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# Report Training of Trainers 'Building capacity of border officials to address disaster displacement'

**PREPARED BY:**

Natalie Dietrich Jones, PhD  
Online Facilitator



Organization of Eastern Caribbean States  
Morne Fortune, Castries, Saint Lucia  
Phone: +1 (758) 455-6327  
Fax: +1 (758) +1 758-452 2194



Caribbean Community Implementation Agency for Crime and Security  
19 Keate Street, Port-of-Spain, Trinidad and Tobago  
Phone: +1 (758) 455-6327  
Fax: +1 (758) +1 758-452 2194

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# Acknowledgements

The Project Team extends its thanks to the member states who participated and made possible the Training of Trainers to build capacity of border officials to address disaster displacement scenarios. The Team is also grateful to the partner agencies who have continued to support capacity building in the region, and looks forward to future partnerships in this thematic area.

# Introduction



On 8 June 2021, an online four-day Training of Trainers (ToT) session to build capacity of border officials to address disaster displacement situations commenced. The ToT is the second phase of training which follows the first virtual delivery to border officials across the Organization of Eastern Caribbean States and the Caribbean Community (CARICOM) in June 2020.

The training was organized in response to feedback from participants after Phase I of the programme. It therefore sought to address concerns raised by participants, such as the duration of sessions and a need for coverage of specialized content. Moreover, the ToT specifically addresses a request from participants that a training of trainers be incorporated in future sessions.

The delivery of the ToT therefore also seeks to address sustainability of the training of border officials to address disaster displacement, and is therefore intended to support future delivery of national training throughout the Caribbean.

Due to ongoing travel restrictions related to COVID-19, training was delivered using an online modality.

# Project Objectives



For Phase II of training to build capacities of border officials to address disaster displacement situations, emphasis was placed on 3 key thematic areas. These included regional disaster displacement frameworks, mixed flows and international protection, and psychosocial support.

Phase II was designed to -

- Deepen understanding and enable the transmission of knowledge on cross-border displacement issues (with a focus on contemporary issues);
- Strengthen psychosocial support capacities in Member States to meet the needs of persons displaced by disasters and the adverse impacts of climate change; and
- Facilitate an enhanced understanding of mixed migration flows and international protection in the context of disaster scenarios.
- Enable participants to conduct the training for colleagues.
- Provide participants with the necessary tools, guidance and support to transfer the knowledge, skills and techniques to others.



# Overview of Training

## The Training Team

Seven (7) international agencies participated in the virtual training, which took place once weekly for the four weeks of June 2021.

Specialized content was delivered by the Organization of Eastern Caribbean States (OECS), the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), the International Organization for Migration (IOM), the Platform on Disaster Displacement (PDD), the Internal Displacement Monitoring Centre (IDMC) and the United Nations High Commissioner for Refugees (UNHCR).

Administrative and technical support was provided by the Caribbean Community Implementing Agency for Crime and Security (CARICOM IMPACS),



## The Technical Team

Led by Ms Joycelyn Hughes, Border Security Affairs Specialist and Training Coordinator, administrative and technical support was provided by the following team members at the Caribbean Community Implementing Agency for Crime and Security (CARICOM IMPACS):

