

Joint Migration and Development Initiative (JMDI)



Module 5



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General objectives



By the end of this module, participants will be able to:

- explain the direct relationship between integration and reintegration, and their impact on local development;
- illustrate the similarities and differences between integration and reintegration;
- identify the actors with a role to play in integration and reintegration policies;
- understand the way migrants' profile and personal history affects their ability to successfully reintegrate.

Introduction

This module aims to cover two distinct though intimately related fields of action on migration policy: integration and reintegration. Focus is given to how both issues impact and are impacted by the whole migration cycle, and on the importance of good knowledge of migration trends in order to define pertinent policies and practices.

An important element is that the module also stresses how being well prepared influences both integration and reintegration, and therefore the importance for local authorities to design strategies aimed at enabling migrants to properly prepare themselves. Lastly, the module underlines the key issue of cooperation and partnerships for the design of effective mechanisms towards integration and reintegration, and therefore the importance of knowing about and involving a wide range of actors.

Throughout this module we will be referring to the case of Skijpr, a young man from Kovania who emigrates for a few years and then successfully integrates back into his country of origin. Note that this case is a fictitious story, with names and places that are imaginary – but based nevertheless on real facts.

Skijpr was originally from Kovania. Ten years ago he migrated to Kenstown in Kensland, and then decided to return origin to be closer to his family.

This is his story:

Ten years before Skijpr migrated, Kovania was ending a civil war which pushed many of his co-nationals to

emigrate. Skijpr's family did not flee at that time, as they were living in an area less affected by the fighting and as they wanted to stay close to their land to avoid the risk of losing it. Skijpr was 16 years old when the war ended.

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SKIJPR'S JOURNEY

After the war, recovery was very slow. Skijpr underwent an apprenticeship as a car mechanic and opened a small workshop in the nearest provincial capital. Business did not flourish, but nonetheless he was able to make a living and help his family. However, after a few years, many of those who had to flee the civil war began to return origin – some of them on their own, others under return programmes that were providing vocational training and small grants to establish a business.

In a short time car mechanic workshops rose from four to 23 in the small provincial capital, and this had a seriously negative impact on Skijpr's business, which eventually closed. As the economic situation in Kovania had not substantially improved since the end of the war, it was very difficult for Skijpr to find a new job, and eventually he decided to try his luck in Kensland, where a community of Kovanians had established themselves since the outbreak of the war.

*This is a fictional case study, which however depicts realities found in different settings. All characters and locations appearing in this work are fictitious. Any resemblance to real persons, living or dead, and to real locations is purely coincidental.

TOPIC 1

THE PARADIGMS AND CHALLENGES OF MIGRANTS' INTEGRATION AND REINTEGRATION AND THEIR IMPACT ON DEVELOPMENT

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Learning objectives

By the end of this topic, participants will be able to:

- explain the link that exists between integration and reintegration;
- illustrate the importance of integration and reintegration;



 identify the challenges and opportunities related to integration and reintegration.

Introduction

Integration and reintegration are key in ensuring the success of full migration cycles. Indeed, migrants who do not enjoy full participation in their destination society, or who have trouble reintegrating into their societies of origin, are much less likely to be able to contribute to development. Moreover, unsuccessful integration/reintegration may distort social and economic dynamics in both origin and destination territories.

Indeed, both integration and reintegration are key factors in the mobilization of migrants' capital towards local development. This is because if successful, they both enable and empower migrants to be actual and effective actors. The reason for this is that in order to contribute to local development, migrants need to be full members of the society they join, be it their destination territory or an origin territory they left since several years before.

Within this framework it is important to stress the fact that while international migration is perceived as a country-to-country dynamic, in reality most of the challenges and opportunities brought by it are felt first and foremost at the local level. At a time when urbanization is perceived as a key global dynamic characterized by a wide array of challenges and opportunities, cities are on the front line of implementation of successful integration/reintegration mechanisms in order to ensure that their inclusiveness allows the assets brought by migrants to become engines for local development. Therefore, ensuring successful integration/reintegration is an essential precondition for ensuring that migration constitutes an opportunity for urban development, rather than one of its challenges.

This topic aims to illustrate the way successful migration is linked to successful integration and reintegration, and the interdependencies between both integration and reintegration, as well as to introduce their link with local development and governance. This Topic also highlights the main challenges and opportunities to be addressed, thus introducing the next two topics, dedicated to integration and reintegration respectively.

The story of Skijpr exemplifies the challenges generally encountered by migrants on arrival in their destination territories.



SKIJPR'S JOURNEY

He left with only his meagre savings, helped by families and friends – including those already in Kenstown. A whole new world was awaiting him in that city, a world he did not know at all. The first month he stayed with a relative of a friend of his, Eibrab, who helped him to acquire the necessary information and take the necessary steps to be able to find a job.



Eibrab showed Skijpr a brochure issued by the Municipality's population services, listing all of the institutions and services available to migrants, as well as the laws regarding employment, migrant associations, plus tips on how to better integrate. The brochure was issued in several languages, including Kovanian. This was very helpful, as thanks to it Skijpr understood that in order to have a work permit, he needed to first find a job. He also read information about a "City ID Card" that the municipality was delivering to all of the city's residents, regardless of their status, citizenship or situation, allowing them to benefit from all municipal services.

Thanks to Eibrab's networks, Skijpr found a job in a car repair workshop owned by a Kovanian national. He had to work below his real skill level, as his certificate was not recognized and he did not speak Kenslandian – but it was a first step. Thanks to his engagement letter he could apply for a work permit, which he obtained after two months and which had a validity of one year. With this in his hands he was able to find a small room to live in, and obtained the "City ID Card". Skijpr became a regular worker in Kensland, but his salary was very low and the work was hard. In the brochure given to him by Eibrab, Skijpr found useful information on language courses provided by an NGO and subsidized by the municipality. In order to be eligible one had to have a low salary – which was his case – and soon Skijpr began to speak the language.

¹Such services exist, including in New York. For more information: http://www1.nyc.gov/site/idnyc/index.page.

1. WHAT ARE INTEGRATION AND REINTEGRATION AND HOW ARE THEY LINKED?

Definitions of integration and reintegration vary between the various actors, and the respective policies and objectives differ according to context. If a priori integration and reintegration seem to be different issues – integration concerns foreigners, while reintegration concerns nationals returning origin – in reality both mechanisms involve very similar issues and challenges.

Indeed, both integration and reintegration depend on two broad and interdependent sets of prerequisites:

- migrants/return migrants possess the necessary background knowledge and experience to successfully integrate in their new location;
- local society is ready to accept and address the arrival and presence of migrants/return migrants, in terms both of institutions and of perception.

In other words, the success of both integration and reintegration is highly dependent on characteristics held by migrants/return migrants as well as by the receiving society. Preparedness on the part of both is a prerequisite. Both may participate in mutual preparedness.

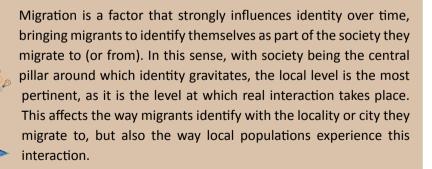
In this sense, a definition that can be adopted for integration, one which broadly speaking is valid for both dynamics, may be the definition proposed by the EU-MIA programme₂:

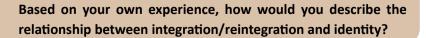
² The definition was given for integration, but it can be extrapolated for reintegration as well.

"The dynamic, multi-actor process of mutual engagement that facilitates effective participation by all members of a diverse society in the economic, political, social and cultural life, and fosters a shared and inclusive sense of belonging"

POINT FOR REFLECTION THE COMPLEX ISSUE OF IDENTITY

Identity is a personal feature, shaped by the sum of experiences, networks, social factors and culture. Even for non-migrants, defining one's identity is already a challenge. Does a French inhabitant of Paris identify him or herself as French? as Parisian? or as him/herself, regardless where he/she lives and was born? Identity is always blended, made up of purely personal features as well as features shared with members of the same social space₃ and the perceptions of those who does not share the same identity at all.



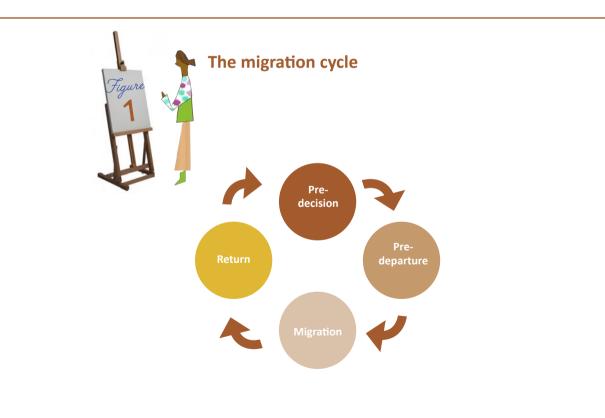


³ According to Condominas (1980), social space is the "space determined by the set of systems of relationships characteristic of a given group". It is not only a geographical space, but consists also in the relationship to space and time, to environment, to exchanges and communication, to the relationship with religion, etc.

2. WHY IS IT IMPORTANT TO FOCUS ON INTEGRATION/ REINTEGRATION AT LOCAL LEVEL?

If integration and reintegration can be defined in similar ways, their importance can also be compared.

To do so, it is useful to look at the migration cycle.



In an **ideal** and complete migration cycle, a person decides to migrate to another country/territory, works there acquiring experience, returns origin and – building on their acquired experience – successfully reintegrates back into the origin society.⁴

If this is the ideal cycle, things do not always happen this way, and a virtuous circle may actually become a vicious one if migrants experience problems during their stay abroad or upon their return.⁵

Studies highlight the importance of a successful migratory experience as a key condition for successful reintegration. For instance, Cassarino categorized three types of migration cycles, as described in the table below.

Types of migration cycle ⁷				
	Complete	Incomplete	Interrupted	
Return motivations	 To run a business in the country of origin Termination of job contract To complete training/studies at origin Achieved migration objective (e.g. successful completion of studies) Situation in the country of origin has improved 	 Job insecurity in the destination country Family and personal problems Adverse social and cultural environment/racism/discrimination abroad Migration objectives not achieved (e.g. studies not completed). 	 Non-renewal of residence permit in the destination country Expulsion/ readmission Administrative/ financial hurdles Loss of job Serious health problems Family pressures Forced marriage War/conflict 	

⁴ Of course not all migrants intend to return: this cycle is theoretical and there is not always an intention to complete it.

7 Ibid p. III

s Reality is even more complex, as many other parameters may hamper the degree of success of the migratory experience – from unfair recruitment, to problems related to irregular migration, to unforeseen events such as disasters, conflicts, or serious health problems, etc.

⁶ Cassarino, J.-P. (editor), 2014. Reintegration and development, CRIS (Cross-Regional Information System on the Reintegration of Migrants in their Countries of Origin). Florence, EUI (European University Institute) and Robert Schuman Centre for Advanced Studies, 211 pages.

