users by sending out surveys and holding discussion groups to better understand people's experiences of using the service and what they would like to see changed.

That creates service based steering groups that ensure people have the opportunity to share decision making with the organization in order to guide the development of the service.

Peer Leadership

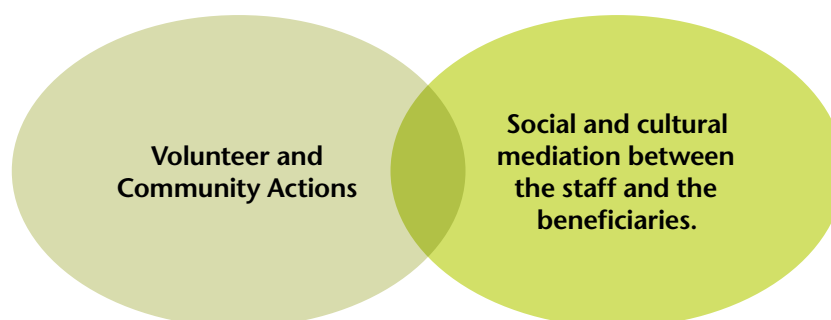
Peer leadership is a concept that may be integral to any peer-based intervention and is most often found in peer education programs. Peer leadership programs are also used to foster the development of leadership skills within the context of social justice.

- ◆ **Peer leaders** are individuals who already possess natural characteristics of leading others and who are nominated to take on a leadership position to carry out a more guiding and facilitating role.
- ◆ **Peer leadership programs** are based on the following premises:
- ◆ **Peer groups** are powerful influences on the attitudes and behaviors of their members.
- ◆ When young people come face to face with the realities of intolerance, they are often highly motivated to take action.
- ◆ Peer leaders need to learn and practice basic skills and competencies to be effective.
- ◆ Skill development occurs best when peer leaders are first exposed to a body of knowledge and then have opportunities to integrate that knowledge into their lives.
- ◆ Good practice for new comers in accommodation centres.

Mentoring

Beneficiaries in the role of Mentors

- ◆ Mentoring has been defined as a **relationship**, which has **mutual benefits** for all parties involved, and is generally used to help a less experienced person achieve their goals by being receiving assistance and guidance from a more experienced person .
- ◆ **Peer mentoring** aims to **enhance supportive relationships** between two people, sharing knowledge and experience and providing an opportunity to learn from different perspectives.
- ◆ The mentor serves as a **positive role model**, promotes raised aspirations, positive reinforcement, provides open-ended counselling and joint problem-solving.
- ◆ Mentoring may include **emotional and psychological support** or it may have an element of role modelling.
- ◆ Peer mentoring develops a **personal, reciprocal relationship**, built on trust and focused on achievement.
- ◆ Relative to the mentee, the mentor usually will **have greater experience/wisdom or achievement** within a specific issue or organization.



MODULE

IV

AMiD Needs Assessment Tool and Effective Communication



CHAPTER 1

NAT Parameters and Features

Author(s): CARDET (Cyprus)

CHAPTER 2

Communicate Effectively & Openly

Author(s): EASPD

CHAPTER 3

How to use NAT results

Author(s): CARDET (Cyprus) & EASPD (Belgium)



This publication is funded by the European Union's Asylum, Migration and Integration Fund

LEARNING OUTCOMES

CHAPTER 1

(Knowledge) By the end of the workshop, participants will be able to recall:

- ◆ Effective communication to migrants with disabilities.
- ◆ The different support needs of migrants with disabilities.
- ◆ How to make best use of the results coming from the NAT.

CHAPTER 2

(Skills) By the end of the workshop, participants will be able to:

- ◆ Recognise the features of the NAT.
- ◆ Use the NAT in their daily work.
- ◆ Use the results of the NAT.

CHAPTER 3

(Attitudes) By the end of the workshop, participants will:

- ◆ Understand the importance of the right communicative approach to migrants with disabilities.
- ◆ Understand the importance of accurate assessment of migrant's support needs.
- ◆ Understand the importance of correct use of NAT's results.

