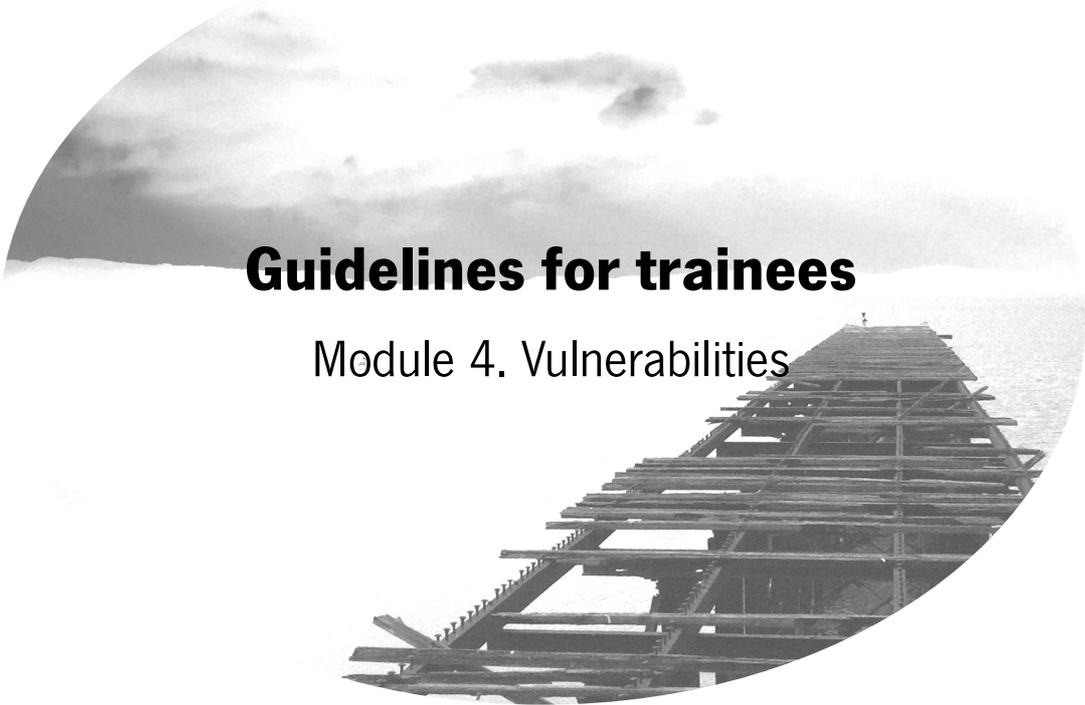




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**SUPPORTING HEALTH COORDINATION, ASSESSMENTS, PLANNING, ACCESS TO HEALTH CARE AND
CAPACITY BUILDING IN MEMBER STATES UNDER PARTICULAR MIGRATORY PRESSURE
717275/SH-CAPAC**



Guidelines for trainees

Module 4. Vulnerabilities



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Module 4. Vulnerabilities

Module 4 contains three units: U1. Childhood and unaccompanied minors, U2. Gender-based violence and persecution on grounds of sexual orientation and gender identity, and U3. Ederly and disabled refugees. The estimated time required for this module is 4 hours, including contents and compulsory activities.

The following sections provide the details of the learning objectives and activities for each unit. A work plan for navigating the unit is suggested as well.

Unit 1: Childhood and unaccompanied minors

This unit has been prepared by Ainhoa Rodríguez and Olga Leralta (Andalusian School of Public Health). It includes one presentation, one compulsory activity, one optional activity, recommended videos, recommended reading, and complementary reading for further knowledge.

1. Learning objectives

Objectives of the presentation:

- To describe basic characteristics of the refugee children and unaccompanied migrant minors.
- To identify specific risks and health problems of refugee children and unaccompanied migrant minors.
- To identify barriers in access to health care.
- To formulate a health care response to address needs.

Objectives of the activities:

- To identify specific health needs of refugee children and unaccompanied migrant children.
- To formulate a health care response to address these needs.

2. Learning activities

COMPULSORY ACTIVITY 1 (CA1): Presentation on refugee children and unaccompanied migrant minors.

- **Time:** 20 minutes
- **Method:** Watch the slide presentation

COMPULSORY ACTIVITY 2 (CA2): SWOT analysis

- **Time:** 15 minutes
- **Method:**
 1. Write in the wiki matrix at least 5 strengths, 5 weaknesses, 5 opportunities, and 5 threats on health care for unaccompanied refugee/migrant children:
 - Strengths: describe the positive factors
 - Weaknesses: are internal factors that are within your control
 - Opportunities: are the positive external factors that are beyond your control.
 - Threats: are the factors which may put your strategy in jeopardy.
 2. Feel free to modify and organize the other participants' contributions, in order to generate a collective SWOT.