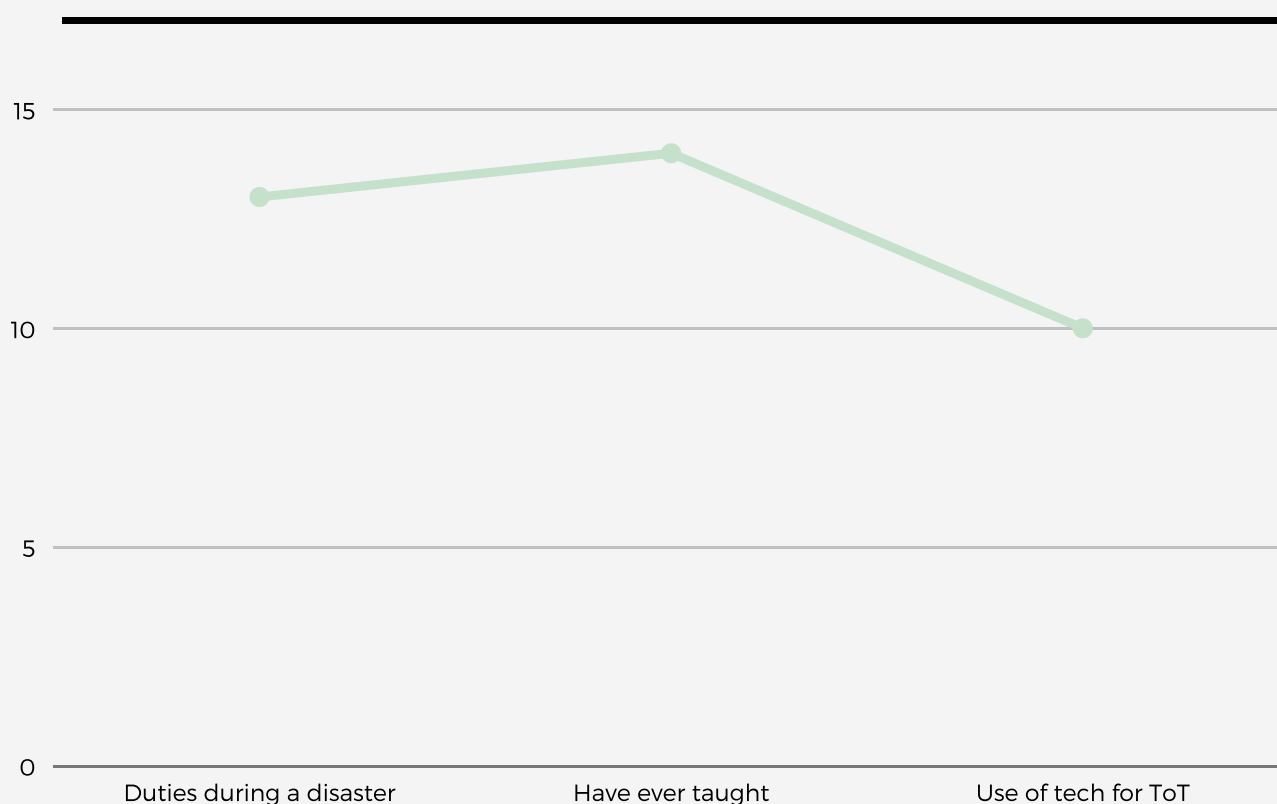
- Alvaro Gumucio\*\*
- Shai Segall\*\*
- Troy Hector
- Candy Saunders-Alfred
- Angela Ferguson

\*\* Metrostar systems



## Audit of participants

A survey was administered, in advance of training delivery, to audit current skills and knowledge of participants. Twenty-one (21) nominees, just over 50% of participants, completed the survey.



Approximately 60% of respondents had previous experience discharging their duties as border officials in a disaster context, while most had life experience with disasters. These factors both explain why the majority of participants had previously heard the terms 'human mobility' and 'disaster displacement'. There was much less familiarity with the terms 'psychological first aid' and 'peace

principles.

In terms of pedagogical and/or communication skills required for teaching in an online, or face-to-face environment, two-thirds of respondents had previous teaching experience, While more than half had used online platforms, most indicated they had not previously used online tools for teaching purposes.

## Participating States

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**ANGUILLA**

**ANTIGUA AND  
BARBUDA**

**BARBADOS**

**BRITISH VIRGIN  
ISLANDS**

**DOMINICA**

**GRENADA**

**MARTINIQUE**

**ST KITTS AND  
NEVIS**

**ST LUCIA**

**ST VINCENT AND THE  
GRENADINES**

**TRINIDAD AND  
TOBAGO**

*"First experience like this. Very good experience. It was really enriching. Resources available, easy access, technical staff at your disposal, friendly classmates..."*

A participant shares their experience during course evaluation

Following a call for participants, nominees were received from member states and associate member states of the Caribbean Community (CARICOM) and Organization of Eastern Caribbean States (OECS). In total, there was representation from twelve states across the Caribbean.