CHAPTER 1

NAT Parameters & Features

Author(s): CARDET (Cyprus)

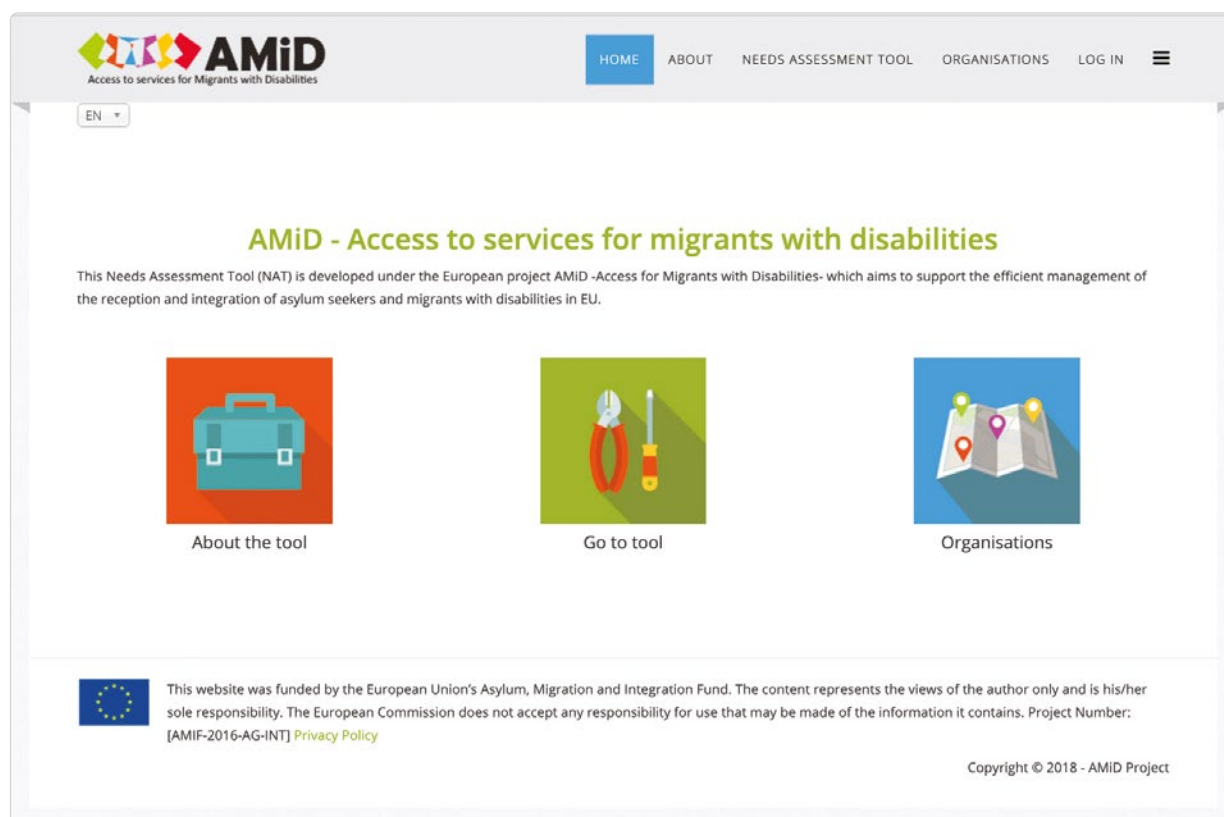
Overview of NAT

Why is the Needs assessment tool developed?

- ◆ To empower NGOs and local authorities to assess and support with adequate responses migrants and refugees with disabilities in the EU.
- ◆ To improve their registration process, as it can be used at any stage of the asylum procedure and/or of the reception process.
- ◆ To increase the knowledge and responses of multidisciplinary professionals working with migrants and/or persons with disabilities.
- ◆ To ensure access to proper support services.

What is its purpose?

To facilitate the systematization of a common European Union approach in the assessment of migrants and refugees with disabilities, improving cooperation among Local Authorities and NGOs.



<http://amidproject.eu>

Presentation of each Parameter and Feature



ABOUT THE TOOL

What is the purpose of the tool?

The EU demographic landscape is becoming progressively diverse as a result of growing migrant and refugee populations, which an important minority is the people with disabilities. According to the United Nations Convention on the Rights of Persons with disabilities, 'persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others' (UNCRPD, 2006, article 1, p. 4).

The AMiD project will facilitate the systematization of a common European Union approach in the assessment of migrants with disabilities, improving cooperation among Local Authorities and Non-Governmental Organisations(NGOs).

Why was this tool developed?