In a study involving 1425 interviews in three countries (Armenia, Mali and Tunisia), the authors analysed return experiences from the perspective of the above categorization of migration cycles. Among other things, they found that:

- "Return migrants having an interrupted migration cycle have strong difficulties in reintegrating in their country of origin. For example, they tend to be more unemployed and jobless back in their country. Their access to social protection is more difficult. Conversely, the completeness of the migration cycle strongly fosters returnees' social and occupational reintegration." s
- "On average, optimal reintegration occurs when two preconditions are met: a sufficiently long experience of migration abroad and favourable motivations to return. This means that migrants who lived abroad for a long period of time and who returned owing to adverse circumstances in the country of immigration tend to find it difficult to reintegrate.",
- "Return migrants having a complete migration cycle tend to invest in their country of origin much more than return migrants who had an incomplete or interrupted migration cycle. Human capital and social capital have a strong bearing on migrants' socio-professional reintegration patterns, as well as on their capacity to invest after return."¹⁰
- *"Frequent visits to the country of origin while abroad constitute one essential ingredient of the reintegration process upon return."*¹¹

This means that the quality of the experience abroad is a key factor in determining the degree of success of reintegration upon return. From this it seems obvious that integration and reintegration are totally linked, as good integration strongly affects the quality of reintegration. Similarly, good preparation for migration is key in supporting successful integration, just like good preparation to return is key in supporting successful reintegration.

8 ibid., p. IV
9 ibid.
10 ibid., p. V
11 ibid.

POINT FOR REFLECTION URBANIZATION, INTEGRATION/REINTEGRATION AND LOCAL GOVERNANCE

Urbanization is one of the key features of our globalized world. According to UNDESA, 2008 was the year when for the first time in history, the global ratio of the world's population living in rural and urban areas reached 50%/50%. Increasing urbanization is intimately linked with globalization and mobility. Rural–urban migration and international migration are very important factors contributing to increase urban population, bringing with them many challenges and opportunities. This makes the link between migration and urban development a very crucial one.

Indeed, if urban growth is not accompanied by measures looking to increase the inclusiveness of cities, through integration/ reintegration policies and practices, rather than an opportunity for urban development – and local governance in general – migration can become a challenge. For instance, if migrants are not able to access the labour market, or if migrants become "second-class citizens", not only are they not able to contribute to the positive functioning of the city, but societal problems may also emerge. This of course means that the link between urbanization and integration/reintegration is intimately related to local governance.



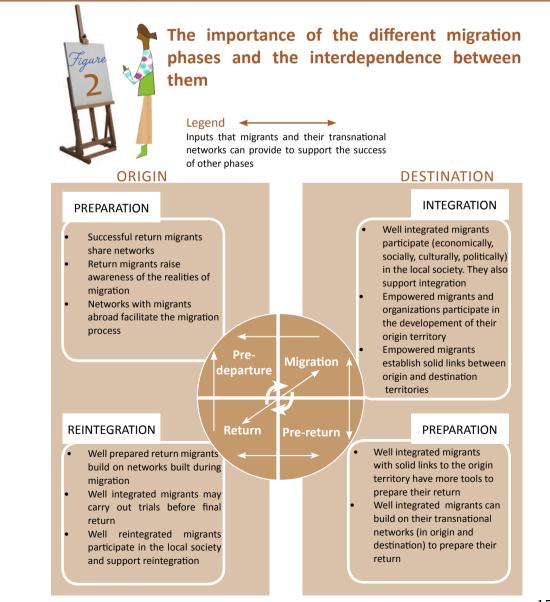
Based on what you have experienced in your own context, what challenges may arise in terms of public health, the labour market, social cohesion and housing, if no action is taken to ensure migrant integration/reintegration?

What other sectors are affected?

How are all these sectors interrelated? What solutions do you envisage for such challenges?

In terms of development, all of the steps of a successful migration cycle are key steps for the maximum engagement of migrants, be it in the origin or the destination territories. This can also be seen as a cycle, going from before leaving to after returning, as shown in the figure below.

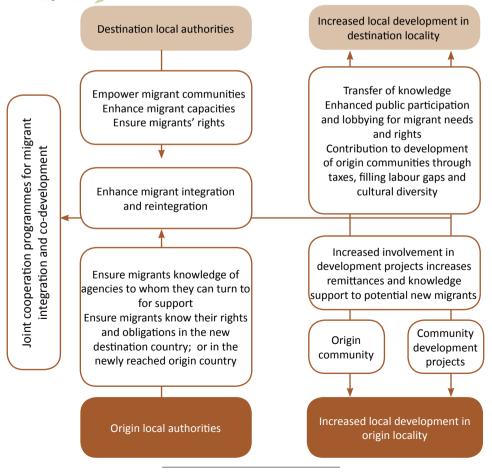
Indeed, if good pre-departure preparation is key in supporting good integration into the destination society, and if good integration is key in ensuring preparedness for return, good reintegration may greatly support the pre-departure phase. Migrants and return migrants play a major role throughout this whole cycle, through their networks and initiative.



Local authorities in origin and destination territories are key players for ensuring the maximization of the potentialities brought by migration within this cycle, as they can set up structures and mechanisms to support preparation and integration/reintegration of migrants, thus directly affecting local development in both origin and destination territories. This is illustrated by Figure 3 below.

Do you want to know more about the way structures and mechanisms to support the preparation and integration/reintegration of migrants may affect local development in origin and destination territories? Go to Topics 2 and 3 in this Module 5.

> Integration/reintegration: Roles of local authorities in origin/destination territories, and outcomes in terms of local development¹²





The Hugo Salinas story

The story of Hugo Salinas, a Salvadoran migrant who succeeded in getting elected in his origin municipality, is illustrative of the interdependence between good integration and successful reintegration, as well as of the impact successful integration/reintegration can have on territories (in this case through the involvement in politics of a returnee).

Intipucá is one of the municipalities making up the Department of La Unión in El Salvador, with a population of 7567 inhabitants and a surface area of 94,49 km², made up of two cantons and 14 hamlets.¹³It is one of the municipalities with strong flows of migration, mainly to the United States. When one visits the municipality one can see in the Municipal Park a monument raised to the Intipuquan emigrant, who its residents report as having left in February of the year 1967, looking for better opportunities. [...]

One of the important aspects as regards Intipucá is that among the candidates that put themselves forward for the position of Mayor in the municipal elections for the period 2009 to 2012 was an emigrant – Hugo Salinas – who after more than 20 years living abroad, more precisely in Arlington, Virginia in the USA, decided to put himself forward to seek to contribute to the development of his municipality of origin. Starting in the year 1992, in which he decided to emigrate permanently, Mister Salinas founded the "United for Intipucá–USA Foundation", in conjunction with other friends, to the purpose of organizing the community. In order to shape that organization, popularly elected positions were created and people were invited who were interested in getting organized. They would hold community activities, raffles, donations, parties, excursions, meals and the election of the Intipucá patron saint festivities queen

¹³ United Nations Development Programme (UNDP) and Dr. Guillermo Manuel Ungo Foundation (FUNDAUNGO), 2009. *El estado del desarrollo humano en los municipios de El Salvador* (San Salvador).

in Washington, DC, from among the daughters of Intipuquan residents abroad, among other activities. Everything that they collected was for the implementation of aid. In Intipucá they worked with a local organization that was charged with development of the projects. Some of these are as follows: support for the Cultural Centre, extension of the land for the cemetery, aid to churches, the municipal stadium, school equipment and economic support for people who are ill, among other things.

Following an initial attempt (2005–2006), in the year 2008 he decided to get involved once again in politics and to run for the post of Mayor. That same year he returned to the country in order to participate in the election campaign and moved back permanently in order to participate in the elections for the 2009–2012 period. At that time he won the elections and took up the post of Mayor. The experience during his administration centred on the appropriate management of municipal funds. Despite encountering a town administration in debt, he modernized tax collection and carried out changes in the municipal rates, since they were still in colones – despite the fact that the country was dollarized.¹⁴ He managed to refinance the town administration's debt, and sought to carry out works in line with the needs of each one of the communities of the village. He held open town council meetings₁₅ to learn about these needs. During his management he managed to involve the Salvadorans abroad in various municipal development projects. He established the mechanism of municipal ambassadors, who were Intipuquans abroad who were prepared to be linked to development processes in the municipality. This was instituted by means of a municipal agreement, taking into account community service and support of the people. They have recently accepted people coming from other countries as municipal ambassadors - at present they have people from Italy, United States and Nicaragua. These ambassadors participate in the municipality's patron saint festivities through the help that they provide.

One of the disadvantages faced during his period as Mayor was that due to being a migrant, many people thought that he did not know the needs of the village. Nonetheless, he showed that despite having ben outside,

¹⁴ In 2001 El Salvador adopted the USD as its official currency, in place of the former colón.

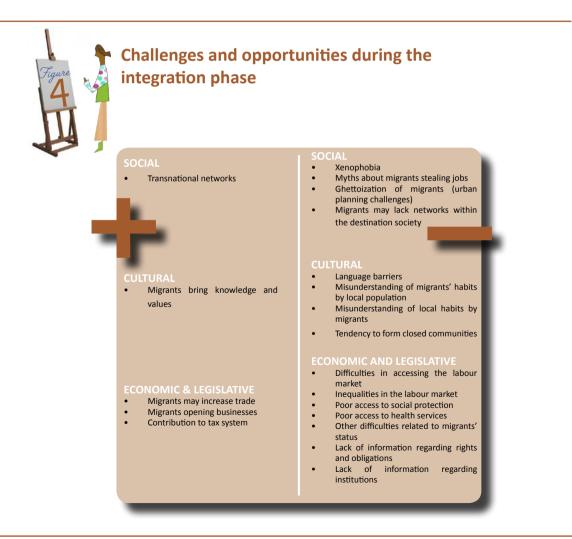
¹⁵ Known as "cabildos abiertos" in Spanish, these are public hearings periodically scheduled by the municipal authority; they usually function as a public accountability mechanism.

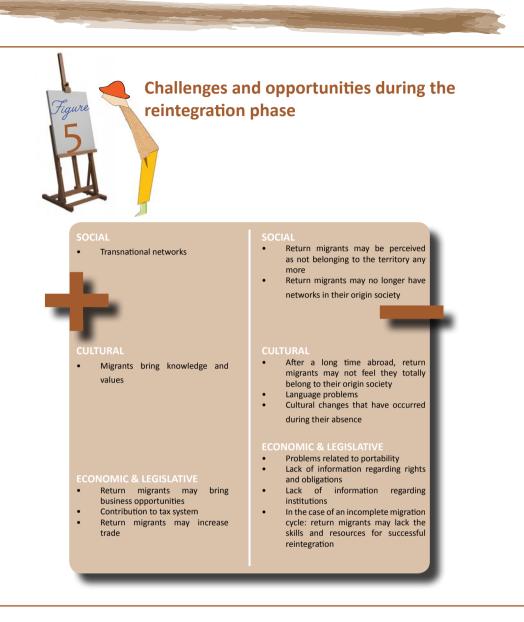
he always kept an eye on Intipucá and its needs, through the Foundation and the trips that he would take to the country. He showed that he always sought to continue to maintain his tie with Salvadorans abroad, and that it is important to establish the connection between migration, remittances, investment, development and Salvadorans abroad, so as to continue working and linking the brothers and sisters abroad with their communities of origin. He stressed that there are other compatriots who like him have resided abroad and have run for municipal posts. [...]