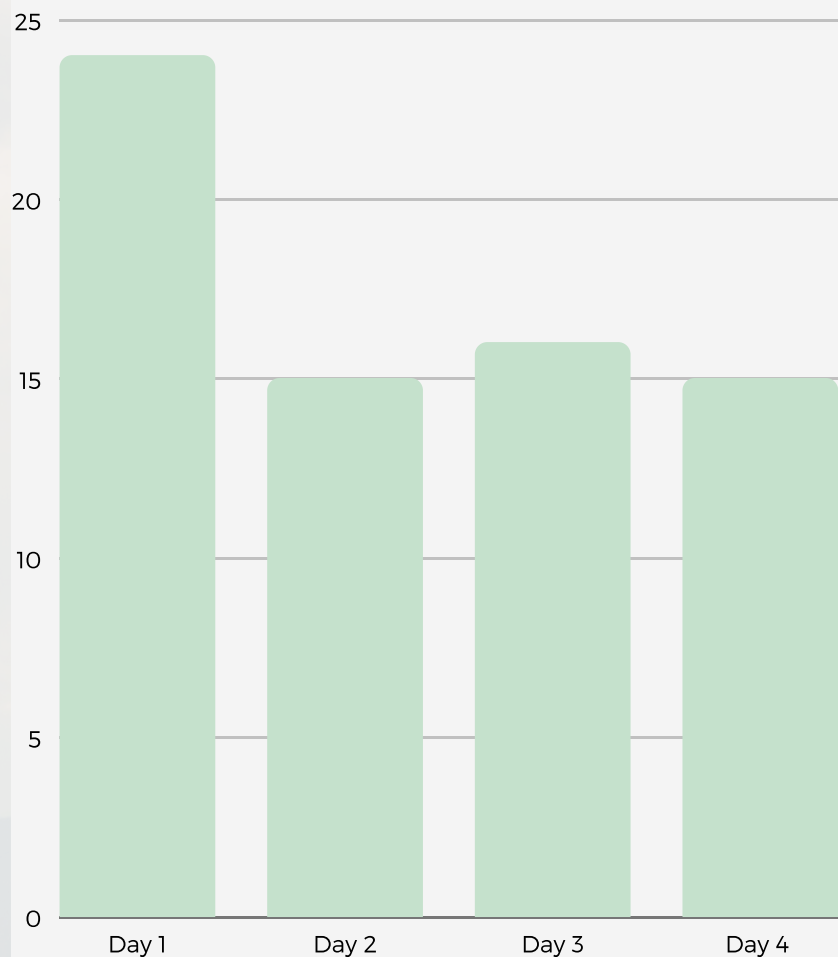
Participants were border officials of varying ranks, working in the fields of immigration and customs.

## Attendance

Participation and attendance varied across states for each week of training. The highest participation rate was accomplished on Day 1 of the training, with 59% of nominees attending training. The attendance roster is included in the Annexure to this report.

A number of factors impacted on attendance, though the primary challenges appeared to be bandwidth issues and conflicts with participants' existing workload.

*One of the key takeaways from the virtual delivery of the training is the need for participant pre-enrollment and registration for the virtual learning platform.*



## Training Methodology

In order to support delivery of the training, an Online Facilitator/Course Coordinator was contracted. The role of the Online Facilitator was to facilitate online training sessions, curate the virtual online learning environment, and provide advice on appropriate pedagogical tools.

Training sessions were delivered by training teams, with specialization in each of the three thematic areas. In preparation for the training, a kick-off meeting was held with each training team and the Online Facilitator to explain the role of the Online Facilitator and to discuss the pedagogical approach for each training day. During these sessions, the learning objectives were discussed and activities proposed based on the content for the respective day of training. Following the initial session, a draft agenda was circulated by the Online Facilitator, which was subsequently populated and/or amended by the training team.

In order to enhance the virtual learning experience a number of approaches were utilized:

- (1) Recommendation of a variety of learning activities, which tested a range of learning objectives;
- (2) Recommendation of experiential learning activities for group and individual learning;
- (3) Development of formative assessments for independent learning for out-of-classroom learning opportunities.

In addition to kick-off meetings, training sessions were organized with the Online Facilitator and the CARICOM IMPACS team to introduce training teams to the Big Blue Button virtual learning platform. One-on-one sessions were also facilitated with the Online Facilitator in order to rehearse some of the key functions of the platform.

Sessions were held weekly, each Tuesday for three hours, for the entire month of June. Online instruction was complemented by independent learning activities through the virtual learning platform, CBSI.