NAT is an interactive platform to identify migrants with disabilities, when arriving in the European Union. The objectives of the NAT are the following:

- ◆ Empower Non-Governmental Organisations(NGOs) and local authorities to assess and support with adequate responses migrants with disabilities in the EU.
- ◆ Improve their registration process, as it can be used at any stage of the asylum procedure and/or of the reception process.
- ◆ Increase the knowledge and responses of multi-disciplinary professionals working with migrants and/or persons with disabilities.
- ◆ Ensure access to proper support services.

Who should use this tool?

Responsible worker

- ▶ Registration officers
- ▶ Reception officers
- ▶ Social workers
- ▶ Case officers of the determining authority
- ▶ Front-line staff working with migrants
- ▶ Managers/administrators of NGOs
- ▶ Civil servants
- ▶ Volunteers

How to use the different sections of the tool?

Step 1:

- ◆ Ask for applicants' consent before you start the interview process.
- ◆ Use the indicators as provided in the 'Needs Assessment Tool' section.
- ◆ During this step you are encouraged to create a friendly atmosphere for the interview by approaching the applicant in a less formal way.

Example: Start the interview by asking their personal story (Question 1) and give the applicant the opportunity to openly express themselves

NOTE

NAT is approaching the identification process and the support in a more holistic and humanistic way for the applicants.

How to use the different sections of the tool?

Step 2:

- ◆ Start making the assessment process based on the information you will collect about the case.
- ◆ Go through each indicator to create a summary of the report based on the findings and the results.

NOTE

- The assessment process is based on your current knowledge and experience.*
- You can skip one question and proceed to the next one if the applicant is not willing to provide additional information or when you feel you have collected enough information.*

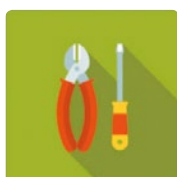
How to use the different sections of the tool?

Step 3:

- ◆ Based on your role in the asylum system you can suggest service providers for the support of the applicant
- ◆ **A printable report:** you can save or print a report summarising the identification information and outlining the potentially necessary actions to take.

NOTE

- The identification and assessment should be on an individual basis.*
- NAT's purpose is not to assign applicants to particular categories or to provide a one-size-fits-all response to potential needs.*
- You need to guide the applicant in a process through which he/she could ensure that their individual needs are addressed, and an appropriate individual response is suggested.*



THE NEEDS ASSESSMENT TOOL

The **five** main indicators of the Needs Assessment Tools



1 Personal Experience

- ◆ *Personal Story:* 1) tell me something about you, 2) can you describe your daily routine? 3) country of origin and your habits there?
- ◆ *Linguistic identity* (what is your mother language, do you speak any other languages?)
- ◆ *Family experience* (do you have any supportive network? do you have any family member here? are you alone here?)
- ◆ *Education* (have you attended school?)
- ◆ *Job experience* (what was the most recent employment? working experience)

Example of the first sub-question of the indicator **Personal Experience**:

Personal Story

Questions you can ask: 1) tell me something about you. 2) can you describe your daily routine? 3) country of origin and your habits there?

2 Personal Information

For Interviewer: Make sure that you inform the applicant that the identification number will only be used to facilitate intercommunication among different public departments (e.g migration, health & social care, employment, etc).

Age

Gender

Question you can ask: How would you define yourself?

Legal status

Case number (if any and if they wish to disclose it)

NOTE

Terminology is provided for all the Key Definitions in Legal status

KEY DEFINITIONS

Asylum seeker: An asylum-seeker is someone whose request for sanctuary has yet to be processed. Every year, around one million people seek asylum (UNHCR, nd).

Refugee: means a third-country national who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, political opinion or membership of a particular social group, is outside the country of nationality and is unable or, owing to such fear, is unwilling to avail himself or herself of the protection of that country, or a stateless person, who, being outside of the country of former habitual residence for the same reasons as mentioned above, is unable or, owing to such fear, unwilling to return to it, and to whom Article 12 does not apply.

Subsidiary protection: Subsidiary protection should serve as an additional form of international protection that is complementary to refugee status. It means that a person should only be granted subsidiary protection if the requirements for refugee status are not satisfied (EASO, 2018).

Humanitarian protection: This is a local type of protection which is granted in special and extraordinary cases where applicants are found not to be eligible for recognition as refugees or beneficiaries of subsidiary protection, but who are nonetheless considered to be in need of protection due to special humanitarian reasons, (Report on International Protection in Italy, 2017).

