

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

## Edition no. 1

Prepared by Natalie Dietrich Jones, Independent Consultant

First Edition © July 2021

Organization of Eastern Caribbean States

Morne Fortune

Castries

Saint Lucia

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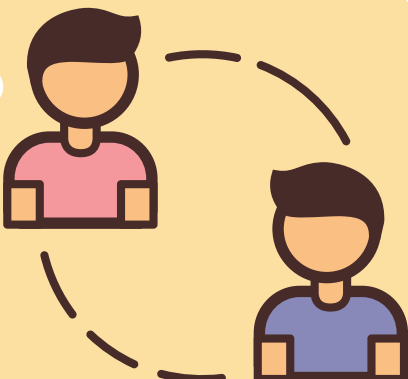
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## **Acknowledgements**

The Coordinating Author would like to thank the members of the training team, who provided comments on initial drafts of this document. She is also grateful to the participants of the regional training workshop 'Building capacities of border officials to address disaster displacement situations' delivered in June 2021. Their feedback also assisted with preparation of this manual.

## How to use this manual

This manual is divided into 3 parts. It can be read in its entirety or in each of its three constituent parts.

The manual has been designed to facilitate interactivity with the content and some images and text are hyperlinked. You can therefore peruse additional resources by clicking on these texts or images.

Hyperlinked texts are underlined, as shown below. Hyperlinked images display the URL when the mouse hovers over the image.

### Example of hyperlinked text

This [article](#) provides a useful overview of the pros and cons of possible seating arrangements.

### Example of hyperlinked image



Active learning



Empowering learners



A simple guide to andragogy

## Introduction

Congratulations on successfully completing the Training of Trainers course designed to build capacity of border officials to address disaster displacement situations! Now that you have completed the training, you are better placed to share your knowledge with your colleague border officials.

This manual has been prepared to support you in training delivery. The manual is organized into three parts. Part I provides general guidance on planning and logistics for training sessions. With the ongoing COVID-19 pandemic, it is unclear how soon we will be able to return to teaching in a face-to-face context. We have therefore included tips on how to organize both face-to-face and online training sessions.

Part II provides a brief introduction on adult teaching strategies. Part III provides a break down of the lessons for each of the four modules, which constitute the training: (i) Regional Displacement Frameworks; (ii) Cross-border displacement in the Caribbean; (iii) Mental Health and Psychosocial First Aid; and (iv) Mixed flows and International Protection.

We anticipate that, in addition to the tips and tools provided here, you will draw on your own expertise and skills during delivery of training. Please feel free to adapt the content, as well as to adjust the delivery of modules based on the needs of your country context.

## Planning a training workshop

The organization of a training workshop plays a key role in its success. It is recommended that wherever possible, a small team be assembled to help with planning. Considerations for organizing the session include where the sessions will be held, who will attend, what materials and resources will be required, and how participants' needs will be addressed.



Each of these are dealt with in turn, with a checklist provided at the end of this section.

### **Selection of participants**

Depending on the country context, the criteria for selection of participants may vary. However, the criteria will need to be clearly specified in the call for nominees for training. It is recommended that the call for nominees be circulated two to three months in advance of the training session so that individuals can make appropriate arrangements to be fully present in sessions.

Once the names of participants are known, it is recommended that a pre-training assessment of their knowledge and experience be conducted, through administration of a survey (See Annexure).

**The training venue**

Training may be held in a face-to-face setting or online. For face-to-face workshops, a suitable venue will have to be selected based on training needs. It should be large enough to accommodate participants, with considerations for social distancing if this will be required. If you have never used the venue before, it is recommended that you conduct a site visit. If finances pose a constraint, an appropriate room in your office may easily be converted into the training space.

Audio-visual equipment should also be on hand to support delivery of the sessions. You will require a laptop, with projector, and screen, and mics (depending on the size of the room). Flip charts are optional but may prove handy for group exercises.

For online sessions you will need a reliable device. Arrangements will have to be made for the session to be held virtually each week. This can be accommodated through a platform that has been approved by your department and partner agencies. In some instances, links can be circulated ahead of the session. Some online platforms require a paid subscription in order to host a large number of participants. These requirements should be verified and organized prior to the start of training.



**The agenda**

The four modules mentioned on Page 3 constitute four training sessions, each for three hours duration (at a minimum). Depending on your country needs and context, you may wish to deliver the training over longer hours, or to deliver modules independently. Specially invited guests will require ample notice to prepare their presentation. In determining the dates for training you will need to ensure that this is convenient for (most) participants and that there are no clashes with holidays, major national events, or other work events.



A link for templates of draft agendas is included in the Annexure.

**Materials and resources**

All materials and resources required for delivery of this course will be accessible to trainers through the [CBSI-Connect Platform](#). The materials are posted in the course portal 'Building capacities of border officials to address disaster displacement situations', which is accessed with the credentials used for the June 2021 training. Some of these resources are included as a stand alone resource in this manual. See details in Part III.

**Troubleshoot, Troubleshoot, Troubleshoot!**

Being familiar with your equipment, including how to fix malfunctions, goes a long way with avoiding any issues during training. A designated IT expert should be on stand-by to assist with any issues which arise.

## **Additional considerations**

For face-to-face workshops it is important to consider development of a budget to support the event. This would include expenses such as transportation of participants, food and beverage, and printing costs. If you do not intend to provide refreshments for participants, they will need to be advised in advance of the session.



## Face to face training

## CHECKLIST

<input type="checkbox"/>	Determine training date
<input type="checkbox"/>	Book venue
<input type="checkbox"/>	Confirm audio-visual equipment available and functioning
<input type="checkbox"/>	Circulate call for nominees
<input type="checkbox"/>	Conduct pre-training assessment/audit
<input type="checkbox"/>	Prepare online platform for weekly sessions
<input type="checkbox"/>	Make arrangements for catering
<input type="checkbox"/>	Prepare all handouts
<input type="checkbox"/>	Contact and confirm guest speakers
	Can you think of anything else? Write it here.