## Module summaries

08  
June

### **FRAMEWORKS FACILITATING THE FREE MOVEMENT OF PERSONS**

Dr Annett Fleischer, GIZ  
Dr Clarence Henry, OECS

In this session participants were introduced to key concepts in disaster displacement discourse, the regional actors involved in disaster displacement in the Caribbean and the frameworks facilitating freedom of movement in the context of the OECS and Caribbean Community (CARICOM) Single Market and Economy (CSME). Activities included two breakout group sessions, where participants shared their experiences addressing disaster displacement in their individual country contexts.

15  
June

### **CROSS-BORDER DISPLACEMENT IN THE CARIBBEAN**

Pablo Escribano, IOM  
Juan Carlos Mendez, PDD  
Ricardo Fal-Dutra Santos, IDMC

On Day 2 participants learnt about the different types of data and evidence available on disaster displacement, and discussed the significance of data collection within the context of disaster displacement scenarios. Activities included a quiz, a data mapping exercise, and construction of a mind map.

22  
June

### **MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT**

Karen Carpio, IOM

This session included role play as the principal activity for participants to practice delivery of Psychological First Aid. This activity rounded off the day's discussion, which had included an introduction to the concepts 'Mental Health', 'Psychosocial support' and 'Psychological First Aid'.

29  
June

### **MIXED FLOWS AND INTERNATIONAL PROTECTION**

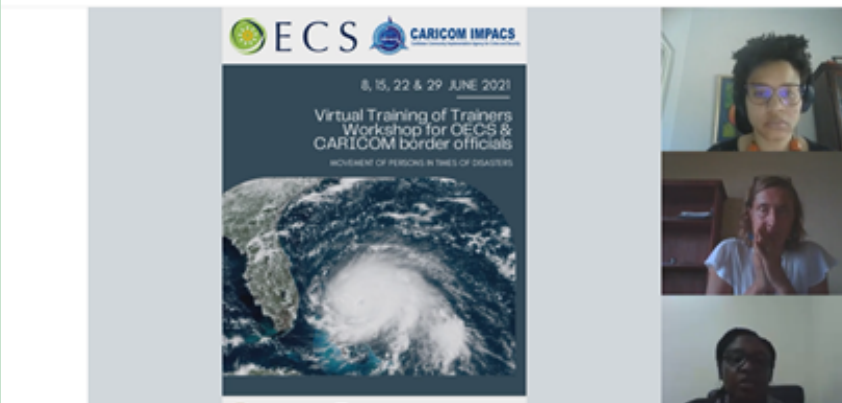
Rana Ksaifi, UNHCR  
Alex Burns, UNHCR  
Mathilde Crepin, UNHCR

On the final day of training participants were provided with an overview of mixed migration in the Caribbean context, and its relationship with international protection. Participants were taught how to identify persons with special needs in the context of a disaster. Finally, they were also introduced to the PEACE principles as the model by which to conduct interviews. Like Day 3, participants conducted role play to practice interviewing persons with special needs in the context of disasters.



# Training highlights

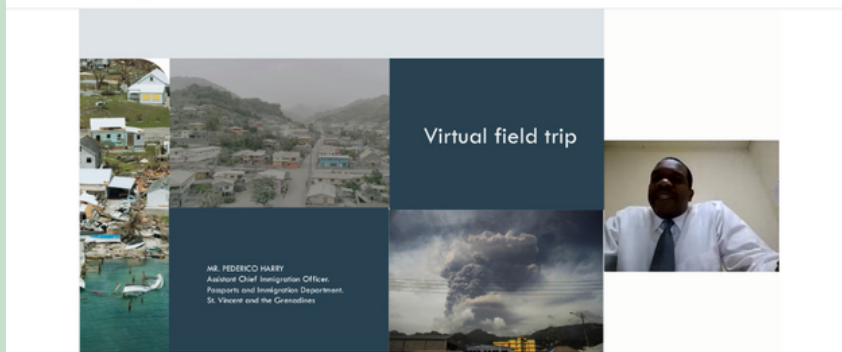
## Virtual Meeting Room



### SMALL GROUP DISCUSSIONS (DAY 1)

Participants engaged in a small group discussions to share their experiences on Day 1 of training.