Unaccompanied minor/or child: The expression unaccompanied child is applied as a synonym of unaccompanied minor and is defined as a child/minor who arrives in the territory of the EU+ states unaccompanied by an adult responsible for him or her, whether by law or by the practice of the state concerned, and for as long as he or she is not effectively taken into the care of such a person/adult. It includes a child/minor who is left unaccompanied after he or she has entered the EU+ territory. (EASO, 2018).

Separated children: Separated Children are those separated from both parents or from their previous legal or customary primary caregiver, but not necessarily from other relatives. These may, therefore, include children accompanied by other adult family members. (The Alliance for Child Protection and Humanitarian Action, 2004).

Orphans: Orphans are children, both of whose parents are known to be dead. In some countries, however, a child who has lost one parent is called an orphan (The Alliance for Child Protection and Humanitarian Action, 2004).

Undocumented migrant: A third-country national present on the territory of a Schengen State who does not fulfil, or no longer fulfils, the conditions of entry as set out in the Regulation (EU) 2016/399 (Schengen Borders Code) or other conditions for entry, stay or residence in that EU Member State.) (European Commission, 2018).

Special cases: The special cases include the victims of trafficking, of domestic violence and of working mistreatment" (Law 132/2018).

3 Personal Assessment

- Vision
- Hearing
- Mobility
- Communication
- Cognition (Remembering)
- Self-care
- Upper body
- Affect
- Pain
- Fatigue

NOTE 1

Response Categories to each Question:

- No difficulty
- Some difficulty
- A lot of difficulty
- Cannot do at all / Unable to do
- Refused
- Don't know

NOTE 2

Response Categories to each Question:

- Yes
- No
- Refused
- Don't know

PERSONAL ASSESSMENT

The questions below are adapted from the Washington Group-Extended Set on Functioning (WG-ES-F). Please see the following [webpage](#) for more information on the Extended Set of Questions on Functioning.

For Interviewer: "Now I am going to ask you some [additional] questions about your ability to do different activities, and how you have been feeling. [It is important that even though you may not ask all the questions you need to address all the areas referred to the personal assessment set of questions.]"

VISION	+
HEARING	+
MOBILITY	+
COMMUNICATION	+
COGNITION (REMEMBERING)	+
SELF-CARE	+
UPPER BODY	+
AFFECT (ANXIETY AND DEPRESSION)	+
PAIN	+
FATIGUE	+

a) Vision (Questions): Example

VIS_1: [Do/Does] [you/he/she] wear glasses?

- Yes
- No
- Refused
- Don't know

VIS_2 Do you have difficulty seeing, even when wearing glasses?

OPTIONAL Vision questions:

VIS_3 [Do/does] [you/he/she] have difficulty clearly seeing someone's face across a room [If VIS_1 = 1: even when wearing [your/his/her] glasses]?

VIS_4 [Do/does] [you/he/she] have difficulty clearly seeing the picture on a coin [If VIS_1 = 1: even when wearing [your/his/her] glasses]?

b) Hearing (Questions)

HEAR_1 [Do/Does] [you/he/she] use a hearing aid?

HEAR_2 [Do/Does] [you/he/she] have difficulty hearing even when using a hearing aid(s)?

HEAR_3 How often [do/does] [you/he/she] use [your/his/her] hearing aid(s)?

HEAR_4 [Do/does] [you/he/she] have difficulty hearing what is said in a conversation with one other person in a quiet room even when using [your/his/her] hearing aid(s)?

HEAR_5 [Do/does] [you/he/she] have difficulty hearing what is said in a conversation with one other person in a noisier room [even when using [your/his/her] hearing aid(s)?

c) Mobility (Questions): (Examples)

MOB_1 [Do/Does] [you/he/she] have difficulty walking or climbing steps?

MOB_2 [Do/does] [you/he/she] use any equipment or receive help for getting around?

MOB_4 [Do/Does] [you/he/she] have difficulty walking 100 meters on level ground, that would be about the length of one football field or one city block?

MOB_5 [Do/Does] [you/he/she] have difficulty walking half a km on level ground, that would be the length of five football fields or five city blocks?

d) Communication

COM_1 Using [your/his/her] usual language, [do/does] [you/he/she] have difficulty communicating, for example understanding or being understood?

COM_2 [Do/does] [you/he/she] use sign language?