## Online training

## CHECKLIST

☐

Determine training date

☐

Choose online learning environment or platform

☐

Confirm computer equipment available and functioning

☐

Circulate call for nominees

☐

Conduct pre-training assessment/audit

☐

Prepare online platform for weekly sessions

☐

Prepare all handouts

☐

Contact and confirm guest speakers

Can you think of anything else? Write it here.



## Adult teaching and learning

The success of your training workshop will in large part be determined by the approach that you take to engage with participants. You will be interacting with adult learners. Adult learners have special characteristics, and thus specific needs. A few of these characteristics are highlighted on the next page.

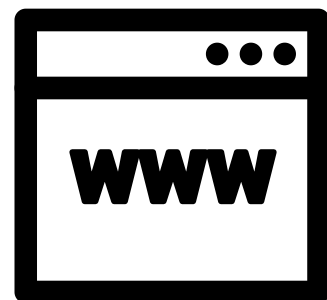
There are a number of theories which address the specific characteristics and needs of adult learners. We do not rehearse these here, although we do provide a few key resources below, which explain some things to consider when teaching adult learners.



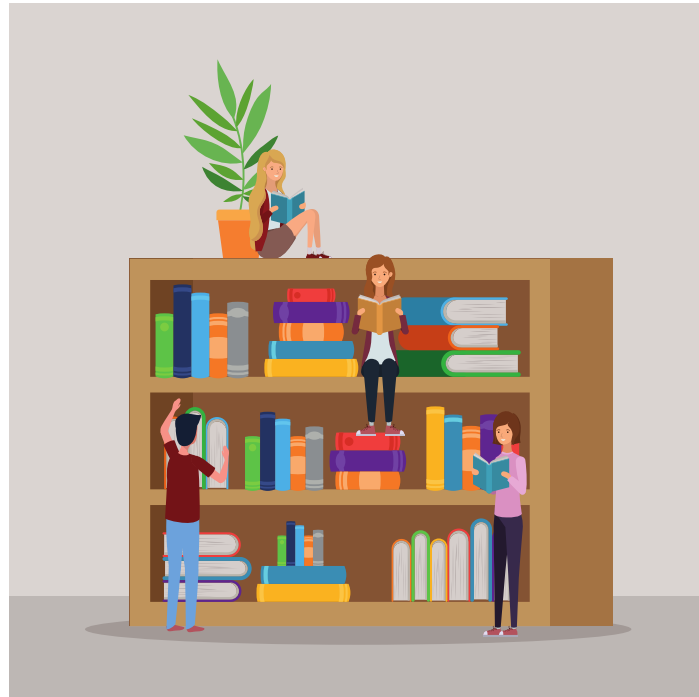
**Active learning**



**Empowering learners**



**A simple guide to andragogy**



### *Some characteristics of adult learners*

- 1. Bring a wealth of experience to the learning environment*
- 2. Are self-directed learners and can work well independently*
- 3. Learn best when content is relevant to their needs (e.g. career goals) or is useful to addressing a life situation or problem*
- 4. Like to be informed of the process of learning - sessions work best when expectations are communicated clearly and early*

## The Face-to-Face Classroom

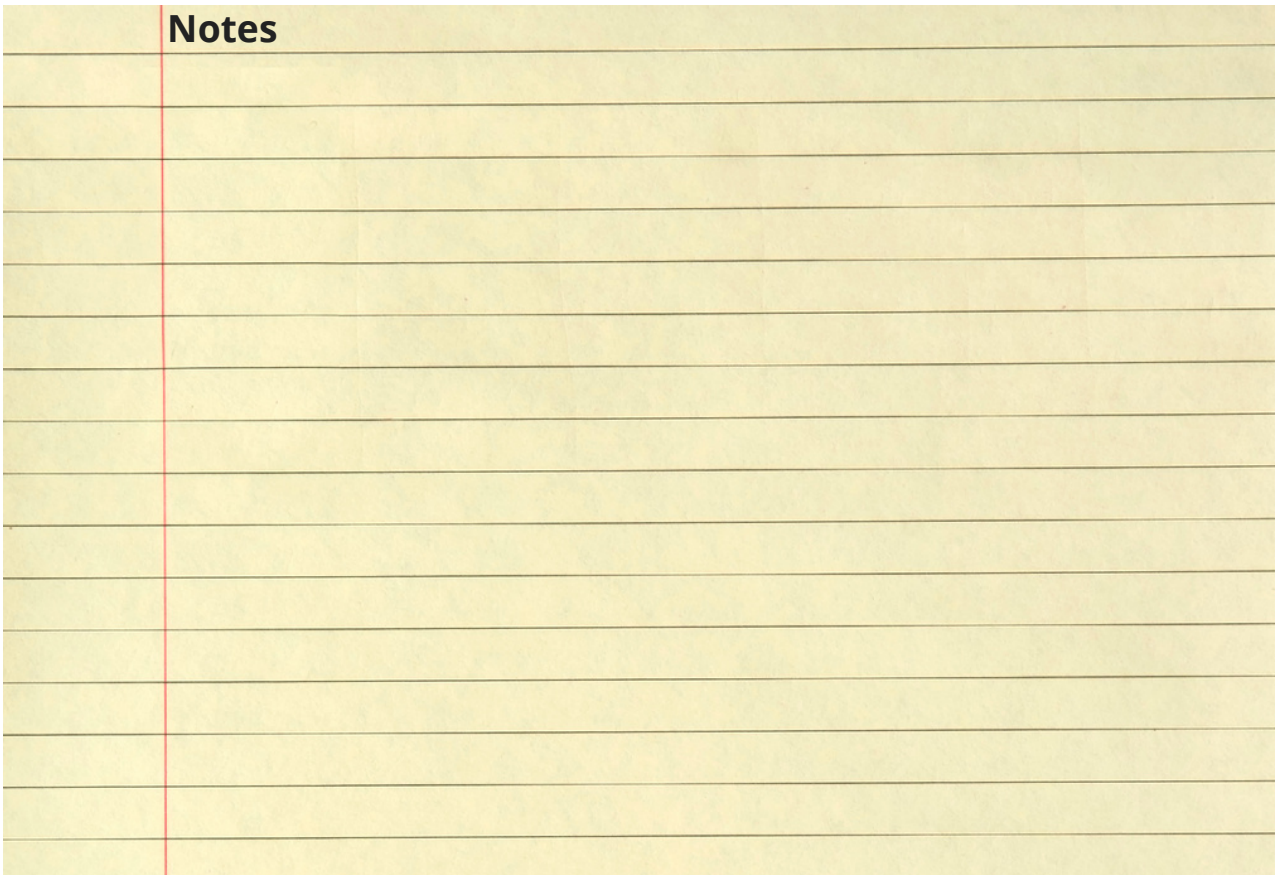
The face-to-face (F2F) classroom is the traditional classroom setting, and the format with which most of us are familiar. F2F teaching offers a number of advantages, the principal being direct contact with students and the opportunity to make adjustments to teaching in the moment, based on observation of participants' body language and questions.