## Virtual Meeting Room



### VIRTUAL FIELDTRIP (DAY 2)

Assistant Chief Immigration Officer, St Vincent and the Grenadines, Mr Pederico Harry, hosted a virtual field trip. He discussed the role of the Immigration Department in the repatriation of third country nationals following the recent volcanic eruptions and the country's approach during the COVID-19 pandemic.

### ROLE PLAY (DAY 3 & 4)

The IOM and UNHCR both used role play as a way to introduce participants to the principles of psychological first aid and how to interview persons with specialized needs.

## Activity 2: Role Plays



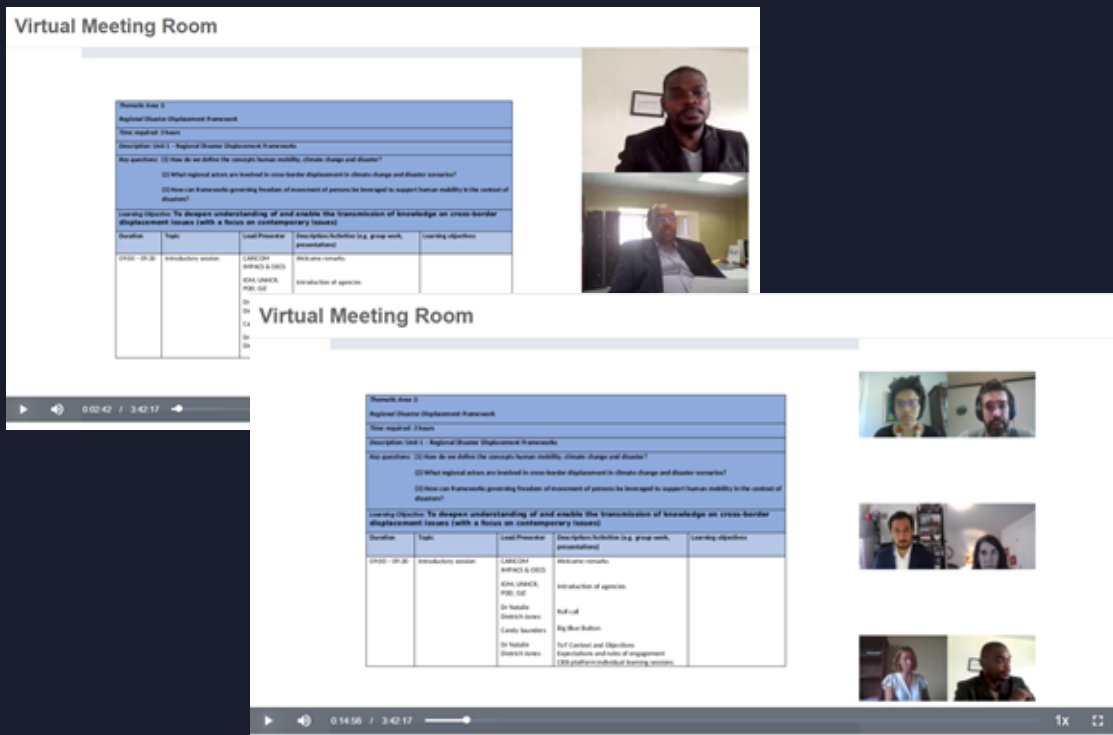
*Psychological first aid:* Facilitator's manual for orienting field workers

### QUIZ (DAY 2 & 4)

On Days 2 and 4, the IOM, PDD and UNHCR used quizzes as means of testing and reinforcing knowledge among participants.

#### Virtual Meeting Room





Agencies deliver remarks during the opening ceremony



A snap shot of participants during the closing ceremony



## Lessons Learnt

### *Insights from participants*

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Overall participants enjoyed the sessions and thought the presenters knowledgeable about their respective areas, as well as responsive to questions.

The main concern for participants was lack of familiarity with the BigBlueButton platform, and technical issues which arose with its use.

The following recommendations are based on feedback provided in the post-training evaluation survey.

1. More time required for break-out exercises.
2. Inclusion of examples relevant to participants' country context.
3. Longer duration of sessions/reduce content covered.