At present Mister Hugo Salinas is once again running for Mayor, for the period from 2015 to 2018. ${}^{_{\rm 16}}$

3. CHALLENGES AND OPPORTUNITIES

Policies and practices aiming to promote both integration and reintegration do so by responding to particular challenges and opportunities. Here as well, challenges and opportunities are quite similar for both arriving and returning migrants. They can be summarized as follows:





The role of local authorities lies in building on the opportunities and overcoming the challenges, through the establishment of policies, services and initiatives – but also through partnerships with other actors at the international, national and local level.

Do you want to know more about partnership? Go to Module 2.

Do you want to know more about services? Go to Module 3, Topic 2.

POINT FOR REFLECTION THE BALANCE BETWEEN MAINSTREAM AND SPECIFIC SERVICES/STRUCTURES/INITIATIVES

Focusing on migrant integration/reintegration requires specific actions by several local actors. However it is important to keep in mind that the challenges faced by migrants may not always be specific to them; they may also concern other parts of the population. Similarly, challenges faced by migrants in particular may be addressed through the adaptation/scaling up of pre-existing structures, institutions or services.

It is indeed important to differentiate between specific and mainstream structures/services/initiatives.

Mainstream structures are pre-existing and serve the whole population. These may be schools, hospitals, municipality services, etc.

Specific structures are ad hoc structures created to address very specific needs, such as language training, interpretation services, institutions dealing with integration etc. The former can be adapted to become migrant-friendly, ensuring migrants also have access and are able to benefit equally from such services. The latter can be set up specifically for migrants, or for a larger fraction of the population that also includes migrants (for instance, community centres bringing together the members of a neighbourhood where many migrants live).

In the previous figures, which challenges/opportunities may be addressed by specific structures/services/initiatives, and which by mainstream ones?



KEY LEARNING POINTS

- Integration and reintegration are very close in terms of complementarity, challenges, and opportunities.
- They can both be defined as: "the dynamic, multi-actor process of mutual engagement that facilitates effective participation by all members of a diverse society in the economic, political, social and cultural life, and fosters a shared and inclusive sense of belonging".17
- Successful reintegration depends on the completeness of the migratory cycle, which in turn depends on the success of integration during the migration phase. Similarly, integration benefits from good pre-departure preparation, while reintegration greatly benefits from good pre-return preparation.
- Migrants throughout the migratory cycle are actors in integration and reintegration:
 - returned migrants may support pre-departure preparedness, as well as participating in initiatives by diasporas abroad;

 migrants can support the integration of newly arrived migrants, and facilitate pre-departure preparedness through their networks.

Integration and reintegration are key elements in ensuring the maximum potential coming out of migrants' engagement in development.



¹⁷ Ponzo, I.; Gildey, B.; Roman, E.; Tarantino, F.; Pastore, F.; Jensen, O., 2013: "Researching functioning policy practices in local integration in Europe: A conceptual and methodological discussion paper", ITC-ILO. Part of the EU funded EU-MIA, developed by the ITC-ILO, with FIERI, Oxford University and COMPAS. Website: http://www.eu-mia.eu/

TOPIC 2

THE ROLE OF LOCAL AUTHORITIES IN FACILITATING THE INTEGRATION OF MIGRANTS

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Learning objectives

By the end of this topic, participants will be able to:

- describe the importance of a cohesive society;
- identify the actors that intervene in integration;



- design modalities of partnership with different actors;
- explain the necessary steps for the establishment of a pertinent strategy.

Introduction

Integration is an important part of building inclusive societies, in which differences of origin, gender, generation, health condition, etc. are overcome, and in which equal opportunities exist for all, allowing each individual and group to make the best of their abilities. Promoting and supporting the integration of migrants therefore means promoting and supporting inclusiveness – which in turn strongly increases the contribution each person or group can bring to the society he/she lives in.

Integration is an essential condition for cohesive societies, and it is also one of the policy domains allowing for the most creativity and requiring the greatest contextualization. Migrants bring with them diversity, and this may not be easily accepted by local populations. This also raises questions and debates about how to ensure that all members of a society can live together in the best way.

Therefore this Topic builds on the general aspects of integration strategies, in order to show how diverse the actions can be – but also how important it is to clearly define a strategy shared with as many stakeholders as possible.

1. WHAT DOES GOOD INTEGRATION BRING TO ORIGIN AND DESTINATION TERRITORIES?

In the first Topic of this module, some of the major challenges and opportunities related to migrant integration were mentioned (Figure 4, page 22).

It can be said that failing to address the challenges brings with it the risk of being unable to build on the opportunities – and therefore of losing a great potential in terms of local development. In addition, failing to address these challenges brings with it a risk in terms of social cohesion. One challenge, for instance, is the misunderstanding between migrants and non-migrants exacerbating xenophobia, eventually affecting the security of the territory.

Working on integration means creating the conditions to increase social cohesion, and to sustainably build on the assets brought by diversity and transnationalism.

While access to the labour market is usually regulated at the national level – as is access to social protection and other issues related to migrants' status – social and cultural integration is best addressed at the subnational level.



POINT FOR REFLECTION INTEGRATION AS A GLOBAL CHALLENGE



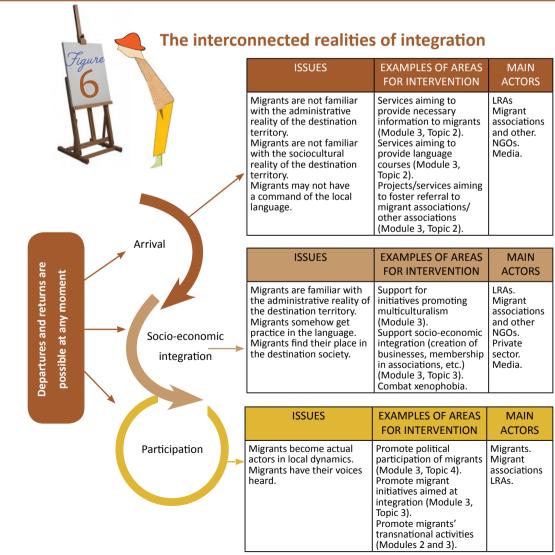
It is important to note that integration is not an exclusive feature of countries in the North: given the extent of South-South and North-South migration, and that territories are rarely exclusively senders or receivers, integration is indeed a global challenge.

Reflect about the situation in your territory. How important is the issue of integration?

Is it addressed in a satisfactory way?

2. INTEGRATION AS A CYCLE

The word integration actually embeds several interconnected realities that can be seen as forming a cycle. Note that departures and returns are possible at any moment during all three stages.



Indeed, from their arrival up to the moment that migrants feel and are a full part of the destination society, the issues they face are not all the same, and the level of intervention by actors involved in integration differs. It is therefore important to be aware of the evolution over time of the dynamics associated with integration, as only the promotion of a complete cycle can lead to societies that are actually inclusive, where migrants' voices and actions have weight within the local dynamic.

What is important to note is that the need for the intervention of actors other than migrants themselves decreases throughout the integration process, until the point that migrants become actual integration actors. Of course the process is not as linear as it might appear from the scheme, and the frontiers between the three stages are more than blurred.

Skijpr's case below exemplifies how migration is a cycle with different stages.



Thanks to his temporary work permit, he also benefited from the national health insurance plan, which he had to pay into every month, but which was subsidized by the province, due to his low salary. However since his permit was temporary, Skijpr was not allowed to be covered by public unemployment insurance. Indeed, if the "City ID card" opened the doors to all of the services



SKIJPR'S JOURNEY

under the jurisdiction of the municipality, it did not provide access to other provincial and national services, in the cases in which these were not open to holders of temporary permits.

As the years passed, Skijpr mastered the Kenslandian language and got involved in the activities of a Kovanian organization that worked towards the recognition by the Kenstownian population of diversity as an asset in their society. Xenophobia was guite present, especially since large numbers of Kovanians had immigrated during the war. They formed a network with other migrant associations and with local NGOs, and eventually succeeded in being provided with a platform for discussion with municipal and provincial authorities, and to get their voices heard. At that time, after three renewals of his permit, Skijpr also became eligible for a five-year work permit that provided him with access to a wider range of rights, comparable to those of nationals. Skijpr also accumulated some savings, which allowed him to undertake a training programme granting him a national vocational skills certificate. Thanks to the latter, he was able to find a new job as a mechanic in a big workshop, with a better salary. It was about time, as in the meanwhile Skijpr had married a young Kovanian woman named Pajkal, much to the joy of his family back origin, and they had a child. The couple was living in a flat in a neighbourhood populated mainly by migrants, and had very good contacts with a wide range of Kenstownians.

Unfortunately, at that time Skijpr's mother got sick and needed care. Skijpr was thinking about returning to be near his mother, but he was unsure about the opportunities for jobs or for opening a business there. Pajkal did not really want to return, as she had a good hairdresser's job, but on the other hand she was ready to follow her husband. Their son was three years old at that time. During their yearly visits to Kovania, Skijpr and Pajkal already noticed that the economy was doing better than ten years before. In order not to take too many risks, they decided to split for some time, and Skijpr set off alone for Kovania, while Pajkal stayed in Kenstown with their son, but moved to a smaller flat.



The integration framework of the Swiss Canton of Vaud

Note that this case study in presented in further detail in Module 3.

The Vaud canton in French-speaking Switzerland has an integration framework based on three main pillars (see the table below). The three pillars are



defined at the national level, but the way they are addressed is decided at the regional (canton) level, through a cantonal integration office (*Bureau cantonal d'intégration* – BCI).

Pillar	Policy area	Examples
	Information	 Issuing of an information document translated into 12 languages; setting up of an information website
Information and counselling	Counselling	 Experts for consultation available in each of the BCI regions Specific offers for female migrants; accessibility ensured to information on integration projects
	Protection from discrimination	 Financial support for anti- discrimination project Intercultural training Support services for victims

Pillar	Policy area	Examples		
	Language and training	 Improvement in language training programmes and their adaptation to the specific needs of immigrants 		
Education and employment	Early encouragement	 Development of special offers for families with children Creation of an exchange platform for schools, welcome centres, etc. 		
	Employability	 Mentoring and coaching services for job-seekers Support for enterprises to adapt to the needs of immigrant workers 		
Communication	Community interpreting service	 Interpreters for every language available for immigrants Support for the training of interpreters 		
and social integration	Social integration	 Financial support for local integration projects Setting up of platforms for integration professionals to exchange 		

To implement this framework, Vaud Canton set up a canton-level office for integration and prevention of racism (*Bureau Cantonal pour l'Intégration et la prevention du Racisme – BCI*). One of the main tasks of the BCI is to map and accompany projects implemented in the field by associations (both migrant associations and other NGOs), through funding and technical assistance.