In addition, participants are less likely to be distracted since training is taking place in a dedicated space, away from the working environment.

Do you prefer F2F or online learning?

Reflect below on your experience with F2F. What skills do you possess, which you believe will be most useful to a F2F classroom setting?

### Notes



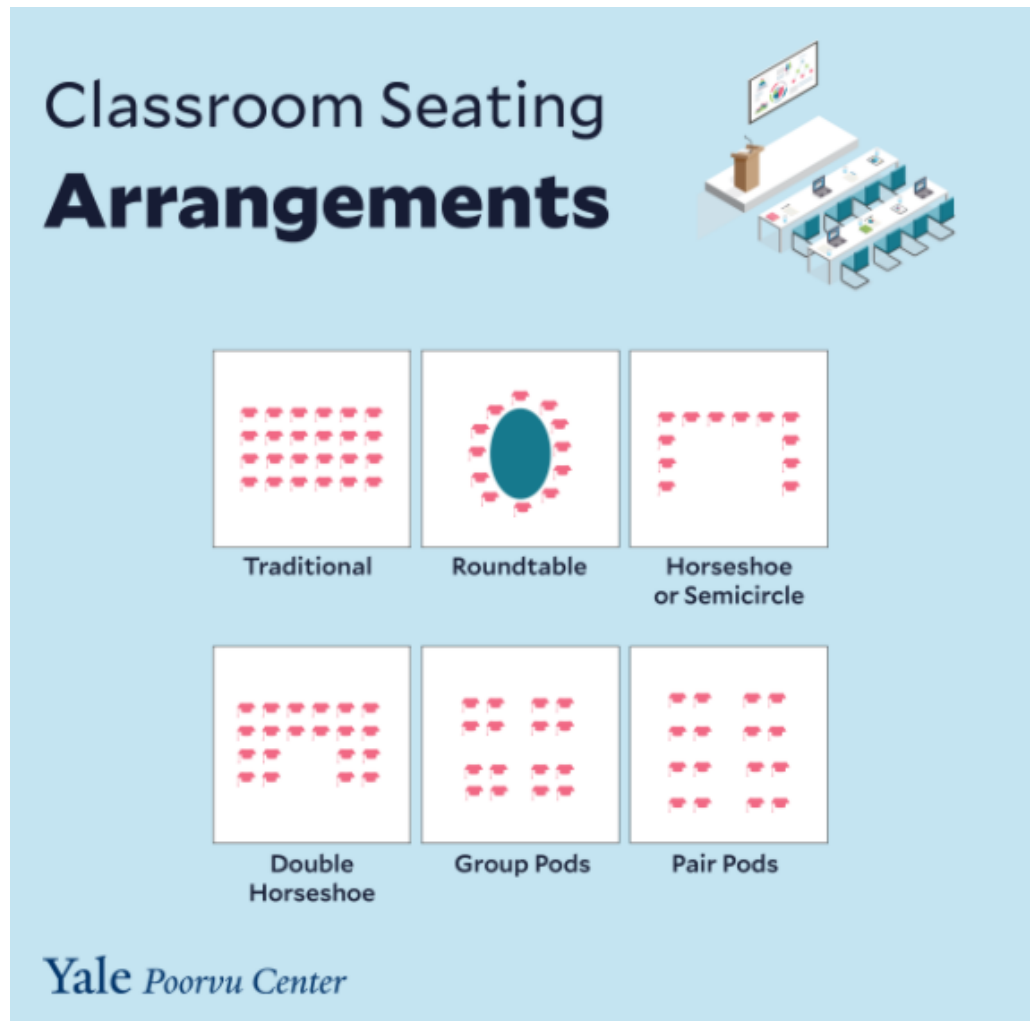
## The F2F Classroom Layout

The layout of the F2F classroom can make or break participant engagement. The image below shows a variety of classroom settings. Based on your workshop venue, which do you think would be most appropriate? You can change the layout of the room to suit an activity...just remember that (re)arranging furniture takes some time, which must be accounted for during planning of the agenda.

It is important to reiterate that social distancing must be observed in COVID-19 conditions. Some layouts are more conducive to social distancing than others. Your selected venue should therefore be large enough to accommodate the desired number of trainees, with social distancing observed. Please ensure all national protocols are observed. These [WHO guidelines](#) may also be helpful.

This [article](#) provides a useful overview of the pros and cons of possible seating arrangements.



**Possible room layouts for face-to-face training**

Source: <https://poorvucenter.yale.edu/ClassroomSeatingArrangements>

## THE VIRTUAL CLASSROOM

Teaching in an online setting presents opportunities and challenges for the online learner. It enables connectivity to the classroom irrespective of location and time. You can also use a range of teaching tools to enhance the student learning experience.

However, students may face a number of distractions in the online environment and also challenges with participation depending on the reliability of their internet connection. Your role as instructor is to maximize the teaching experience, making the most of technology and leveraging the various tools available to you through the online platform.

Below are some tips to ensure an enriching online learning experience.



**Introduction to online teaching and learning**

# 01

### **KNOW YOUR VIRTUAL LEARNING PLATFORM**

Familiarity with the various functionalities and tools of the virtual learning platform improves the efficiency and clarity of your teaching. Practice with the platform ahead of and in-between sessions will improve your skills with delivery of material.