## Lessons Learnt

### *Insights from Online Facilitator*

The following recommendations are being proposed for consideration for future training sessions

1. Participants receive training in the use of the selected online virtual learning platform in advance of training delivery. This should reduce the challenges related to access to the platform on instruction days, as well as enable ready access to course materials.
2. If training is online, use of a more participant- and pedagogue-friendly virtual learning platform. Most participants were familiar with zoom. Blackboard is also an option.
3. If training is face-to-face, sessions be held for 6-8 hours. This should eliminate possibilities for work distractions. It also allows for sufficient time to discuss course content and organize activities.
4. Course content to include introduction to andragogy and adult learning strategies. This is especially important for a ToT, and for individuals with no or minimal experience teaching adult learners.
5. Assessments be included in the course, and be used as a means to provide certification to participants.

## Annexure



Thematic Area 1:				
Regional Disaster Displacement Framework				
Time required: 3 hours				
Description: Unit 1 – Regional Disaster Displacement Frameworks				
Key questions: (1) How do we define the concepts human mobility, climate change and disaster?				
(2) What regional actors are involved in cross-border displacement in climate change and disaster scenarios?				
(3) How can frameworks governing freedom of movement of persons be leveraged to support human mobility in the context of disasters?				
Learning Objective: To deepen understanding of and enable the transmission of knowledge on cross-border displacement issues (with a focus on contemporary issues)				
Duration	Topic	Lead/Presenter	Description/Activities (e.g. group work, presentations)	Learning objectives
09:00 – 09:30	Introductory session	CARICOM IMPACS & OECS  IOM, UNHCR, PDD, GIZ  Dr Natalie Dietrich Jones  Candy Saunders  Dr Natalie Dietrich Jones	Welcome remarks  Introduction of agencies  Roll call  Big Blue Button  ToT Context and Objectives Expectations and rules of engagement	
Understanding disaster displacement & Relevant actors in disaster management and response				
09:30 – 9:40	Overview	Dr Annett Fleischer, Advisor, GIZ	Brief presentation <i>Understanding disaster displacement and regional actors</i>	
09:40 – 10:00	Break out groups (6)		Group Activity  Based on your experience, discuss the links between disaster & climate-related events and displacement & migration  <ol style="list-style-type: none"><li>1. Identify 3 best practices in managing cross-border disaster displacement</li><li>2. What are the three key challenges as border officials in dealing with persons entering a country after a disaster?</li><li>3. How could the situation of disaster displaced persons in the Caribbean be improved? Propose three recommendations.</li></ol>	To deepen understanding of cross-border displacement issues, through comparison and contrast of professional experiences addressing human mobility within the context of disasters
10:00 – 10:30	Break out groups (6)		Reporting in plenary  Each group will nominate a designate to report the answers to the three questions discussed in the group activity. (5 minutes per group)	
10:30 – 10:45	Video <i>Climate Change and Human Mobility in the Caribbean</i>			
Freedom of movement of persons and Human Mobility in the context of disaster				
10:45 – 11:15	Frameworks facilitating freedom of movement of persons in the OECS/CARICOM	Dr Clarence Henry, Senior Technical Officer, OECS	Brief presentation <i>Freedom of movement of persons in the OECS</i>	
11:15-11:45	Break out groups (6)		Group Activity  Working in your assigned group, please discuss the following questions:  <ol style="list-style-type: none"><li>1. What are some key challenges faced by border officials/agencies in times of disaster? (refer to past disasters e.g. Hurricane Irma and Maria, Volcanic Eruption in Saint Vincent &amp; the Grenadines).</li><li>2. Does the free movement regime(s) (OECS free movement/the CSME skilled national regime) help to address those challenges?</li><li>3. What programmes/policies/initiatives are needed to address these key challenges? (consider both the national and regional levels)</li></ol>	To deepen understanding of freedom of movement frameworks and how they can facilitate human mobility during disasters
11:45 -12:15	Break out groups (6)		Reporting in plenary  Each group will nominate a designate to report the answers to the three questions discussed in the group activity. (5 minutes per group)	
			(consider both the national and regional levels)	
11:45 -12:15	Break out groups (6)		Reporting in plenary  Each group will nominate a designate to report the answers to the three questions discussed in the group activity. (5 minutes per group)	
12:15-12:30	Wrap up			