However this administrative aspect also involves oversight of the programme that already includes migrants, who are at the same time its very target. This function is taken on by a canton-level consultative body made up of migrants (*Chambre cantonale consultative des immigrés*, CCCI). The committee is a platform where immigrants are invited to discuss all immigration matters with state officials and the Swiss people, thus influencing the immigration agenda of the canton. It is independent of the BIC, which is only responsible for implementation of programmes and is headed by the Cantonal Commissioner for Integration, who is appointed by the canton and is responsible for all immigration policies.

Looking at the framework presented in the table, which parts more specifically address each of arrival, socio-economic integration and participation?

POINT FOR REFLECTION DEALING WITH DIVERSITY

The debate around integration is a very animated one, and the solutions proposed range from assimilation – in which migrants are compelled to assimilate into the culture and ways of life of citizens – to multiculturalism – in which society and institutions are built around diversity, in order to allow each community to live practising its own culture within a wider social context. Both approaches have been criticized, the first one because it is one-way, in which migrants have to give up their cultural traits to become locals – the second because it tends to build barriers between the different communities.

Nowadays cities are at the forefront of defining integration practices, and are increasingly seeking to learn from each other. Several tools have been developed to allow this exchange of practices.

Among these may be mentioned the following:

- **EU-MIA**,¹⁸ a research-based cooperative learning and training initiative, implemented by the ITC-ILO, the Centre on Migration, Policy and Society (COMPAS) at the University of Oxford, and the International and European Forum of Migration Research (FIERI). The initiative collected case studies in several European cities, which were summarized into user-friendly files allowing the taking stock of different initiatives, their strengths and weaknesses, and ways forward.
- The Integrating Cities process,¹⁹ launched in Rotterdam in 2006 and which is a partnership between EUROCITIES and the European Commission, to promote local-level implementation of the Common Basic Principles on Integration. It is based on a conference series and a programme of work led by EUROCITIES, in close cooperation with the European Commission. The "ImpleMentoring" method, aiming to foster city-to-city cooperation on integration, is built on the recognition that integration is also about learning and assessing other experiences.



In your territory, does the vision regarding integration relate more to assimilation or to multiculturalism? What would you like to learn from other territories?

What could you share with other territories?

18 http://www.eu-mia.eu/content_view 19 http://www.integratingcities.eu

3. WHO ARE THE INTEGRATION ACTORS AT LOCAL LEVEL?

Integration is an issue that involves the destination society as a whole, with different roles, responsibilities and implications. In this sense, partnership is key in promoting pertinent policies and initiatives.

The actors in integration may be listed as follows, with their respective roles or involvement regarding integration:

ACTOR	ROLE
National authorities	 Define the policy framework for migration Define national integration policies May fund local initiatives
LRAs	 Define the local/regional framework for integration Set up institutions and mechanisms dealing with migration Map/reach out to migrants and their organizations and initiatives Provide migrants with accessible information. Set up services
NGOs	Develop projects and initiativesAdvocate
Migrant organizations	Develop projects and initiativesAdvocateAssist migrants
Private sector	Employ workersAffect the labour market
Media	Share information
Academia	Produce data and information

ACTOR	ROLE
Individual migrants	 Are part of the society Work Pay taxes Set up businesses May participate in the democratic process
Non-migrant population	 Interact with migrants Work Pay taxes Participate in the democratic process

POINT FOR REFLECTION HOW GOOD PREPAREDNESS SUPPORTS INTEGRATION

Most integration actors are located in the destination territory, where migrants reside and integrate. However this does not mean that integration begins only upon arrival. Pre-departure orientation can also be provided along several axes, aiming to provide prospective migrants with basic knowledge about their destination (rights, obligations, cultural facts, institutions, etc.), as well as other skills such as financial literacy or speaking the local language. Although pre-departure training is most often organized at the national level, the principle can also be applied at the local/ regional level – for instance building on the experience acquired by return migrants.

What kind of pre-departure activities can LRAs organize to foster integration? What kind of support can returned migrants bring to such activities?



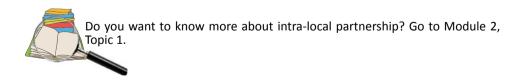


Module 2, focusing on partnership and cooperation, aims to show how these are key in setting up sustainable M&D initiatives, and to highlight the fact that successful partnership and cooperation lie in:

- complementarity between actors;
- the legitimacy of each actor;
- a shared vision among actors;
- trust.

These are also key features of cooperation for integration. Indeed, as shown in the table above, a great variety of actors is involved in integration, with complementary roles.

Among these actors, there is a great variety of possibilities for partnership, labelled intra-local partnership. The following sections provide an overview of some possibilities LRAs have to promote integration through partnership.



POINT FOR REFLECTION A FUNDAMENTAL COMPONENT OF ANY INTEGRATION POLICY

A fundamental component of any integration policy is knowledge about migration in the territory. As underlined in Module 1, Topic 3, Local Migration Profiles can be a way to gather this information. These are studies developed at local level, which involve:

- liaising with the national authorities to set up a data sharing mechanism allowing local institutions to compile migration data acquired nationally;
- **designing a template** to be common to all the localities within a country (globalizing local migration profile templates would not allow them to be pertinent to the context);
- the template should allow for the provision of a good snapshot of:
 - migration trends (statistics) and characteristics (qualitative aspects);
 - o sources of data on migration;
 - o migration actors and actions (associations, M&D initiatives...) present within a territory;
 - local migration governance (integration, local policy frameworks) and relationships with national migration governance;
 - o recommendations.

Based on your own experience, what kind of information is necessary to develop a good integration policy?



Cooperation between LRAs

As mentioned in the first Topic of this module, promoting integration does not necessarily mean creating specific services and initiatives that only target migrants. Indeed, mainstream structures such as schools, hospitals, employment services, etc. are key in successful integration. However they may not always completely fit with migrants' specificities. School teachers may not be prepared to deal with diversity. Hospitals and other public institutions may lack links with interpretation services. Municipality services may lack information material tailored to migrants, etc.

The setting up of a local/regional coordination body in charge of mainstreaming migration within local services may be a way to promote the necessary consistency between the various institutions.

In the example above, this role is played by the BIC.



The existence of such coordinating mechanisms allows among other things the setting up of one-stop shops providing information to newly arrived migrants, known as Migrant Resource Centres (Module 3, Topic 2), and the development of information packages for migrants.



POINT FOR REFLECTION COOPERATION AMONG TERRITORIES

Since integration is about developing the right practice in the right place at the right time, it is also about innovation and the exchange of ideas. Each territory has its own way to deal with integration, based on national policies and local realities. EuroCities, a network of European cities, developed the ImpleMentoring method, in which cities cooperate in order not only to exchange ideas, but also to put them into practice. In this ImpleMentoring method, cities mentor other cities in order to assist them in defining integration policies with impact.



Based on your experience, what do you think would be the necessary steps for developing this kind of cooperation in your territory?

To find out more, please visit:

http://www.integratingcities.eu/integrating-cities/resources/ implementoring_toolkits **and** http://www.integratingcities.eu/ integrating-cities/resources/implementoring_methodology

Cooperation between LRAs and associations (including migrant associations)

Migrant and other associations may be promoting integration, even if indirectly, through their projects. This is one of the most diverse sources of integration, and it is very important to design strategies in order to support these initiatives.

These strategies may assume various forms, such as:

- creating networks/institutional settings linking several similar initiatives;
- creating funds dedicated to supporting integration initiatives;

 providing in-kind contributions to diasporas/other associations' initiatives (providing a venue for events, meeting rooms, space for associations, etc.).



Do you want to know more about cooperation between LRAs and associations? Go to Module 3, Topic 4.



Turin (Italy):

Case del Quartiere (Neighbourhood Houses)20

"The 'Neighbourhood Houses - *Case del Quartiere'* is a project initiated in 2012 by the Municipality of Turin aimed at establishing a network between the seven already existing *Case del Quartiere* (CdQ). The CdQ might be roughly defined as neighbourhood community centres, but they are characterised by a number of peculiar features (e.g. their origin, spirit, functions, management model, relationship with the neighbourhood, etc.) that make them something more than community



centres. For this reason they were called 'houses', because they were created to be felt, used and lived by everyone as their own house.

The gradual process that brought to the creation of seven CdQ started in the early 2000s as a neighbourhood-level initiative: in some cases it was a bottom-up process initiated by civil society organisations, in other cases it was the result of a municipal plan, and more often a combination of both the local community and associations activism and the Municipality support. In any case this process was, at first neither planned nor coordinated at city level; each neighbourhood house was established independently from the other CdQ and often in very different ways, whilst the idea of connecting them in a network was a consequent step, strongly promoted by the Municipality.

The CdQ are public spaces with a social function: they destination and offer the most diverse educational, cultural and social activities, as well as public services and help desks. They are places that stimulate situations of aggregation and socialisation, allowing people, ideas and projects to meet and develop. They are also spaces of active citizenship and participation that destination, assist and support community associations, local NGOs, migrant associations and informal groups of citizens in planning and implementing their initiatives.

As regards stakeholders, all CdQ have an important partnership with their *circoscrizione*, in the form of both a small financial contribution and a tight cooperation in planning and implementing a number of initiatives. As concerns private foundations, some CdQ have been created with the direct support of private company foundations, such as *Fondazione Vodafone Italia* and both *Fondazione Vodafone Italia* and *Fondazione Umana-Mente Allianz.*"

Cooperation with the media and private sector

The media play an important role in shaping the perception the population has with respect to migrants. Indeed, integration strategies also imply an effort in communication, and in this sense, cooperation between LRAs and media is likely to bear fruit.

However, it is important to place such cooperation within wider antixenophobia strategies that also include capacity building, organizing events, and other related initiatives, and to promote the participation of other actors from civil society and the private sector. The latter are likely to benefit from impactful anti-xenophobia campaigns, and therefore to contribute to their success.

Do you want to know more about promoting the participation of civil society and private sector actors? Go to Module 2, Topics 3 and 4.



The Barcelona BCN Anti-Rumour Strategy and Anti-Rumour Network²¹

Since 2010 the Municipality of Barcelona (Office for Immigration and Interculturality) has been promoting the Anti-Rumour Strategy. Although it does not envisage the participation of other partners, the practice relies greatly on the existence of a broad network of local stakeholders (400 actors) for its communications and awarenessraising strategy.



The Anti-Rumour BCN Strategy, implemented in Barcelona from 2010, consists of three main macro-level actions:

- awareness-raising and training activities, and production and dissemination of tools and materials to fight rumours (i.e. training of anti-rumour agents, catalogue of anti-rumour activities, a handbook for fighting against rumours and stereotypes, anti-rumour comic books, and anti-rumour videos);
- the establishment and implementation of the Anti-Rumour BCN Network for the planning, developing, supporting and implementing the actions envisaged by the Anti-Rumour Strategy;
- communications actions through the mass media, ensuring the broadest possible dissemination of what has been produced within the Strategy.