# 02

### **USE A VARIETY OF TEACHING TOOLS TO ENGAGE LEARNERS**

Adult learners have different learning styles and must be engaged through a variety of teaching strategies. Using different tools and activities ensures that you are responsive to these various styles. It also ensures that you retain attention span and avoid distractions to learning that are usually compounded in an online learning context.

## 03 **CONDUCT MINI LECTURES**

One recommended strategy to keep participants engaged is to divide content into mini-lectures of 10-15 minutes. Participants are more likely to keep focused on your delivery. It also ensures participants break to reflect on content, as well as to mentally rest. The latter is especially critical in long sessions (sessions with over 2 hours of teaching).

## 04 **BE PREPARED**

Despite the best planning there may be occurrences, which could potentially disrupt the training session/workshop. Put contingencies in place for such eventualities. These may include having a second device, access to a data plan for internet access, a second instructor and backup copies of handouts and presentations.

## 05 **CHECK IN ON PARTICIPANTS**

In a face-to-face setting it is easier to read body language and determine whether participants may be comprehending subject matter. This is difficult to do in an online classroom, especially if participants opt to keep their cameras off. It is therefore recommended that you check-in on participants as a group, as well as individually to see that they are managing with course content, and understanding how to use the online platform.

## 06 **KEEP TRACK OF TIME**

This tip applies to both online and face-to-face contexts. The timing for the sessions is quite short. You will therefore need to consider the time it takes to allow for transitions between activities. You will also need to balance making time and space for participants to ask questions with the maintenance of the overall schedule. A designated period for Q&A can help.

## 07 **ENCOURAGE PARTICIPANTS TO CONNECT**

The platform selected may vary for each session. However, irrespective of the platform used, each participant should be encouraged to connect using a designated laptop (preferable), tablet or phone. Group connections are discouraged, since this sometimes impedes the conduct of group activities.



Additional tips can be found here:

- [Inclusive teaching and learning online](#)
- [How to teach online effectively](#)
- [6 tips for teaching online and in person simultaneously](#)

## Training Methodology

The training has been designed with a number of interactive components, to encourage participation, as well as active learning.

While it is important to deliver the training content, the majority of the workshop time should be placed on providing participants with the opportunity to share their experiences and engage in the recommended activities.

Part of your preparation for the training session will therefore include getting familiar with the activities specified for each session.



## Am I ready to deliver?

☐

Have I read and understood all presentation content?

☐

Have I read and understood all instructions for each activity?

☐

Do I have all materials (virtual and hard copy) needed for the activities?

☐

Do I have backup copies of the presentations and activities?

☐

Have I done a test run by myself and/or guest presenters?

☐☐☐



## Training modules

In the pages which follow you will be provided with a break down of each of the four days of training. An annotated agenda is provided, along with a description of each of the activities recommended for the respective modules. For some activities, alternatives are recommended. Where 'F2F' or 'O' appears in parentheses, these represent face-to-face and online, respectively.

Feel free to make notes within the agenda or on the activity pages.



**Additional planning required for activities denoted with this symbol.**

## Day 1

### Thematic Area: Regional Disaster Displacement Frameworks



In this session participants are 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 Organization of Eastern Caribbean States and the Caribbean Community (CARICOM) Single Market and Economy (CSME).

#### *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.



# Running order

## Day 1

### Regional Disaster Displacement Frameworks

9:00

Session commences. You may allow 10 minutes grace for a slightly delayed start. Welcome participants, explain purpose of the session, clarify expectations and learning objectives, and take attendance. Participants should introduce themselves as well.



09:30

Unit 1 Understanding disaster displacement and regional actors  
Deliver 10 minute presentation

09:40

Breakout groups (Small group discussions)  
Alternative activity: Stations (F2F)

10:10

Reporting on group activity in plenary or review of discussion notes



10:30

Play video *Climate Change and Human Mobility in the Caribbean*

<https://www.youtube.com/watch?v=00ahbPCYuVQ>

# Running order

## Day 1

### Regional Disaster Displacement Frameworks

10:40

BREAK

10:50

Unit 2 Freedom of movement of persons and human mobility in the context of disasters  
Deliver 20 minute presentation

11:10

Breakout groups (Small group discussion)  
Alternative activity: Buzz group (F2F/O)

11:40

Reporting on group activity in plenary for brainstorm



12:00

Wrap-up  
Conclude the session by providing a summary of key points raised in plenaries/discussions. Mention the topic of the next session and what participants can expect to learn.

# Activity 1A



**Activity title:** Breakout groups (Small group discussions (F2F/O))

**Estimated time for activity:** 30 minutes

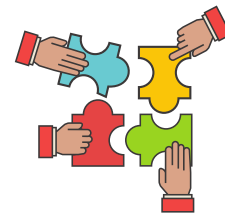
**Description of activity:** Participants are divided into groups of five. They discuss two guiding questions and record a summary of their discussion for reporting in plenary.

**Additional notes:** Participants will need to arrange the space for the groups in the F2F setting. Instructors organize for break out groups online using the appropriate platform.

## **Activity instructions (provided to participants):**

1. Prior to your discussion select a volunteer to serve as rapporteur. This person will report the group's discussion points during the plenary which follows this group activity.
2. Discuss the following two questions: (1) Identify three best practices in managing cross-border displacement. (2) How could the situation of disaster displaced persons in the Caribbean be improved? Provide three recommendations.

# Alternative Activity 1A



**Activity title:** Stations (F2F).

**Estimated time for activity:** 30 minutes (20 minutes to visit stations and answer questions; 10 minutes to review peer work).

**Description of activity:** Two questions are printed on paper and pasted to alternate walls of the training room. Participants are divided into groups of five. They visit each question (station) and discuss the questions posed. They then write a brief summary of their discussion and post to a wall designated for question summaries.

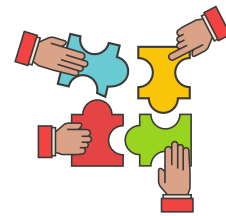
**Additional materials:** Post-its or index cards and tape (a different colour for each group).