Thematic Area 2: Cross-border Displacement in the Caribbean				
<b>Time required: 3 hours</b>				
<b>Description:</b> Unit 2 - Cross-border displacement in the Caribbean				
<b>Key questions:</b> What are the sources of data and evidence on disaster displacement and how can progress be achieved for an increased understanding of these movements? What are the national policies to respond to disaster displacement and which gaps can be identified? Are there any lessons learned to enhance future responses?				
<b>Learning Objective:</b> To deepen understanding of the range of issues involved in reception of populations displaced by disaster To evaluate migration and displacement data collection processes at the national and regional levels.				
Duration	Topic	Lead/Presenter	Description/Activities (e.g. group work, presentations)	Learning objectives
09:00 – 09:30	Recap	Dr Natalie Dietrich Jones		
09:30 – 09:40	Data and evidence on disaster displacement in the Caribbean	Pablo Escribano & Juan Carlos Mendez	Brief presentation - Overview	To understand the importance of data collection in the context of disaster displacement
09:40 – 10:00	Data on disaster displacement	Pablo Escribano & Juan Carlos Mendez	Jeopardy/Kahoot/Other test app	
10:00 – 10:10	IDMC 2021 report and data sources on disaster displacement in the Caribbean	IDMC	Brief presentation	To understand the extent of disaster displacement in the Caribbean
10:10 – 10:30	Sources of data and evidence in Caribbean countries	Pablo Escribano & Juan Carlos Mendez	Group activity: Participants are divided in groups, they identify sources of data and evidence in their governments on various types of environmental migration	To evaluate existing sources of data and potential gaps at country level.
10:30 – 10:50	Recap: Sources of data and evidence in Caribbean countries	Pablo Escribano & Juan Carlos Mendez	Activity recap: Participants present the results of group work, findings are systematized	To evaluate existing sources of data and potential gaps at country level.

10:50 – 11:00	<b>BREAK</b>			
11:00 – 11:10	National responses to disaster displacement and environmental migration	Pablo Escribano & Juan Carlos Mendez	Brief presentation - Overview	To discuss policymaking related to disaster displacement and environmental migration in the Caribbean
11:10 – 11:30	A disaster displacement scenario: building pathways for protection	Pablo Escribano & Juan Carlos Mendez	Plenary activity in which a fictitious case of climate hazard is presented and participants develop pathways and opportunities to ensure protection – mind map	To outline the steps involved in responding to displaced populations in the context of a receiving country
11:30 – 11:50	Virtual field trip: Saint Vincent and the Grenadines	Mr Pederico Harry, Assistant Chief Immigration Officer, St Vincent and the Grenadines	Plenary discusión	To discuss an ongoing disaster scenario and responses to displacement, including evacuations
11:50 – 12:05	Conclusion	Pablo Escribano & Juan Carlos Mendez		
12:05 – 12:15	Wrap up of the day	Dr Natalie Dietrich Jones		

Thematic Area 3: Psychosocial Support				
Time required: 3 hours				
Description: Unit 3 – Psychosocial support				
Key questions:				
What is Mental Health and Psychosocial Support in emergencies and displacement?				
What is Psychological First Aid (PFA)?				
How is PFA implemented in the context of emergencies and displacement?				
Learning Objective: To strengthen psychosocial support capacities in Member States to meet the needs of persons displaced by disasters and the adverse impacts of climate change				
Duration	Topic	Lead/Presenter	Description/Activities (e.g. group work, presentations)	Learning objectives
09:30 – 10:00	Recap Day 2	Dr Natalie Dietrich Jones		
Mental Health and Psychosocial Support (MHPSS)				
10:00 – 10:10	MHPSS	Ms Karen Carpio	1. <u>Introduction to session's learning objectives</u> 2. <u>Watch short video</u> : Community-Based MHPSS in Emergencies and Displacement-concepts and models of work	To understand basic concepts of Mental Health and Psychosocial support (MHPSS)
10:10-10:30	MHPSS	Ms Karen Carpio	3. Group brainstorming activity: identification of the kind of direct service provision carried out by staff in their teams	To identify direct service provisions carried out by border officials in emergency settings and displacement
10:30-10:50	MHPSS	Ms Karen Carpio	4. <u>Presentation</u> : Introduction to basic concepts for Mental health and psycho-social support (MHPSS) in emergency settings and displacement	
10:50-11:00	BREAK			
Principles of Psychological First Aid (PFA)				
11:00-11:30	Overview	Ms Karen Carpio	5. Presentation of Principles of Psychological First Aid	To understand Psychological First Aid as a practice that can provide initial support and referral to people in distress
11:30-11:45	PFA	Ms Karen Carpio	6. Psychological First Aid Role Play	To apply principles of Psychological First Aid
11:45-12:15	PFA	Ms Karen Carpio	7. Report in plenary and recap of PFA practical recommendations (Do's and Don'ts)	To apply principles of Psychological First Aid
12:15-12:30	PFA	Dr Natalie Dietrich Jones	8. Wrap up and indications for next session	