These are the next steps the Strategy intends to undertake:

- improving the coordination Strategy, through the enhancement of coleadership between the Municipality and the most active associations;
- reaching diverse and wider audiences, using all the tools displayed by the Strategy over these years;
- implementing cooperation with new strategic sectors, such as academia;
- focusing increasingly on the involvement of actors that are active at neighbourhood level;
- creating specific spaces for meetings, exchanges and positive interactions among Barcelona citizens from different cultures, as a fundamental prerequisite for continuing to fight against prejudices.

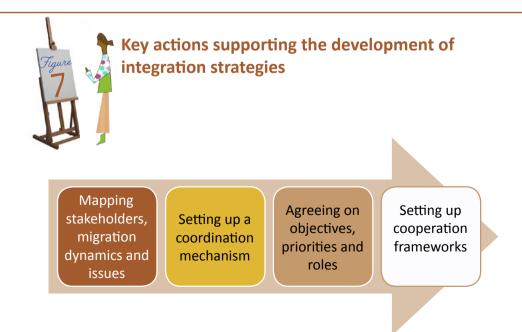


This Topic shows in a non-exhaustive way that integration can take different shapes and involves multiple stakeholders. The only limit to integration is the creativity of these stakeholders.

However without the central role played by LRAs within the national framework governing migration, the efforts of local stakeholders can be in vain or without impact.

Indeed, in addition the specific role LRAs play in providing services and partnering with other stakeholders, they also have the key responsibility of coordinating the design of integration strategies. Although there are no rules for how to do this, there are several key actions that need to be undertaken to develop such a strategy.

These can be summarized by Figure 7 below.



KEY LEARNING POINTS

- Integration is key in ensuring social cohesion within territories.
- If the national level sets the legislative framework, the local level is the most pertinent level to promote integration initiatives.
- The needs related to integration differ from the moment migrants arrive in a territory to the moment they actually become full actors in the territorial dynamic. This can be seen as a cycle.
- There is a multitude of integration actors, among which the following:
 - National authorities
 - o LRAs
 - o NGOs
 - Migrant organizations
 - o Private sector
 - o Media
 - o Academia
 - o Individual migrants
 - Non-migrant population
- Cooperation between these actors is key to successful integration policies, and LRAs have a central role in ensuring such cooperation.

- From the point of view of LRAs, cooperation can take different forms:
 - cooperation among local/ regional authorities;
 - cooperation with civil society;
 - cooperation with the media and the private sector.
- The way cooperation may take place is limited only by creativity: the examples given in this topic are not exhaustive.
- Generally however, a strategy is necessary to maximize the impact of cooperation for integration:
 - mapping stakeholders, migration dynamics and issues;
 - set up a coordination mechanism;
 - agreeing on objectives, priorities and roles;
 - set up cooperation frameworks.



TOPIC 3

THE ROLE OF LOCAL AUTHORITIES IN FACILITATING THE REINTEGRATION OF MIGRANTS

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Learning objectives

By the end of this topic, participants will be able to:

- explain the challenges and opportunities related to return and reintegration;
- explain the issues related to the great diversity of profiles of returnees;



- consider the importance of a good knowledge base for designing policies and actions;
- appreciate the importance of building reintegration strategies on the basis of mainstream structures.

Introduction

Return may be a difficult moment for migrants who have spent part of their life working abroad and who – by choice or by fate – have returned origin. Indeed, many things may have changed – in terms of the reality of the origin territory, but also in terms of their dreams and aspirations. Reintegration is therefore not always easy, in addition because those who did not migrate may perceive the returnees as not completely foreigners, but not completely locals either.

The role of LRAs as authorities in proximity to field level is a crucial one in providing key services and mechanisms to address the challenges brought byreturn, and to build on the opportunities return brings. Indeed, as stressed throughout this toolbox, migration can support local development only when migrants are both enabled and empowered in building on their assets. A successful reintegration is therefore a key condition to reach this goal.

This Topic aims to provide a view of the challenges encountered where reintegration is concerned, and of the possibilities LRAs have to make this step easier. We will not focus on what needs to be addressed at the national level (i.e. the legislative framework, and the issues dealt with by national policies) but rather on what can be done at the proximity level.

1. THE SPECIFICITIES OF REINTEGRATION

In the first Topic in this module some of the challenges and opportunities related to return were introduced, and the similarities with integration challenges and opportunities were highlighted, together the importance of a successful migration cycle for increasing the chances of a successful reintegration (Figure 5, page 23).

Indeed, while addressing challenges and opportunities similar to integration, reintegration policies in the destination countries and territories depend much more on the individual migrants' personal history prior to return. The same policy or initiatives will not suit in the same way a successful entrepreneur returning origin to set up a business, and a low-skilled worker who returns after failure or deportation. The two have very different paths, skills, needs and expectations. The same can be said for migrants returning after 20 years and migrants returning after a short period, as well as for migrants returning temporarily, periodically or permanently.

If the objective of integration policies is to have cohesive societies building on diversity, the objective of reintegration policies is to ensure that returning migrants – who very often also have citizenship in their origin countries — find a place back in their origin society (where they are not necessarily perceived as foreigners, nor as genuine locals). The difference may appear subtle, but it is actually quite deep, as reintegration policies and practices act more at the **individual** level, while integration policies and practices act more at the **societal** level.

Moreover, while it is convenient to see return as the end of a migration cycle, this is not always the case, as shown in Figure 8.

Figure Bank Internet	different circumstances of the return of ants	
Migrants return and migrate again, to the same destination ter- ritory or to another	 Migrants making several attempts before permanent return Migrants failing in reintegration Students going back origin after studies and lacking job opportunities 	
Migrants return periodically	• Seasonal migrants, or for instance seafarers (see example 5)	
Migrants return permanently	Migrants returning after retirement	



The complex case of returning Filipino seafarers

Filipino seafarers, also referred to as seamen, are typically male workers who work for a minimum of six months (or an average of nine to 12 months) on board shipping vessels that travel the high seas. Supplying more than 20% of the world's maritime workforce, the Philippines remains the top source country for seafarers. Seafarers constitute more than a quarter of the 1.5 million overseas Filipino Workers (OFWs) who have helped maintain the stability and growth of the Philippine economy over the years. In fact, remittances from seabased OFWs alone reached a record high of US\$



5.21 billion, accounting for 22.8% of total remittances for 2013.

Factors such as low labour costs, competence in the English language and a better work ethic contribute to the high demand for Filipino seafarers. Hence the Philippines is expected to supply this demand for seafarers globally for the next ten years.

However several studies have shown that the seafaring occupation has had higher mortality compared to other working groups, and encounters more diverse issues and concerns in their working conditions, environment and family situation. The work profile of seafarers is diverse – some are ship captains or maritime engineers who earn as much as US\$ 10,000/month, while others are cabin crew earning US\$ 300/month. They are also under an unpredictable service contract, with six months as the minimum and up to an average of nine to 12 months, with no assurance of being employed after their contract, immediately or within the next six months. Without immediate employment, they can be idle

for six months, with their savings from previous sailings being fully used up.

In addition, in accordance with international maritime standards, Philippine law requires that a seafarer complete specific training or certifications before the next sailing. Some seafarers complain that their vacation time of one month (for those who are assured of immediate employment after their last contract) is spent complying with the maritime certifications. These complicated conditions of Filipino seafarers – aggravated by personal issues such as having several family members, or health problems – require specific, responsive "return and reintegration" policies and programmes, from both the national and the local institutions.

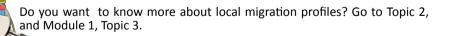
Private sector programmes exist, mostly from the big placement and manning agencies, supporting returning seafarers with such things as health benefits, free training and certification, and loan facilities with minimal interest rates. However seafarers and their organizations demand a client-based return and reintegration programme that will respond to their varied issues and needs.



Since reintegration implies addressing very diverse challenges according to the profile of returnees, data on these profiles are key in the establishment of adequate reintegration policies and initiatives.

Indeed, the nature of the challenges faced by return migrants can be very diverse, as a function of their profile and personal history. The lack of data on these aspects can lead to ineffective policies, or to policies that fail to fit the lived reality in the territory.

As introduced in the previous topic, data can be gathered through the establishment of "migration profiles", which can focus on specific territories. These allow a taking stock of the profile of migrants and return migrants, but also of institutions dealing with migration and of existing initiatives by civil society, migrant (or return migrant) associations, and the private sector. The design of strategies aimed at producing such profiles (through specific surveys, building on administrative data or registration mechanisms, etc.) is therefore a very important step towards reintegration frameworks.





Coping with emigration in Baltic and East European Countries

The OECD publication titled *coping with emigration in Baltic and East European Countries*²² provides several examples initiatives aimed at enhancing reintegration. Some of these were driven by local authorities.

Among these we can mention the following examples in Poland:



- "Opolskie voivodship Here I stay is a programme initiated in 2008 by the self-government of the Opolskie voivodship [province] and the Regional Labour Office in Opole. The main goals were to increase work and educational opportunities in the region and encourage the return of people working abroad. Target groups were graduates, unemployed persons and persons residing and working abroad (mostly in the United Kingdom, Germany and the Netherlands)."²³
- "The 12 cities. To go back, but where to? introduced in 2009 by Poland Street (a London-based Polish diaspora organisation), was one of the most ambitious initiatives to encourage return, drawing much media attention. Twelve Polish cities were to be promoted in London through monthly presentations covering different aspects relevant to return migration, such as potential for individual development, educational and labour market opportunities and business opportunities. Meetings were open to the public and aroused much interest in the United Kingdom. Unfortunately, the programme was abandoned shortly after its inception due to the deteriorating economic situation in Poland."₂₄

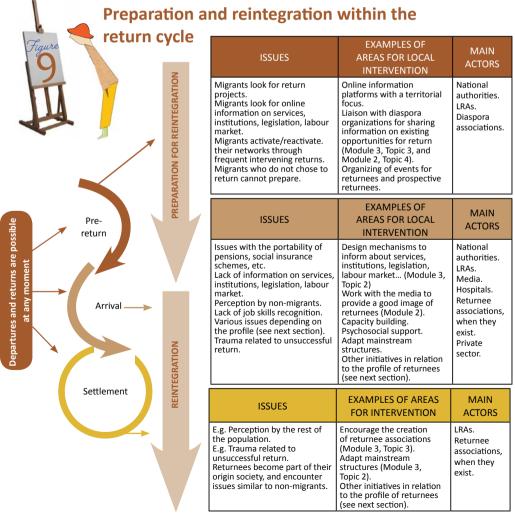
The author mentions that these programmes were not necessarily successful, due to the lack of an evidence base on Polish returnees, and due to a lack of precise evaluation mechanisms. The second example also shows the importance of external factors (the economic situation in this case) in the success of initiatives.