**Activity instructions (provided to participants):**

In your assigned group, visit each of the stations and answer the question posed. Write a short summary of your group's discussion on the index card/post-it provided. You must label the question being answered (e.g. Question 1). Paste your summary card on the designated wall. After you have answered all questions, read the answers provided by your peers in the other groups.



# Activity 1B



**Activity title:** Breakout group (small group discussions) (F2F/O)

**Estimated time for activity:** 30 minutes

**Description of activity:** Participants are divided into groups of five. Each group discusses the two guiding questions and records a summary of their discussion for reporting in plenary.

**Tip:** It may simplify the activity to use the same groups as Activity 1A.

**Additional notes:** Participants will need to arrange the space for the groups in the F2F setting. Instructors organize for break out groups online using the appropriate platform.

## **Activity instructions (provided to participants):**

1. Prior to your discussion select a volunteer to serve as rapporteur. This person will report the group's discussion during the plenary which follows this group activity.
2. Discuss the following two questions: (1) What are some of the key challenges faced by border officials/agencies in times of disaster? (2) In what ways do the frameworks for freedom of movement in either the Organization of Eastern Caribbean States (OECS) or the Caribbean Community (CARICOM) Single Market and Economy (CSME) help to address these challenges?

# Alternative Activity 1B



**Activity title:** Buzz groups (F2F/O)

**Estimated time for activity:** 30 minutes

**Description of activity:** Participants are divided into **two** groups. Each group discusses one of the questions posed.

**Additional notes:** Participants will need to arrange the space for the groups in the F2F setting. Instructors organize for break out groups online using the appropriate platform.

## **Activity instructions (provided to participants):**

- Prior to your discussion select a volunteer to serve as rapporteur. This person will report the group's discussion points during the plenary which follows this group activity.
- Discuss ONE of the following questions based on your group assignment:

GROUP 1: What are some of the key challenges faced by border officials/agencies in times of disaster?

GROUP 2: In what ways do the frameworks for freedom of movement in either the Organization of Eastern Caribbean States (OECS) or the Caribbean Community (CARICOM) Single Market and Economy (CSME) help to address those challenges?

## **Day 2**

### **Thematic Area:**

### **Cross-border displacement**

### **in the Caribbean**



In this session, participants learn about the various categories of data and evidence on disaster displacement.

#### *Key questions:*

- (1) What are the sources of data and evidence on disaster displacement and how can progress be achieved for an increased understanding of these movements?
- (2) What are the national policies to respond to disaster displacement and which gaps can be identified?
- (3) Are there any lessons learned to enhance future responses?

#### *Learning objective:*

To understand the importance of data collection in the context of disaster displacement

# Running order

## Day 2

### Cross-border displacement in the Caribbean

09:00

Session commences. You may allow 10 minutes grace for a slightly delayed start. Welcome participants to second session. It is helpful first to commence with a recap of the previous session. Suggested activities for recap exercises can be found on Page 52.  
Next, explain the purpose of this session, clarify expectations and learning objectives, and take attendance.

09:30

Unit 1 Data and evidence on disaster displacement in the Caribbean  
Deliver 10 minute presentation

09:40

Quiz  
Participants answer questions on disaster displacement using the Quizizz platform  
Alternative activity: Participants answer questions through polling.



10:00

Unit 2 2021 IDMC Report  
Guest presentation by the Internal Displacement Monitoring Centre (IDMC)  
Guest delivers 20 minute presentation

10:20

Data mapping exercise  
Alternative activity: Debate



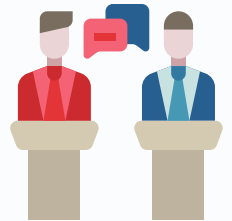
# Running order

## Day 2

### Cross-border displacement in the Caribbean

10:50

Reporting on group activity in plenary or debate and follow-up discussion



11:10

BREAK

11:15

Unit 3 National responses to disaster displacement and environmental migration  
Deliver 15 minute presentation

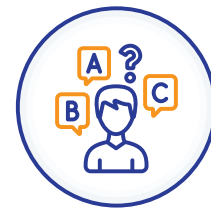
11:30

Virtual Field Trip and Q&A  
Alternative activity: Disaster displacement scenario

12:00

Wrap-up  
Conclude the session by providing a summary of key points raised in discussions, mention the topic of the next session and what participants can expect to learn.

# Activity 2A



**Activity title:** Quiz (F2F/O)

**Estimated time for activity:** 10 minutes

**Description of activity:** Participants answer questions through a poll or online quiz platform.

**Activity instructions (provided to participants):**

Answer the questions that appear on your screen by selecting the most appropriate answer.

1. According to the IDMC, how many new displacements were recorded due to disasters worldwide in 2020? (20.5 million/10.7 million/40.5 million/31.8 million) Correct Answer: 40.5 million
2. What are the three categories of human mobility in contexts of disasters and climate change mentioned by the Cancun Adaptation Framework? (Migration/Displacement/Planned relocation/Evacuation) Correct Answer: Migration/Displacement/Planned relocation
3. Which was the Caribbean country most affected by new disaster displacements in 2020? (Cuba/Grenada/Belize/Jamaica) Correct Answer: Cuba
4. Which of these two factors provokes most new displacements worldwide? (Conflict or Violence/Disasters) Correct Answer: Disaster
5. Are pre-emptive evacuations considered a form of disaster displacement? (Yes/No) Correct Answer: Yes
6. Which type of hazard produces most new disaster displacement worldwide? (Storms or hurricanes/Wildfires/Volcanic eruptions/Earthquakes) Correct Answer: Storms or hurricanes
7. Which share of the world's new disaster displacement corresponded to the Americas and the Caribbean in 2020? (60.4%/14.7%/3.2%/80.6%) Correct Answer: 14.7%
8. Which of the following hurricanes affected the Caribbean in the devastating hurricane season in 2017? (Irma/Maria/Harvey/Thomas) Correct Answer (Irma/Maria/Harvey)

## Activity 2B



**Activity title:** Data mapping exercise (F2F/O)

**Estimated time for activity:** 30 minutes

**Description of activity:** Participants are divided into groups of four. They review and complete the template (data mapping) for each of the categories of displaced persons specified.