NOTE

Always remember to read all the response categories to the applicant

e) Cognition (Remembering)

COG_1[Do/does] [you/he/she] have difficulty remembering or concentrating?

OPTIONAL Cognition questions:

COG_2 [Do/does] [you/he/she] have difficulty remembering, concentrating, or both?

- Difficulty remembering only
- Difficulty concentrating only (skip to next section)
- Difficulty with both remembering and concentrating

f) Self-Care

SC_1 [Do/does] [you/he/she] have difficulty with self care, such as washing all over or dressing?

g) Upper Body

UB_1 [Do/Does] [you/he/she] have difficulty raising a 2 liter bottle of water or soda from waist to eye level?

UB_2 [Do/Does] [you/he/she] have difficulty using [your/his/her] hands and fingers, such as picking up small objects, for example, a button or pencil, or opening or closing containers or bottles?

h) Affect (Anxiety and Depression)

ANX_1 How often [do/does] [you/he/she] feel worried, nervous or anxious?

- | | |
|----------------------|--------------|
| • Daily | • Never |
| • Weekly | • Refused |
| • Monthly | • Don't know |
| • A few times a year | |

NOTE

Proxy respondents may be omitted from this section, at country's discretion.

DEP_1 How often [do/does] [you/he/she] feel depressed? Would [you/he/she] say...

- Daily
- Weekly
- Monthly
- A few times a year
- Never
- Refused
- Don't know

NOTE

Proxy respondents may be omitted from this section, at country's discretion.

i) Pain

PAIN_1 In the past 3 months, how often did [you/he/she] have pain?

- Never
- Some days
- Most days
- Every day
- Refused
- Don't know

NOTE

Proxy respondents may be omitted from this section, at country's discretion.

j) Fatigue

TIRED_1 In the past 3 months, how often did [you/he/she] feel very tired or exhausted?

- Never
- Some days
- Most days
- Every day
- Refused
- Don't know

NOTE

Proxy respondents may be omitted from this section, at country's discretion.

4 Health (Examples of Questions)

1. How would you describe your physical wellness?
2. How do you feel in general? How is overall your health?
 - Poor
 - Fair
 - Good
 - Very good

NOTE

Proxy respondents may be omitted from this section, at country's discretion.

5 Gender-based Violence (Examples of Questions)

1. Have you ever experienced some form of violence or abuse in either a domestic setting or while on the move?
2. Was this violence ever of a sexual nature?
3. Do you know where to go for contraceptives, to prevent pregnancy, or for pregnancy support at the moment?

NOTE 1

Proxy respondents may be omitted from this section, at country's discretion.

NOTE 2

Proxy respondents may be omitted from this section, at country's discretion.

FINAL QUESTIONS

1. What kind of services would you like to receive?
2. Is there something else you would like to add?

NOTE

As soon as you feel that you have collected all the necessary information remember to click on the 'view summary' button.



FIND A SERVICE PROVIDER

Example of Service Providers

- ▶ Cyprus
- ▶ Greece
- ▶ Finland
- ▶ Austria
- ▶ Italy

ORGANISATIONS

Cyprus	Greece	Italy	Finland	Austria
Hope For Children				
Cyprus Refugees Council (CRC)				
Asylum Service				
Cypriot Red Cross Society (CRCS)				
Kisa Migrant and Refugee Center				
MiHub - Migrant Information Center				
Caritas Cyprus Nicosia Migrant Center				
Social Welfare Services				
Office of the commissioner for administration and human rights				

CHAPTER 2

Communicate Effectively & Openly

Author(s): EASPD

Preparing for the Interview

Doing your homework

AMiD Training Modules 1 & 2:

- ◆ International legal instruments
- ◆ Know country of origin of the applicant
- ◆ Relevant national legislation & jurisprudence

Knowing the content of the application

Read basic data, registration forms, testimonies and examine copies of all documents received from the applicant in advance of the interview:

- ▶ Ask the right questions and identify missing, incomplete, or unclear information; to inspire confidence in the applicant.

Preparing the interpreter

- ◆ Brief the interpreter **in advance** to make sure that he/she understands what to do.
- ◆ Explain how you intend to conduct the interview and **types of questions** you will ask.
- ◆ Insist on the **confidentiality** of all information that concerns the applicant.
- ◆ Ensure that the interpreter must remain **neutral and objective**.
- ◆ Make sure that applicant and interpreter feel **comfortable** with one another (objectivity of the interview process, no pressure from the applicant)
- ◆ If interpreting arrangement is not good (differences of dialects, conflict of interests, etc.) then the interview should not proceed.