P. Kaczmarczyc, "Matching the skills of return migrants to labour market needs in Poland", in OECD, Coping with Emigration in Baltic and East European Countries, 2013, p.122.
 Ibid

²² OECD, Coping with Emigration in Baltic and East European Countries, OECD Publication, 2013 - 144 pages



As is the case with integration, return can as well be seen as a cycle – one that may end up with permanent settlement, but may also be interrupted with new migration. In terms of reintegration, this cycle itself can be seen as composed of two fundamental moments: **preparation** and **reintegration** as such.



As introduced in the first topic, successful reintegration implies a **willingness** to return, as well as **preparedness**, which in turn depend on the conditions found in the destination territory, and therefore on integration policies as well.

The willingness to return is a personal feeling of the migrants. Preparedness largely rests on migrants' ability and capacity to plan their return, through frequent visits, careful planning, additional training, networking, etc. Preparedness is indeed a key factor affecting the whole return cycle.

Preparedness can therefore be supported through policies and initiatives, some of which can be established by LRAs, while others depend on national policies (like legislative frameworks for return, portability of social security, recognition of certificates, etc.).

Once back in the origin territories, the challenge lies in supporting returnees in their journey toward successful reintegration, returning to a status as regular citizens, while still being able to build on the networks and experiences acquired abroad.

POINT FOR REFLECTION A ROLE FOR DECENTRALIZED COOPERATION

Preparedness for return is something that can be ensured when migrants are in their destination territory. As we have seen in the previous topic, preparedness is also very important before migration, from a perspective of integration. This means that there is an avenue for building on decentralized cooperation to set up mechanisms aiming to strengthen the whole migration cycle, from pre-departure to return.

Based on your own experience, how do you think that such mechanisms can be set up within the framework of decentralized cooperation?

Do you want to know more about decentralized cooperation? Go to Module 2, Topic 2.

One important aspect to note is that the reintegration actors are as varied as integration actors, and **cooperation and partnership are key**, following the same principles as these listed in Topic 2 of this module. Therefore even if this is not mentioned, the next two sections imply that actions are undertaken through partnership.

4. FOSTERING PREPAREDNESS

Prospective returnees who have spent a long time outside their origin country may have a fuzzy vision of the institutional setting in place and of the actual opportunities they will find, as well as the constraints they will face.

LRAs can develop online platforms that act as one-stop shops to provide prospective returnees with the necessary information, such as in the following (non-exhaustive) list:



Online platforms provide prospective returnees with needed information

Online platforms act as one-stop shops, providing prospective returnees with information relating to:							
Rights and obligations and national return policies	Institutions and services	Adminis- trative steps to undertake upon return	Labour market	Investment opportunities	Training opportunities	National skills certification frameworks	Families with children born abroad

It is important to note that, as suggested in other modules, LRAs are encouraged to develop such online tools for other purposes, such as diaspora engagement. Indeed, these platforms should provide services to a wide range of migrants, from those newly arrived to those aiming to return, through those organized in migrant associations and those aiming to invest or to develop initiatives in their origin territory. When it comes to return, these platforms should not only target migrants who originated in one specific territory, as return does not always take place to the origin territory. People may decide to go back to a locality where there are more opportunities.



Do you want to know more about online tools developed by LRAs? Go to Module 3, Topics 2 and 3, and to Module 2, Topic 4.

This also means that such online platforms are likely to have a better impact if they constitute national networks, for instance through the centralization of references to different platforms created in different local/regional settings.

Finally, when developing online tools it is very important to ensure that they are known and used. For this reason, it is very useful to have good contact with diaspora associations in destination countries, which are likely to circulate the information and participate in its development, and therefore to have a strategy for reaching out and communicating with the diasporas.



Do you want to know more about this topic? Go to Module 2, Topic 4 and to Module 3, Topic 3.

Skijpr's case shows how online platforms can provide prospective returnees with the necessary information.



SKIJPR'S JOURNEY

Back origin, Skijpr noticed that many things had changed since he opened his first workshop more than ten years earlier. Of course, as a mechanic he was looking at the opportunities to open a workshop. He noticed that the number of cars had increased, and that if he was going to settle in a city bigger than his origintown he could succeed.

However, rent prices had also increased, as had the prices for tools and equipment, and Skijpr noticed that his savings were not enough to open a business. He spent three month in Kovania, looking for information on credit, regulations and the labour market – but also visiting his relatives and old friends in order to renew his networks and gather information on opportunities. He learned that several returnees had been successful and were living with good salaries. A friend who had studied medicine in Kensland became a surgeon, while the newspapers were telling the story of a carpenter who had returned and set up an emerging and successful construction company already employing 50 workers.

Two weeks before going back to Kensland, he found a website set up by the Municipality of Kovantown, the capital city, providing information for returnees, including information on the labour market. Browsing on the website, he noticed that his impression was correct, and that there was a market for car mechanics. He also had information on the educational system, and was reassured to know that there would be a future for his son as well. What worried him however was the information he found on the portability of pensions. For years he had been contributing to a public pension fund that he was not sure could be transferred in Kovania. The website referred to a brochure issue by the Municipality, and explained the issue. Skijpr found that although he would lose his Kenslandian pension, to encourage return the state was covering the years missing in Kovania. Back to Kenstown, Skijpr decided to find a solution for the money that was missing. Through the internet and through his network in Kovania, Skijpr found out that he had the advantage of having been trained on brand new cars, which were slowly populating Kovania as well, while mechanical training there did not adapt very quickly. A Kenslandian carmaker was settling in Kovania, proposing franchising contract to workshops. A second trip to Kovania led Skijpr to meet with the national representative of the Kenslandian brand of cars, who in view of his qualifications and of his networks in Kensland, accepted having him open a franchise in the capital city. Although this was not the same thing as owning his own workshop, Skijpr's savings were enough for that, and even with lower benefits he could successfully settle back in Kovania. Since the capital city is three hours' drive from Skijpr's origintown, the solution looked acceptable to him.

Once the decision was taken everything went very quickly, and after three months the whole family was settled in a flat in Kovania's capital and the workshop had opened. While this was good for Skijpr, Pajkal was finding it very hard to find a job. As a hairdresser in Kenstown she had a fixed job, while in Kovania – particularly in the capital – she was far away of all her professional and personal networks. As a Kovanian national however, she was eligible for municipal employment services, and she found out that the city – under a plan to improve the labour market – was providing training for job-seekers.

This is where Skijpr and Pajkal are now. They are turning 30, Skijpr's workshop seems to be running, and Pajkal is being trained as a beautician, while their son is at school.

Putting together the efforts needed to support migrants while preparing for return can have a strong impact on local development, as it allows returnees to have greater chances of directly integrating into the local economy and society. This means that several potential challenges related to return can be addressed, making more space for the opportunities.

POINT FOR REFLECTION ONLINE PLATFORM IN TUNISIA

In Tunisia, ANETI (National Agency for Employment and Selfemployment) and OTE (Tunisian Diaspora Office) set up a web platform aiming to provide information for:

- tunisian return migrants;
- tunisian prospective migrants;
- migrants in Tunisia.

The web platform is therefore divided into three portals, each of them providing useful information. For instance, the portal for return migrants has the following sections:

- Practical life:
 - o Money transfer
 - o Civil status
 - o Social security
 - o Administrative services
 - o Customs
 - o Tax system
 - o Education
 - o Employment and vocational training
- Investing in Tunisia
- Citizenship



The platform refers the user to specific services, as well as to Migrant Resource Centres, 25 so that migrants are equipped with the necessary information, as well as professionals who can answer specific questions.

The fact that the platform is national has the undeniable advantage of offering one single reference website for all migrants – however information on the local context is missing. How could local authorities participate in this process through contextualized information?



Do you want to know more about Migrant Resource Centres? Go to Module 2, Topic 2.

5. REINTEGRATION BY BUILDING ON THE SPECIFICITIES OF RETURNEES: MAINSTREAM STRUCTURES VS. SPECIFIC INITIATIVES

Once back origin, and depending on the degree of preparation and on the opportunities migrants actually had to prepare themselves, several challenges may remain before successful reintegration.

As mentioned above, most of these challenges may differ strongly depending on the returnees' profiles, which makes reintegration an issue to be dealt with at the individual level. However it may be impossible to accompany returnees with tailor-made services, even in the event that data on the returnees' profiles have been acquired exhaustively.

It is therefore necessary to develop strategies aiming to define what challenges are faced exclusively by return migrants, and what others are also faced by other groups in the population. In other words, it is necessary to think in terms of what was defined earlier as **mainstream** and **specific** structures.

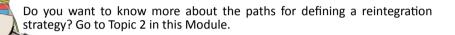
Do you want to know more about mainstream and specific structures? Go to Topic 1 of this Module.

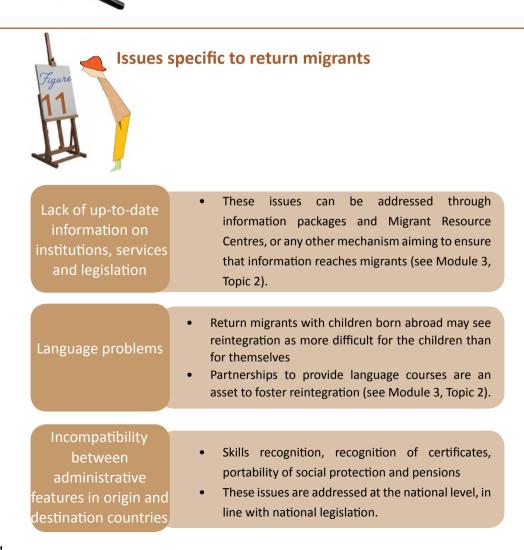
A reminder: **mainstream** structures are structures already in place, developed to serve the entire population: schools, hospitals, services such as occupational guidance, services for job-seekers, etc. **Specific** structures are structures designed to meet the needs of a specific part of the population – such as returnees or immigrants – who face challenges that are not faced by the rest of the population.

As in the case of integration, a good strategy for reintegration is needed in order to take concrete actions – and therefore it may be very useful to set up of a mechanism aiming to mainstream migration into local service provision.



The paths for defining the strategy would be similar to these presented in the preceding Topic on integration: **Mapping stakeholders and migrations dynamics > Setting up a coordination mechanism > Identifying priorities and roles >Setting up cooperation frameworks.**

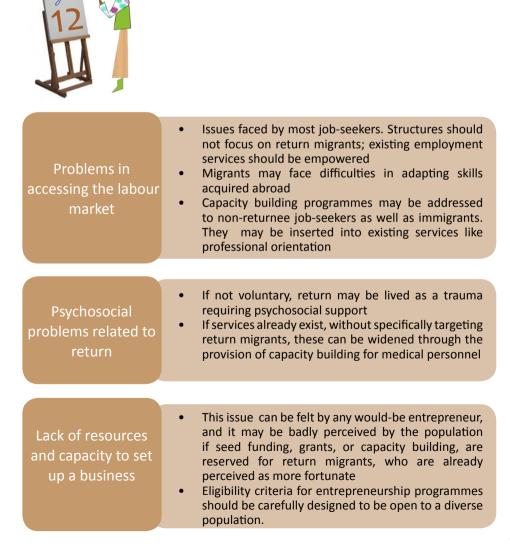




The above-mentioned issues are also faced by immigrants, and addressed under integration mechanisms. In those cases where territories are characterized by both immigration and return, these aspects can be coordinated.