**Additional materials:** Print out of hard copies of template for F2F sessions and soft copies circulated for O sessions.

See link to template here:

<https://cbsi-connect.org/mod/folder/view.php?id=11197>



# Alternative Activity 2B



**Activity title:** Debate (F2F/O)

**Estimated time for activity:** 30 minutes

**Description of activity:** Participants are divided into two groups. They are presented with the debate moot and each group must prepare and present arguments for a debate. Each team has a maximum of 5 minutes each to present their arguments. Each team will select three members to present their arguments.

**Activity instructions:**

Argue FOR or AGAINST the following moot: *OECS member states adequately capture data on disaster displacement scenarios which affect the region.* You will have 20 minutes to prepare and 5 minutes to make your arguments, which must be presented by three of your team members.

## Activity 2C



**Activity title:** Field trip (F2F/O)

**Estimated time for activity:** 40 minutes (including 20 minutes for Q&A)

**Description of activity:** A representative from a country recently impacted/affected by a disaster shares insight into the response to cross-border displacement. The presenter should share the key lessons learnt from disaster response. The representative may make the presentation remotely.

**Activity instructions:**

A representative delivers a 20 minute talk (preferably with photos/slides) describing the response to cross-border displacement following a recent disaster and they key lessons learnt. After the presentation, participants are invited to ask questions of the presenter.

## Alternative Activity 2C

**Activity title:** Disaster displacement scenario (F2F/O)

**Estimated time for activity:** 30 minutes

**Description of activity:** Participants are provided with a case study of a fictional disaster displacement scenario for analysis. They discuss the scenario in groups, which are assigned based on the instructor's discretion. They then share discussion points in plenary.

See link to scenario here:

<https://cbsi-connect.org/mod/folder/view.php?id=11196>

**Activity instructions:**

Working in your assigned group, read the disaster displacement scenario provided. Answer the following questions:

1. Outline the steps that would be undertaken by the **receiving** countries to: (1) prepare to receive persons displaced or evacuated; (2) ensure the protection of persons displaced or evacuated in such circumstances.
2. Based on your country context, are there any factors that have not been included in the list below? Please specify and provide details.

You will need to assign a group representative to summarize, during the plenary, the responses to the questions posed .

## **Day 3**

### **Thematic Area: Mental Health and Psychosocial Support**



In this session participants are introduced to the concepts 'Mental Health', 'Psychosocial support' and 'Psychological First Aid (PFA)'. They also learn how to deliver PFA in the context of emergencies and displacement.

#### *Key questions:*

- (1) What is Mental Health and Psychosocial Support in emergencies and displacement?
- (2) What is Psychological First Aid (PFA)?
- (3) 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

# Running order

## Day 3

### Psychosocial support

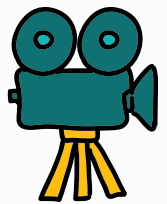
09:00

Session commences. You may allow 10 minutes grace for a slightly delayed start. Welcome participants to third session. It is helpful first to commence with a recap of the previous session. Suggested activities for recap exercises can be found on Page 52.  
Next, explain the purpose of this session, clarify expectations and learning objectives, and take attendance.

09:30

Play video *Community-based MHPSS in Emergencies and Displacement-concepts and models of work*

<https://www.youtube.com/watch?v=LCjrZrFYf0o>



09:40

Plenary activity

10:00

Unit 1 Mental Health and Psychosocial Support (MHPSS)  
Deliver 10 minute presentation

10:10

BREAK

# Running order

## Day 3

### Psychosocial support

10:20

Unit 3 Principles of Psychological First Aid (PFA)  
Deliver 20 minute presentation

10:40

PFA Role Play  
Alternate Activity: Design a flyer



11:20

Reporting on group activity in plenary

11:40

Recap of PFA practical recommendations (Do's and Don'ts)

12:00

Wrap-up  
Conclude the session by providing a summary of key points raised in discussions, mention the topic of the next session and what participants can expect to learn.



# Activity 3A



**Activity title:** Plenary discussion of direct service provision in emergency settings and displacement

**Estimated time for activity:** 20 minutes

**Description of activity:** Each participant introduces themselves to the group and indicates in plenary whether they have had experience, in their capacity as border officials, providing direct services to persons in emergency settings and displacement.

**Activity instructions:**

Introduce yourself to other group participants and answer the following questions:

1. Have you had direct interaction with migrants or displaced populations? (Examples: interviewing, providing information about services, providing supplies)
2. Explain if, during those interactions, you sometimes have to deal with people who appear to be in an emotional crisis or who are having difficulties facing adversity? (Example: when carrying out an initial interview after a disaster, sometimes people are in distress, crying or in shock.)

# Activity 3B



**Activity title:** Role play - PFA

**Estimated time for activity:** 40 minutes

**Description of activity:** Participants will be divided into groups of three. In each group, participants will select one of the following roles - person in distress, PFA provider or observer. They will use the guide provided to do role play. After the simulation of PFA, each group reports in plenary on what went well or could have been improved during the simulation.

**Activity instructions (provided to participants):** In your assigned groups, determine who will play one of the following roles - person in distress, PFA provider or observer. Once you have settled on your roles and read the scenario, conduct a role play where the PFA provider is providing assistance to the person in distress. The observer will take notes of the role play to share feedback in plenary on what went well and how things can be improved.

Handout available here:

<https://cbsi-connect.org/mod/folder/view.php?id=11199>

Guidelines on PFA here:

<https://www.who.int/publications/i/item/9789241548205>

## ROLE 1. PERSON IN DISTRESS

A large earthquake has suddenly hit the center of the city in the middle of the workday. Buildings have fallen, there is widespread destruction and you are among the many people who have been affected. You are a diverse group of people (young and old, men and women) who have survived the earthquake and are arriving at a shelter where help is available. You have each been affected in different ways and are distressed, but none of you have life-threatening injuries.

Please choose a role from among the list below, or make up a role that you can relate to. Set yourselves in the scene and stay in your role throughout the entire time of this simulation (about 5-10 minutes). Try not to laugh during the exercise. In a moment, people at the shelter will assist you.