Physical setting and your attitude

- ◆ Assume a **caring** attitude and provide a setting that encourages the applicant to communicate.
- ◆ Provide a **comfortable** physical environment for the interview.
- ◆ Establish a **good impression** by greeting the applicant and addressing respectfully.
- ◆ Be aware of your **posture, body language and dress**.
- ◆ **No threatening tone**: be reassuring and encourage to answer fully and truthfully.

Privacy

Confidentiality is essential, ensure privacy of the interview area.

No interruptions & noise

No distractions during interview: no phone calls or **interruptions** by other people.

Seating arrangements and the interview room

- ◆ Table and chairs on the same level.
- ◆ Avoid signs of **authority** in the room environment. (e.g. court-room settings, bars on windows, locked doors, the presence of uniformed personnel, etc.).

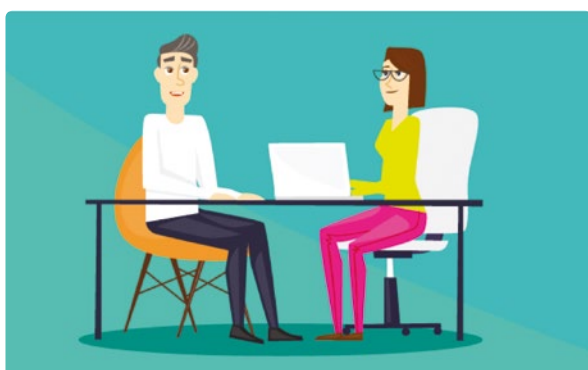
Planning your time

- ◆ Limited time, so **careful preparation** is important: assess main aspects of the case, then concentrate on areas with omissions or contradictions.
- ◆ Try to **anticipate** where special interviewing skills may be needed to help overcome communication barriers.
- ◆ Provide **breaks** for the interpreter and the applicant.
- ◆ Before starting the interview, remind the applicant of the **purpose** of the interview.

To summarize, the objectives of the interview process are:

- ◆ To document with as many details as possible the applicant's story.
- ◆ To allow the applicant to tell the story fully.
- ◆ To direct the interview by planning your questions carefully to cover all aspects.

Conducting the Interview



Opening the interview

The message to convey is that:

- ◆ you are there to hear the story in a totally **neutral** way;
- ◆ as a representative of your organization you are **concerned** and **respectful** of his or her distress;
- ◆ you work within a **legal framework** which imposes certain specific conditions;

Step 1. Putting the applicant at ease

Take care to **show courtesy and respect** by

- ◆ smiling and shaking hands (or some other appropriate gesture of greeting);
- ◆ using the applicant's family name (pronounce it correctly);
- ◆ introducing yourself;
- ◆ if the interview is not on time, apologizing for the delay;
- ◆ asking if the applicant is prepared to be interviewed.

Step 2. Introducing the interpreter

Check that the applicant and the interpreter **understand** one other. In the case of women applicants, interpreter should be female.

Step 3. Reviewing basic personal information

You may already have read the applicant's **basic data** or registration form. However, you may find it necessary to go over certain points to make sure that the information you have is accurate and complete.

Step 4. Providing some background explanations

Before starting, the applicant must be provided with certain **information**, written or orally. Before proceeding, make sure the applicant has understood the purpose of the interview, and of the questions you will be asking.

Step 5. Reminding the applicant rights and obligations

The right to **confidentiality**: no information will be shared without consent. This reassurance makes the applicant feel that it is safe to talk openly about past experiences/events.

The obligation to **be truthful**. Tell the applicant that giving an honest, open testimony is in his or her best interest. The case must be based on true experiences and not on misleading information.

Step 6. Explaining the process

Tell the applicant **how long** you expect the interview to last, whether you plan any breaks, and how the questions will be asked. Ask the applicant whether anything remains unclear and requires further explanation. Once everything has been well understood the interview can proceed.

Summary checklist

- ◆ Introduce yourself and explain the process to be followed in order to put the applicant at ease;
- ◆ Introduce the interpreter and make sure the applicant and interpreter understand one another before proceeding with the interview;
- ◆ Review the information provided with the applicant to ensure it is accurate and complete;
- ◆ Explain the type of questions you will be asking;
- ◆ Remind the applicant of his or her right to confidentiality, and obligation to tell the

Maintaining the applicant's confidence

Your task is to build on the established confidence. Two approaches can help:

Eye contact

Maintaining a **steady and friendly** visual expression and keeping eye contact suggests you are paying careful attention. Avoid reading papers while the applicant is speaking. Eye contact with the applicant, not interpreter.