The great diversity of profiles of return migrants implies a great diversity of issues faced. The list below is far from being exhaustive; its purpose is to highlight the importance of carefully assessing the situation of returnees:

Issues shared with others



Do you want to know more about problems in accessing the labour market? Go to Module 4.

Other examples can be provided, such as issues related to gender, specific professions, etc. – but the message here is that when possible, it is important to address these issues through the empowerment of existing services, following a logic of mainstreaming migration into local planning. For the same reason, when specific structures are being created for return migrants, it is important to assess whether these may be made use of by a wider group in the population.

POINT FOR REFLECTION BUILDING ON THE OPPORTUNITIES BROUGHT BY RETURN MIGRANTS



The final aim of the principles mentioned above is to allow migrants ³ to fully reintegrate, and therefore to build on the assets they may have acquired abroad: skills, expertise, networks.

In your experience, what mechanisms can be developed to support migrants to take advantage of the assets they bring with them, without creating inequalities of treatment with the local population?

KEY LEARNING POINTS

- While it is convenient to see return as the end of a migration cycle, this is not always the case:
 - migrants may return and migrate again, to the same destination territory or to another;
 - migrants may return periodically;
 - migrants may return permanently.
- The nature of the challenges faced by return migrants can be very diverse, according to their profiles and personal history. The lack of data on these aspects can lead to ineffective policies, or to policies that fail to fit the lived reality of the territory.
- Return can be seen as a cycle from preparation, to return, to settlement – and the cycle can be interrupted by remigration.
- Within this cycle, reintegration begins by preparation.
- Local authorities can support preparation by providing online information.

- Reintegration can be supported through specific and mainstream structures, acknowledging the fact that
- challenges faced by return migrants may be faced by other people too.
- Policy-makers should be careful not to favour return migrants over other people, as this may alter perceptions of them.





TRAINING ACTIVITIES

Activity 1: Introduction to Module 5	Overall Module 5
Activity 2: How is identity defined? Activity 3: Links between integration and reintegration, local authorities in destination and origin territories, and the impact on local development	Topic 1
Activity 4: Policies and practices addressing challenges and opportunities during the integration and reintegration phases Activity 5: Analysing local integration measures	Topic 2

Activity 6: The variety of migrants' profiles and factors affecting their reintegration process	Topic 3
Activity 7: Wrap-up	Review and conclusion of Module 5



If you are starting your training course with Module 5, make sure that the first Activity you propose to your participants is Activity 0, available in the Core Module. Activity 0 will enable the creation of a conducive learning environment.

Activity 1: Introduction to Module 5

Carousel



A carousel is an activity that involves rotating small groups from one workstation to another, so that each group has the opportunity to discuss different topics. This activity is very useful for collecting ideas, knowledge and opinions. It will facilitate participants' understanding of the topics discussed in this module. **Objectives**:

- raise participants' awareness of the main topics that will be examined during Module 5:
 - What are the challenges of migrants' integration and reintegration, and their impact on development?
 - What is the role of local authorities in facilitating migrants' integration?
 - What is the role of local authorities in facilitating migrants' re-integration?

Place three flip charts at three different locations in the room, making sure there is enough space in between the workstations so that participants have enough room and quiet to work at each of the stations.

Write the following questions on the three different flip charts (one question per flip chart):

- Flip chart 1: What are the challenges of migrants' integration and reintegration and their impact on development?
- Flip chart 2: What is the role of local authorities in facilitating the integration of migrants?
- Flip chart 3: What is the role of local authorities in facilitating the reintegration of migrants?

Divide participants into three groups (as diverse as possible), and provide each group with markers of a given colour (for example, Group A gets red, Group B green and Group C black).

Ask each group to go to a different workstation. Participants have ten minutes as a group to answer the question raised on the flip chart.

When the time has elapsed, ask each group to move to another workstation (as a group). At the next workstation, the group reads answers from previous group and makes its contributions to the question. They may also discuss why they agree or disagree with answers from the previous group (10 minutes).

When the time has elapsed, repeat the previous step (10 minutes).

When each group has visited each of the three stations, call participants back to the plenary.

Read the answers written on each flip chart, correct any mistakes, and complement with additional information.

Wrap up with the PPT presentation (designed from the information presented in this manual).

Tips	 Organize this activity at the very beginning of the topic, as it will allow participants to explore the main concepts discussed in this module Chairs do not necessarily have to be provided at the workstations, as standing is a good way to energize participants Groups should be as diverse as possible. This activity also provides a good opportunity for participants to meet each other
Materials	 Three flip-charts Markers in three different colours
Time	 5 minutes to present the activity and each of the three questions to be discussed 10 minutes for each round of group discussion (10 minutes x 3 rounds = 30 minutes) 15 minute wrap-up and discussion (excluding PPT presentations)

Activity 2: How is identity defined?



The facilitator goes around the circle, asking each participant to express one idea about a given topic.



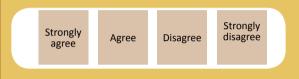
Objective:

explore the concept of identity.

Before the activity

Create some space in the classroom and divide that space into four areas.

Identify the first area with "strongly agree", the second one with "agree", the third one with "disagree" and the fourth one with "strongly disagree".



During the activity

Explain that you are going to read four statements aloud.

After each statement, participants should move to the section representing their opinion about the statement that was just read.

Read statement 1: "Identity is generally only constituted by personal features", then ask participants to stand on the section of the floor representing their opinion in relation to this first statement.

Ask participants from each section, to substantiate their position.

Offer a final answer (when there is one).

Repeat the steps for the other three statements.

- Statement 2: "A French inhabitant of Paris mainly identifies her/himself as French." (Here it is suggested to replace the city and the country with examples closer to the participants' origin or experience).
- Statement 3: "Migration does really not influence identity."
- Statement 4: "Migrants primarily identify themselves with the country they migrate to, hence the national level is the most pertinent one to carry out integration/reintegration activities."

Tips	 This activity should be organized at the beginning of Topic 1, before the section "What are integration and reintegration, and how are they linked?" When dividing the space, make sure there is enough room for several or all participants to congregate in each of the four spaces The different areas can be identified by placing flip charts or large Post-its in each space (with corresponding text) The statements should be changed or updated as needed to respond to the participants' working contexts
Space	• Space in or outside the classroom
Materials	• Flip-chart or large Post-its
Time	 30 to 45 minutes, depending on the complexity of the questions and the intensity of the discussion

Activity 3: Links between integration and reintegration, destination and origin local authorities, and impact on local development

Puzzle activity



Objectives:

- raise awareness on the impact of successful integration/ reintegration on the development of both destination and origin societies;
- highlight the role of local authorities in the integration and reintegration processes.

Before the activity

Make several copies of "Figure 3: Integration/ reintegration: roles of local authorities in origin/ destination territories, and outcomes in terms of local development", available from Topic 1 of this module. If possible, enlarge the figure to the size of an A3 sheet.

You will need as many copies as there are groups.

Cut out the different blocks of the figure (be careful not to mix up the blocks from the different figures).

During the activity

Divide participants into three or four groups (depending on the total number of participants – a group should preferably be composed of four to five participants).

Give each group all the blocks making up one figure, and ask them to recompose that figure and indicate the links between the different blocks.

Ask them to glue/ tape their figure onto a piece of flipchart paper.

When the time is up, ask each group to put up their figure on the classroom wall, and invite participants to walk around and take a look at the different figures. Share the original figure and explain it as needed.

As a debriefing for the activity, you can discuss the following questions with the participants:

- What are the links between successful integration/ reintegration in both origin and destination territories, and the impact on development on those territories?
- Do they agree with this figure? What is missing? What should be different?
- Which activities can facilitate the integration/ reintegration processes? At what level (local, regional, national, etc.) should they be carried out?

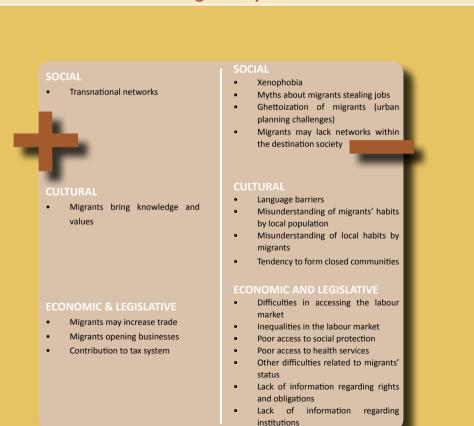
Tips	 This activity should be organized during Topic 1, once the different types of migration cycles have been presented Make sure to devote enough time to the debriefing for this activity, in order to ensure a good understanding of the figure as well as a critical vision
Materials	 Copies of "Figure 3: Integration/reintegration: roles of local authorities in origin/destination territories, and outcomes in terms of local development", available from Topic 1 of this module, if possible in A3 format. One pair of scissors Glue or tape Flip chart paper and markers
Time	 20 minutes to recompose the figure 10 minutes to walk around and look at the different figures as recomposed by the groups 20 to 30 minutes debriefing time

Activity 4: Policies and practices addressing challenges and opportunities during the integration and reintegration phases

Group work	• identify the role of LRAs and other local actors in addressing the challenges and building on the opportunities.
	Divide participants into four groups, making sure that groups are as heterogeneous as possible (with a variety of experts and countries/ territories).
	Ask Group 1 and Group 2 to list the services that LRAs and other local actors could put in place to address the challenges and build on the opportunities related to the integration phase .
	Groups 1 and 2 both receive a copy of Annex 1: Challenges and opportunities during the integration phase.
	Ask Group 3 and Group 4 to list the services that LRAs and other local actors could put in place to address the challenges and build on the opportunities related to the re-integration phase.
	Groups 3 and 4 both receive a copy of Annex 2: <i>Challenges and opportunities during the reintegration phase.</i>
	Preparation time is 40 minutes.
	When preparation is over, each group presents its work in plenary.
	Facilitators should correct any incorrect information, and complete it as needed.
Tips	• Organize this activity once you have presented the section on "Challenges and opportunities".
	• When organizing the group work, it is your role as a facilitator to circulate amongst the groups, ensuring that instructions are understood, and as necessary to guide participants in their discussion and/or task attribution.
	• In the event that the total number of participants in the course does not exceed eight to ten, you may decide to form only two groups (with four to five people in a group being a good number).