# Activity 3B



## Sample roles:

- Unaccompanied child - alone and frightened, about age 10
- Pregnant woman with a child
- Very distressed, but unharmed person whose family was lost in the disaster
- Person in shock who cannot speak
- Person with non-life threatening injuries
- Agitated person who is upset and starting to upset others.
- Person who is relatively calm and able to give an account of what happened
- A frail, elderly person

## ROLE 2. PFA PROVIDER

You hear that a large earthquake has suddenly hit the center of the city in the middle of the workday. Many people have been affected and buildings have fallen. You and your colleagues felt the shaking, but are OK. The extent of the damage is unclear. You have been asked to assist survivors in a local shelter who are affected in different ways. You will have 5 minutes to demonstrate how you will provide PFA (psychological first aid).

Note: None of the affected people you will encounter have life-threatening injuries.

## ROLE 3. OBSERVER

- Observe and listen carefully what people in role 1 and role 2 do.
- What is the person's main need, how does the responder provide support.

Facilitate a group discussion around the following two questions.

- What went well?
- What could have been better?

# Activity 3B



**Alternative activity title:** Design a flyer (F2F/O)

**Estimated time for activity:** 40 minutes

**Description of activity:** Participants will be divided into groups of three. In each group, participants will prepare a 'do's and don'ts' list for how to conduct PFA in the context of disaster displacement.

**Activity instructions (provided to participants):**

You have been asked to prepare a flyer that will be posted in your department office, which explains the do's and don'ts of PFA in disaster displacement contexts to your colleague border officials. Working in your assigned group, design the flyer. In plenary you will share your flyer and explain why you chose to include the elements highlighted. You will also receive feedback from colleagues on potential areas of improvement.

**Suggested web resources and apps:**

- Freepik
- Canva
- Microsoft Publisher

## **Day 4**

### **Thematic Area: Mixed Flows and International Protection**



In this session participants are introduced to the concept of 'mixed flows'. They also learn how to identify persons in need of international protection, and how to apply the 'PEACE model' in response to the needs of asylum seekers and refugees.

#### ***Key questions:***

- (1) What are the needs of vulnerable groups in mixed migration flows?
- (2) How do border officials conduct protection assessments and identify persons with specific needs?
- (3) What are the referral mechanisms and opportunities for assistance for vulnerable persons?
- (4) How do border officials identify persons in need of international protection?
- (5) How do border officials respond, manage cases, and make referrals for persons in need of international protection?

#### ***Learning Objective:***

- 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
- 3.To apply the PEACE model in response to the needs of asylum seekers and refugees

# Running order

## Day 4

### Mixed Flows and International Protection

09:00

Session commences. You may allow 10 minutes grace for a slightly delayed start. Welcome participants to fourth and final session. It is helpful first to commence with a recap of the previous session. Suggested activities for recap exercises can be found on Page 52.

Next, explain the purpose of this session, clarify expectations and learning objectives, and take attendance.

09:30

Unit 1 Mixed Flows in the Caribbean: Relevant Concepts and Definitions

Deliver 10 minute presentation

09:40

Quiz

Participants answer questions on mixed flows and international protection using the Quizizz platform  
Alternative activities: Participants answer questions through polling.



10:00

Unit 2 Identifying persons with specific needs and case management

Deliver 20 minute presentation

10:20

Case Study Analysis

# Running order

## Day 4

### Mixed Flows and International

10:40

Reporting on group activity in plenary

11:00

BREAK

11:10

Unit 3 Interviewing techniques  
Guest presentation  
Guest presents for 20 minutes



11:30

Play videos

How memory works

How fear can affect behaviour during the event

How fear can affect memory retrieval

11:40

PwSNs Role play  
Alternate activity: Brainstorm

# Running order

## Day 4

### Mixed Flows and International

12:20

Reporting on group activity in plenary

12:40

Q&A

12:50

Wrap-up  
Conclude the session by providing a summary of key points raised in discussions

13:00

Closing ceremony

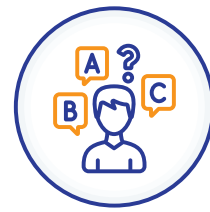
13:20

Group Photo





# Activity 4A



**Activity title:** Quiz

**Estimated time for activity:** 10 minutes

**Description of activity:** Participants answer questions through a poll or online quiz platform.

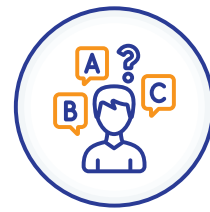
## **Activity instructions (provided to participants):**

Answer the questions that appear on your screen by selecting the most appropriate answer.

### **Part A**

1. A person who leaves his or her country to seek better work opportunities abroad is never a refugee? (True/False) Correct Answer: False
2. When interviewing persons of concern, it is better to avoid interrupting them as they answer the questions? (True/False) Correct Answer: True
3. When interviewing a person of concern, we should be mindful of cultural biases. Which of the following are perceived in the same way across cultures. (Persecution and impact of age/Gender expression/Impact of Disability/Effect of power imbalance in communications/None of the above) Correct Answer: None of the above
4. Select which statement below is true. (1 in 900 persons in the world are displaced/1 in 95 persons in the world are displaced/1 in 45 persons in the world are displaced/1 in 10 persons in the world are displaced) Correct Answer: 1 in 95 persons in the world are displaced
5. Two-third of the world's refugees come from just five countries. Which countries? (Afghanistan, Democratic Republic of Congo, South Sudan, Iraq, Iran/Myanmar, Iraq, Syria, Venezuela, Eritrea/Syria, Venezuela, Afghanistan, South Sudan, Myanmar) Correct Answer: Syria, Venezuela, Afghanistan, South Sudan, Myanmar

# Activity 4A



## Part B

1. Half of the worlds' refugees are children. (True/False) Correct Answer: True
2. There is no universally agreed definition for a refugee, but there is one for who is a migrant. (True/False) Correct Answer: False
3. Refugees and migrants are two words used interchangeably to mean someone who has fled their country due to a well-founded fear of persecution. (True/False) Correct Answer: False
4. Fill in the blank. One person is displaced very \_\_\_\_ seconds. (30/3/10/90) Correct Answer: 3

# Activity 4B



**Activity title:** Case study analysis

**Estimated time for activity:** 20 minutes

**Description of activity:** Participants are divided into groups of four. They are presented with a scenario and answer the accompanying questions related to specific needs and case management.