Body posture

Physical position you adopt can communicate your interest. Be **natural**, **attentive** and **relaxed**. Keep your movements and facial expressions as neutral as possible. This will encourage the applicant to communicate.

Putting your questions

Put your questions in a **friendly** manner and **slowly**. Allow adequate time to present the story as freely as possible. Avoid pushing to come quickly to the main point as he/she may reveal important detail.

Try to **modulate** your voice and pace your questions to suit the characteristics of the applicant.

Your reaction to silences

Allow the applicant **time to think**. Avoid breaking the silence by adding useless questions.

Your silence gives time to consider a question carefully and can help the applicant recall past events. Considerable non-verbal communication also occurs during such pauses, to which you must be attentive.

Here now are a few general hints on formulating questions.

DO

- ▶ Keep your questions **short and uncomplicated**.
- ▶ Alternate between open and closed questions.

DON'T

- ▶ Ask a **string of questions** that will leave the applicant feeling confused.
- ▶ Interrogate as in a cross-examination or use a harsh tone of voice when asking your questions.

Getting the true story

Keeping the applicant talking

Don't break in: avoid introducing a new question before the applicant has finished replying to previous ones.

Give encouragement even if there are hesitations or silences. Quietly prompt with phrases such as "...and then?"; "I understand..."; or repeat a few key words from the previous response.

Confronting

Avoid at all costs adopting a critical or judgmental attitude since this will destroy atmosphere of confidence. If you are faced with contradictory statements allow the applicant the opportunity to provide an explanation.

TIP

Put the blame on yourself or try to reformulate your questions. Do not push the applicant, if you cannot confirm or obtain satisfactory explanations, drop it, and return to that point later time.

Be alert as there may be something that the applicant does not want, or is unable, to tell you.

Points to Remember

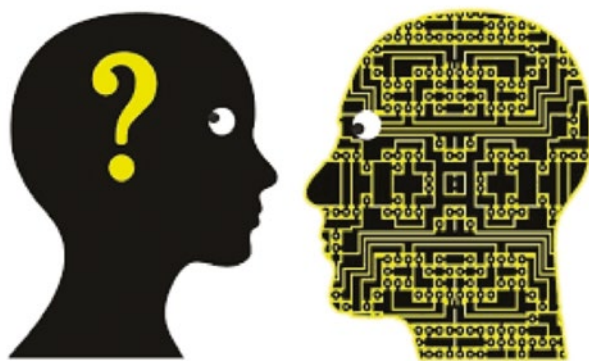
- ◆ Keep climate of confidence for good communication.
- ◆ Make sure to document all responses and clarifications given by the applicant.
- ◆ Pay careful attention to each detail.
- ◆ Avoid phrasing your questions in a judgmental way.

- ◆ Be positive in your approach. Use phrases such as “Could you explain...?” or “You seem to be saying...”.

Closing the interview

- ▶ Have you asked the applicant if he or she has anything to add?
- ▶ Have you advised the applicant of what will happen following the interview?
- ▶ Have you thanked the interpreter and given the applicant the opportunity to do likewise?

Barriers to Communication



The effects of trauma

- ◆ Hesitation, retreat into prolonged silence, or uncoherent or contradictory explanations.
- ◆ Reluctant to re-live bad emotions.
- ◆ Past experiences might have been suppressed from the conscious mind.
- ◆ Applicant could break down and become incapable of coherent expression, or be able to remember only certain events from his or her past.
- ◆ The interviewer must also be aware of emotional disturbance which impedes a normal interview.

Omission and confusion

- ◆ For migrants with disabilities, dates, locations, distances, events, and significant personal experiences can be forgotten or blurred due to mental shock or lapse of time.

- ◆ The chronological order of events may be difficult to reconstruct. Applicant may remember events that affected him/her most in emotional or physical terms while retaining little of the time sequence.

- ◆ Omissions or inaccuracies may occur.
- ◆ You must be aware that applicant cannot be expected to remember all the details of his/her personal history.