Materials	Flip-charts and markers
Time	 40 minutes preparation time 5 minutes for presentation per group (5 minutes x 4 groups = 20 minutes) 15 minutes for Q&A

ANNEX 1: Challenges and opportunities during the integration phase



ANNEX 2: Challenges and opportunities during the reintegration phase

SOCIA

Transnational networks

CULTURAL

 Migrants bring knowledge and values

ECONOMIC & LEGISLATIVE

- Return migrants may bring business opportunities
- Contribution to tax system
- Return migrants may increase
 trade

SOCIA

- Return migrants may be perceived as not belonging to the territory any more
- Return migrants may no longer have
 networks in their origin society

CULTURA

- After a long time abroad, return migrants may not feel they totally belong to their origin society
- Language problems
- Cultural changes that have occurred during their absence

ECONOMIC & LEGISLATIVE

- Problems related to portability
- Lack of information regarding rights and obligations
- Lack of information regarding institutions
- In the case of an incomplete migration cycle: return migrants may lack the skills and resources for successful reintegration

Activity 5: Analysing local integration measures





recognize the interdependence of the different domains affecting the integration process.

Before the activity

Print different practices available on http://www. eu-mia.eu/cases/, selecting the ones that are best suited to the participants' contexts.

During the activity

Divide participants into five or six groups (depending on the number of participants).

Groups have 40 minutes to read and analyse the case they have been given. Their work will consist in investigating how the integration measures presented in their case address the six following domains, which are known to facilitate integration:

- integration into the labour market;
- education and language skills;
- housing and urban issues;
- health and social services;
- social and cultural environment;
- nationality, citizenship and respect for diversity.

For each domain, groups must write their findings on one large Post-it (i.e. one Post-it per domain for each group).

While participants are working, divide a flip chart paper or a whiteboard into six spaces, and write the following titles:



Once the preparation time is up, ask each group to come **one by one** to the board to briefly explain their case, then read aloud the information they have on each Post-it and place them on the board in the corresponding sections.

Tips	 Organize this activity once you have presented the section on <i>"Integration is about cooperation"</i> Group size may range from two to three for this activity. The larger the number of groups, the larger the number of practices reviewed
Materials	 Printed copies of different practices (a different practice for each group) available from http://www.eu-mia.eu/cases/ Large Post-its and markers
Time	 40 minutes for the group work 10 minutes per group for presentations 15 minutes for wrap-up and discussion

Activity 6: The variety of migrants' profiles and factors affecting their reintegration process

Power walk	
Power walk	Objectives :
POWER	 raise awareness on the different factors affecting reintegration;
	 raise awareness on the variety of migrants' profiles.
	Before the activity
	Print the eight biographies (one copy of each) for this activity. See Annex 3 below.
	During the activity
	Ask for eight volunteers for this activity and request them to stand at a starting line.
	Give each one a different biography and give them a few minutes to read and assimilate their roles.
	Explain that you will be reading statements, and that the volunteers will have to take a number of steps forward or backward, according to the statements that are being made and in relation to the role they have been assigned.
	Statements:
	 If you have secondary or post-secondary education, take one step forward
	2. If you have not completed primary school, take one step back
	3. If you consider you have had time to organize your return, take one step forward
	4. If you were assisted by an institution to return origin, take one step forward
	5. If you have been expelled from your country of immigration, take two steps back
	6. If you have accumulated some capital before returning origin, take one step forward
	 If you have a job in the formal economy, take two steps forward
	8. If you are employed in the informal economy, take one step forward
	9. If you are not engaged in income-generating activities, take one step back
	10. If you belong to an association or receive help from an NGO, take one step forward
	11. If you have access to social security benefits once you have returned, take two steps forward

Once all the statements have been read, ask the participants to stay where they are in the room and undertake as debriefing for this activity by discussing the following questions:
• ask participants the farthest from the starting line to explain who they were, why they are ahead of the others, and how they feel about it;
 ask participants the closest to the starting line to explain who they were, why they are behind the others, and how they feel about it;
• ask observers which factors (personal and environmental) contributed to the differences they can observe;
• ask observers how the experience of migration affects rein- tegration prospects in the country of origin.
 The debriefing part of this activity is very important. Make sure to allow enough time for discussion
• Weather permitting, it is even better to organize the walk outside, as it will energize the participants even more
 Enough space in the classroom to have eight participants standing on a line and moving forward
Copies of the migrants' profiles
5 minutes to present the activity
 5 to 7 minutes preparation/reflection (reading of profiles) 10 minutes for the walk
• 20 to 30 minutes for the debriefing session

ANNEX 3: Biographies for the Powerwalk activity





Personal Information Name: Azfar Nationality: Indian Age: 45 years old Family: Married with children

Occupational information

Education: Master's degree in management and international trade

Occupation: Businessperson in the export sector

- Azfar lived for ten years in the UK and France
- His diplomas are recognized internationally
- Worked for three years in France for an import-export company
- Before returning to India, he completed training in human resources management and accounting
- Has created his own company four years ago in India
- Has maintained his social security benefits acquired abroad

IRINA'S BIOGRAPHY



Personal Information

Name: Irina Nationality: Ukrainian Age: 38 years old Family: Married with two children

Occupational information

Education: Hairdresser Occupation: Hairdresser at origin (with no contract; she works in the informal sector)

- Irina returned to Ukraine after three years in Germany.
- The return was her husband's decision; he wanted to return to their country of origin because of her mother-in-law's health
- She would have preferred to stay in Germany
- She obtained her hairdresser's certificate in Germany and worked in a hairdressing salon as an employee for two years
- She would like to open her own hairdressing salon in Ukraine, but she does not have the necessary financial resources. She has not worked on a regular basis since she returned
- She works as a hairdresser sporadically with her contacts from origin (informal economy)
- No maintenance of her social security rights

SONIA'S BIOGRAPHY

Personal Information Name: Sonia Nationality: South African Age: 40 years old

Family: Single with one child

Occupational information

Education: Graduate studies in Medicine – specialist in dermatology Occupation: Dermatologist



- Sonia finished her studies in the USA and worked for ten years in Washington
- She benefited from a national programme that aims at reintegrating migrant workers from the health sector. She returned to Johannesburg two years ago
- She works in a public hospital, and also opened her own private medical clinic thanks to the savings she earned in the United States (and to the deregulated health sector, where professionals are allowed to work both in the public health system and privately)
- Her financial resources dramatically decreased compared to what she used to earn in the USA
- She will hopefully benefit from a private pension scheme to which she contributes on a monthly basis
- She thinks that her situation as a working single mother is not as well accepted in South Africa as it was in the United States

ALY'S BIOGRAPHY

Personal Information

Name: Aly Nationality: Nigerian Age: 24 years old Family: Single

Occupational information

Education: He completed only primary school Occupation: He works sometimes in the construction sector



- Used to live as an irregular migrant in Italy and work illegally as a waiter in a restaurant
- He was deported after two years as a clandestine migrant
- He returned to Nigeria about one year ago, with no follow-up (vocational training, reintegration assistance, psychological assistance, AVRR...)
- He is thinking of returning to Europe any way he can
- No access to social protection in Italy nor in Nigeria

PEDRO'S BIOGRAPHY



Personal Information

Name: Pedro Nationality: Uruguayan Age: 39 years old Family: Married with five children

Occupational information

Education: Secondary school **Occupation:** Temporary worker in agriculture

- Used to work as seasonal worker in Argentina (grape harvest)
- When he is in Uruguay, he also works in agriculture
- He always emigrates without his family; it stays in his country of origin
- He remits 70% of his income to his family
- He receives full accommodation when he is in Argentina
- He never received any vocational training, neither in Argentina nor in Uruguay
- Uruguay and Argentina are members of Mercosur

LUCY'S BIOGRAPHY

Personal Information

Name: Lucy Nationality: Chinese Age: 21 years old Family: Single

Occupational information Education: Primary school Occupation: Unemployed

Additional Information

Victim of trafficking in



- France, where she worked in a sweatshop as a seamstress. She was working 18 hours a day, seven days a week
- Returned to China eight months ago
- Has been supported by associations working with victims of trafficking in France, and also once she returned to China
- Suffers from stigma since she returned to her region of origin
- Excluded by her family and her community
- She is thinking of leaving her village to work in the closest city as a waitress. A girl she knows told her that a nightclub was frequently looking for waitresses
- No access to social protection

JEAN-BAPTISTE'S BIOGRAPHY

Personal Information Name: Jean-Baptiste

Nationality: Haitian Age: 40 years old Family: Single

Occupational information

Education: Primary and secondary school Occupation: Micro-entrepreneur

Additional Information

 Worked for five years in the informal sector in the construction field in the



Dominican Republic. Did not benefit from any vocational training in this field; acquired his skills on the job

- Was working irregularly in Dominican Republic. Benefited from an Assisted Voluntary Return and Reintegration (AVRR) programme implemented by an international organization
- He didn't want to return, but he was about to be deported
- In Haiti he opened a small grocery with the AVRR funds, but it is not working out
- He is particularly traumatized by his migratory experience and his return, which in his opinion is a failure. He wants to go abroad once again
- His siblings and friends do not support him since his return, since they do not receive remittances anymore
- No access to social protection

LUZ MARIA'S BIOGRAPHY

Personal Information

Name: Luz Maria Nationality: Peruvian Age: 42 years old Family: Divorced without children

Occupational information Education: Diploma in Nursing Occupation: Unemployed

Additional Information

• After graduating as a nurse in Lima, Luz Maria left Peru



and went to Switzerland with her husband, where she was unable to have her diploma recognized. She was thinking of going back to school and retaking her diploma in order to be a nurse in Switzerland, but she gave up owing to the time and costs

- She has worked for five years for various employers as a domestic worker (some declared, others not)
- She contributed to the social security system in Switzerland
- Five years after her wedding, she got divorced
- In Switzerland she was in a regular situation; she still benefits from a valid residence permit
- She left Switzerland after 15 years and went to Chile, where her sister is living, in order to co-manage the business she had opened. However she did not like this new job and decided to go back to Lima (Peru), where she thought she could work as a nurse
- Since she went back (six months ago) she has been unable to find a job as a nurse, because she has been out of Peru

for almost 17 years without practising nursing. Her skills and competencies are therefore no longer up to date

• She is thinking of going back to Switzerland to do her former job and enjoy the social benefits to which she has contributed for 15 years

Activity 7: Wrap-up

The interview	 to review the most important topics in Module 3; to clear up doubts and concerns; to add complementary information.
	Before the activity Take a few moments to select the most important topics in the module, the most complex ones, or the ones requiring deeper reflection or further discussion.
	Find an object that can be used as microphone (for example a marker with a paper sheet wrapped around).
	Conducting the activity Walk around the classroom while pretending that you are a journalist conducting interviews, and ask your questions to different participants. When a participant makes an incomplete or incorrect answer, ask another learner to complete or correct the answer.
	The activity is over when all questions have been discussed.
Tips	• This activity should be conducted towards the end of the course, for example at the start of the last day of the course
	 It also acts as a good energizer to start a day This activity can be organized with any number of participants
	• This activity is also very useful to assess whether all of the information has been understood properly. Should that not be the case, it is important to take time to clarify potential misunderstandings

Materials	
	 Questions for reviewing the course Object to act as microphone (could be a marker with paper wrapped around)
Time	• 30 to 40 minutes (excluding preparation time)

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