Thematic Area 2: Mixed Flows and International Protection				
Time required: 3 hours				
Description: Mixed Flows and International Protection				
Key questions:				
What are the needs of vulnerable groups in mixed migration flows?				
How do border officials conduct protection assessments and identify persons with specific needs?				
What are the referral mechanisms and opportunities for assistance for vulnerable persons?				
How do border officials identify persons in need of international protection?				
How do border officials respond, manage cases, and make referrals for persons in need of international protection?				
Learning Objectives:				
1. To understand mixed migration flows and the principles of international protection				
2. To identify persons with specific needs and apply principles of case management in disaster scenarios				
2. To apply the PEACE model in response to the needs of asylum seekers and refugees				
Duration	Topic	Lead/Presenter	Description/Activities (e.g. group work, presentations)	Learning objectives
09:00 – 9:30	Recap Day 3	Dr Natalie Dietrich Jones		
Mixed Flow: Relevant concepts and definitions				
09:30 – 09:40	Introduction to session & brief overview on mixed migration flows in the Caribbean	Rana Ksaifi	Brief presentation and refresher on key terms and topics	To understand mixed migration flows and the principles of international protection
09:40 – 10:00	Quiz Poll	Rana Ksaifi	Individual activity in which participants are given various scenarios and must accurately determine the protection term that applies (i.e., migrant vs. refugee, mixed flows, etc.)	To understand fundamental international protection terminology and concepts

Persons with Specific Needs and Vulnerabilities				
10:00 – 10:20	Identifying persons with specific needs and case management	Alex Burns	Presentation on persons with specific needs, referral pathways, and case management	To understand protection assessments, identification processes for persons with specific needs, referral mechanisms and service delivery for most vulnerable in disaster scenarios
10:20 – 10:35	Case study exercise	Alex Burns	Breakout group activity in which each group is given a scenario and has 15 min to discuss and answer the questions on specific needs and case management.	To apply concepts of identification/assessment of specific needs and case management to case studies.
10:35 – 10:50	Report in plenary for case study exercise	Alex Burns	Each group will nominate one participant to present their answers to the case study exercise.	To apply concepts of identification/assessment of specific needs and case management to case studies.
10:50 – 11:00	BREAK			
Interviewing Techniques				
11:00 – 11:20	Interviewing techniques	Mathilde Crepin	Presentation on the basic principles of refugee-status determination and introduction to interviewing techniques	To understand interviewing techniques and apply the PEACE model
11:20 – 11:30	Video	Mathilde Crepin	Video on interviewing	
11:30 – 11:50	Role play exercise	Mathilde Crepin	Breakout group activity in which each group is given a brief scenario. Two participants must volunteer to role play an interview (interviewer and	To apply concepts of interviewing and the PEACE model to role play scenarios.

			interviewee). The remaining participants will observe and take notes.	
11:50 – 12:00	Role play exercise (continued)	Mathilde Crepin	Following approx. 15-20 min of role play, the observers will provide feedback and discuss lessons learned, areas of improvement, etc.	To apply concepts of interviewing and the PEACE model to role play scenarios.
12:00 – 12:15	Q&A	Alex Burns and Mathilde Crepin	Plenary session	
12:15 – 12:20	Wrap-up	Rana Ksaifi	Wrap up	
12:20 – 13:00	Closing ceremony	Natalie Dietrich Jones	CARICOM IMPACS & OECS GIZ, IOM, PDD, UNHCR	