Fear to share information

A migrant having left his/her country through fear of persecution is likely to have:

- ◆ fear of persons in authority (particularly those in uniform);
- ◆ fear of putting relatives or friends in danger;
- ◆ fear of the interview process;

Loss of self-esteem

Applicant may withhold information that may lower the respect of others: gender, and cultural and societal expectations are important factors.

Ex.: hard to admit for a man to having been obliged to leave his wife and children unprotected.

A woman sexually assaulted may feel so ashamed that she has not even told her family about her suffering.

“Culture shock”

Move from one culture to another – especially from a less developed to a more developed environment – may cause confusion and anxiety. This can affect ability to make a clear and coherent statement.

Applicant may speak in a confused way because of difficulties in a new social & cultural environment. Unfamiliarity with the style of question vs answer interview may inhibit communication.

Disparities of notions and concepts

Quite common words can have different cultural meanings.

Notions of time, space, family relationships can also vary from culture to culture.

Your attitude as interviewer

- ◆ Make sure the room does not resemble a court room.
- ◆ Avoid having persons in uniform.
- ◆ If the applicant is agitated or nervous try to pose your questions in a relaxed manner.
- ◆ Reassure the applicant that you are trying to help.
- ◆ Reassure the applicant that any information provided will be kept strictly confidential.
- ◆ Always remain neutral. Refrain from posing questions that appear judgmental.
- ◆ Take into account cultural background of the applicant so as to avoid misunderstandings of communication.
- ◆ Be aware of any disparities of notions and concepts which may be arise.

CHAPTER 3

How to use NAT Results

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Collect Data

Why is data collection important?

- ◆ To advance general understanding.
- ◆ To 'uncover' and reveal.
- ◆ To challenge misconceptions.
- ◆ To support change in policy developments.
- ◆ To improve migration management.

Principles for Policy Messages

- ◆ Know & understand your target
- ◆ Adapt to & work with their reality – not yours!
- ◆ Build trust over time
- ◆ Data driven, not politically biased, neutral
- ◆ Terminology
- ◆ Solutions, not just problems
- ◆ Don't be empty handed - come with back up docs
- ◆ Be patient
- ◆ Cooperate with other stakeholders: technical vs power.

What is the message?

Research/data/study

- ▶ Position paper
- ▶ Recommendations
- ▶ Amendments to draft legislations
- ▶ Real-life stories

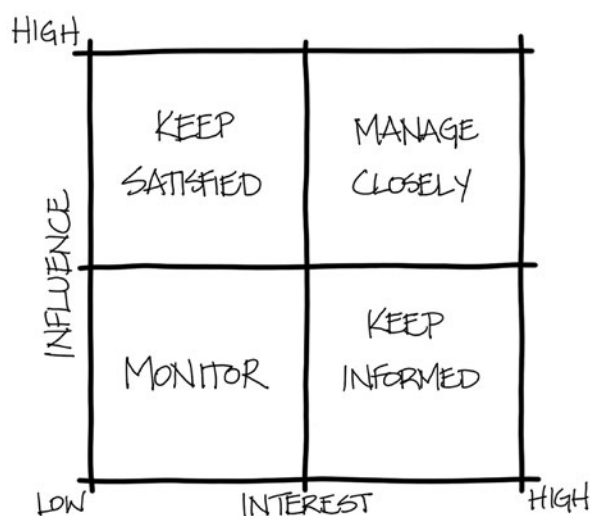
How does the policy message should look like?

- A. Title - keep it short and informative
- B. Executive Summary- two/three sentences summing up the entire text
- C. Introduction - explain why issue is important; put the data into context
- D. Methods, Approaches and Results/Body- present the findings in an accessible way for a non-specialist. Explain the methodology used to reach the results. Policy makers want to see robust and sustainable results
- E. Conclusions- reinforce the key message to take away from the policy brief
- F. Policy Recommendations- try and make only feasible policy recommendations
- G. References and Suggested Sources

To whom deliver the message?

- ◆ Politicians
- ◆ Civil servants
- ◆ Media
- ◆ Other stakeholders.....

Stakeholders' Mapping



Policy Messages

How to deliver the message

- ◆ First contact: email and phone
- ◆ Meeting: agenda + position paper + follow up
- ◆ Public & private events
- ◆ Social media campaign
- ◆ Email/phone calls
- ◆ Infographs/Visual campaign

REFERENCES

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EASO Practical Guide: Personal Interview



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