Link to case studies:

<https://cbsi-connect.org/mod/folder/view.php?id=10953>

**Activity instructions:** Read the assigned scenario from the Worksheet 'Case Study Worksheets - Activity 4B'.

For this case study, kindly focus on the reception, registration, and intake processes. Below are questions to guide your discussion, but please feel free to include other details as your group sees fit.

1. Please describe in detail how you would set up the registration center. What specific steps would you take?
2. What safeguards would you ensure are in place?
3. What are specific criteria or characteristics you would include for staff to invite individuals to a fast-track queue for PwSNs?
4. How will you avoid biases in the fast-track queue? (i.e. ensuring that all PwSNs are included and are not limited to persons with visible SNs)
5. What are some examples of SNs you would include in your SN Matrix to prioritize? Why?
6. How will you ensure that all staff at your reception and registration center are following the same procedures and criteria?

# Activity 4C



**Activity title:** PWSNs Role play

**Estimated time for activity:** 20 minutes (additional 15 minutes for plenary)

**Description of activity:** Participants will be divided into groups of three. In each group, participants will select one of the following roles - interviewer, interviewee or observer. They will use the guide provided to do role play. After the interview simulation, each group reports in plenary on what went well or could have been improved during the simulation.

**See link to scenarios here:**

<https://cbsi-connect.org/mod/folder/view.php?id=10954>

**Activity instructions (provided to participants):** In your assigned groups, determine who will play one of the following roles - interviewer, interviewee or observer. Once you have settled on your roles, select one of the scenarios provided. Conduct a role play where the interviewer is conducting an interview with a person with specific needs in the context of disaster displacement. The observer will take notes of the role play to share feedback in plenary on what went well and how things can be improved.

# Alternative Activity 4C



**Activity title:** Brainstorm

**Estimated time for activity:** 40 minutes

**Description of activity:** Participants will be divided into groups at the discretion of the instructor. In each group, participants will brainstorm the qualities of a good interviewer. This activity may best take place ahead of Unit 3. However, it can also be used as a way to review the main points of the presentation.

**Activity instructions (provided to participants):** In your assigned groups, brainstorm the qualities of a good interviewer. For each quality chosen, provide an explanation of why this characteristic is important in an interview setting.

# Annexure

# Recap activities



Below are some suggestions for recap or review activities. These activities can be used in either F2F or Online settings.

You can use any that you believe to be most suitable to your training.

1. A-Z learning - participants provide a word that is relevant to the previous week's session, which starts with one of the letters of the alphabet. Each letter can be used only once.
2. Write it out - participants write one sentence which summarizes one of the salient points of the previous week's session. Participants will write their answers on the whiteboard.
3. Quiz - participants respond to a quiz with questions on the previous week's session. The instructor will need to design the quiz. One alternative is to have the students design questions and answers.
4. Minute paper - participants write a one-minute paper which explains what they learnt from the previous session.
5. Sketchnoting - Participants draw a picture which is representative of what they learnt in class during the previous session. Participants will draw in their notepads or on the whiteboard.



# Participant feedback

## *Evaluating the session*

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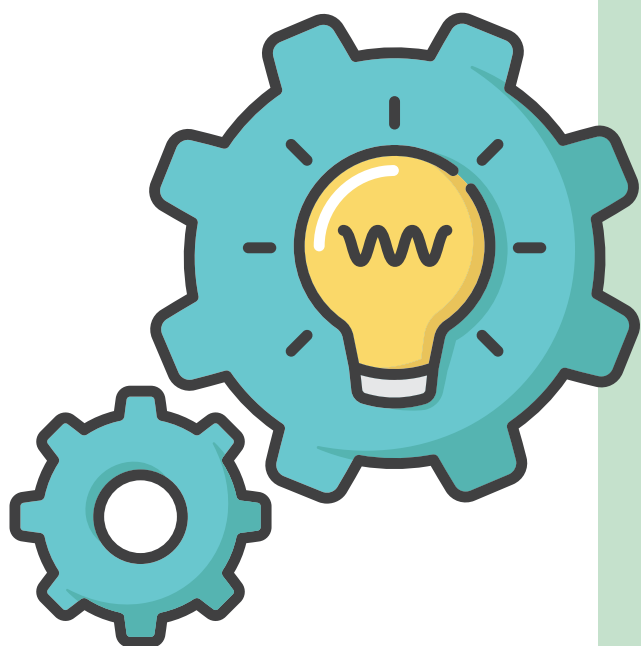
Participant feedback is an important contributor towards enhancing future participants' learning experience. It signals participants' appreciation for elements they thought favourable or positive, and also enables them to communicate elements which should be improved.

Participants should therefore be afforded the opportunity to provide (anonymous) feedback .

It is recommended that evaluation forms be shared with participants as soon as the session is over. It is possible as well, if it is preferred, that participants evaluate each module. Questions should cover the entirety of the workshop including technology used, intelligibility of content, instructor styles, and the classroom setting (online or face-to-face).

A sample evaluation form is provided in this section.





# Instructor reflections

## *Can delivery be improved?*

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Reflexivity is a critical component of teaching practice. Even the most qualified and experienced instructors engage in reflection on their teaching as a means to improving their craft.

After delivery of each module/workshop it is recommended that instructors reflect on the sessions conducted.

Positive and negative elements should be noted. In the case of the latter, strategies for improvement should be devised. If participant evaluations are conducted after each delivery it is useful to consider these as well.

## Links to documents and resources

Sample questionnaire: <https://cbsi-connect.org/mod/questionnaire/view.php?id=10653>

Sample evaluation:

<https://docs.google.com/forms/d/16z5LOaafZsDXV0sWXNMeYNfcpXGrwiZozwro7xuvbM/edit>

Recommended quiz development site: <https://quizizz.com/>