COMPULSORY ACTIVITY 3 (CA3): Recommended videos

- **Time:** 15 minutes
- **Method:** Watch the videos linked in slide 18.

3. Work plan suggested

Time	Objectives	Content
20 minutes	<ul style="list-style-type: none"> • Outline of the session • Migrant children's health • Refugee children: risks and health consequences • Unaccompanied migrant/refugee children • Mental health of refugee children • Migrant children & bullying • More health issues • Migrant Children Vaccination • Substance misuse 	CA 1: Presentation (slides 1-15)
15 minutes	<ul style="list-style-type: none"> • SWOT analysis on health care for unaccompanied refugee/migrant children 	CA 2: (slide 16)
60 minutes	<ul style="list-style-type: none"> • Optional activity: video "Children on the move – Children first". 	Presentation (slide 17)
15 minutes	<ul style="list-style-type: none"> • Recommended videos 	CA 3: (slide 18)
10 minutes	<ul style="list-style-type: none"> • Recommended reading 	Presentation (slide 19)

4. Complementary activities

Recommended reading

UNICEF. Uprooted: the growing crisis for refugee and migrant children. New York: UNICEF; 2016. <http://weshare.unicef.org/Package/2AMZIFQP5K8> (retrieved: September 7, 2016). (pp. 92-97).

Further reading

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WHO. Poverty and social exclusion in the WHO European Region: health systems respond. Copenhagen: WHO Regional Office for Europe; 2010.

Optional activity

- **Description:** Video screening and discussion
- **Time:** 60 minutes
- **Method:** Discuss on forum the content of the video "Children on the move – Children first" produced by the European Network of Ombudspersons for Children (ENOC): <https://vimeo.com/75947923>

Unit 2: Sexual and gender-based violence and persecution on grounds of sexual orientation and gender identity

This unit is structured in two parts. Part I has been prepared by Ines Keygnaert (Ghent University - International Centre for Reproductive Health) and Part II by Amets Suesch Schwend (Andalusian School of Public Health). The estimated time for this Unit is two hours.

Part I Sexual and gender-based violence

This part I includes one presentation, three compulsory activities and eight recommended readings.

The estimated time required for this part of the Unit is one hour, including the presentation and activities.

1. Learning objectives

Objective of the presentation and activities:

- To discuss whether situations are acceptable and why
- To identify criteria underlying the notion of violence and transgressive behavior
- To identify different forms of violence and terminology used
- To become accustomed to communicating about violence
- To understand the consequences of sexual and gender-based violence (SGBV)
- To have an idea of prevalence of SGBV in Europe
- To become familiar with European policies and regulations on SGBV in the asylum sector

2. Learning activities

COMPULSORY ACTIVITY 1 (CA1): Presentation on sexual & gender-based violence.

- **Time:** 20 minutes
- **Method:** Watch the slide presentation

COMPULSORY ACTIVITY 2 (CA2): “Flag situations”

- **Description:** Individual & Group exercise; power point & forum;
- **Time:** 20 minutes.
- **Method:** The activity “Flag situations” consists of three parts:
 1. Step 1: Look at the following situations and indicate how you would flag each of the situations: what is acceptable and what is transgressive behavior to you and how should we react on that?
 - Green: acceptable behavior
 - Yellow: the behavior should be changed or corrected slightly
 - Red: this behavior should be forbidden
 - Black: this behavior should be punished.
 2. Step 2: go to the forum and compare the answers you have with the other participants: do you all react the same? Which elements constitute acceptable and transgressive behavior?
 3. Step 3: check out the criteria for evaluation of situations and how to flag and react on them Handout 23 Senperforto Manual Flags and criteria.pdf

COMPULSORY ACTIVITY 3 (CA3): “Violence cases: identification of types”

- **Description:** Group exercise; power point & forum;
- **Time:** 20 minutes.
- **Method:** The activity “violence cases: identification of types” consists of four parts:
 1. Step 1: read the following 5 cases of violence in refugees, asylum seekers and undocumented migrants: Handout 24 Senperforto Manual Violence cases.pdf
 2. Step 2: Go to the forum and discuss the cases:
 - Which elements described in the cases do you consider to be violence?
 - How would you categorize them? Give each category a name.
 - Try to come to a consensus
 3. Step 3: Continue with the presentation about different perspectives to look and categorise violence.
 4. Step 4: Look back at the categorizations you made of the violence types occurring in the cases:
 - Which perspective did you take?
 - Have you overlooked some of the violence acts in the cases?

COMPULSORY ACTIVITY 4 (CA4): “Country specific exercise measures SGBV prevention and response”

- **Description:** individual exercise; power point & forum;
- **Time:** 5 minutes.
- **Method:** The activity “Country specific exercise measures SGBV prevention and response” consists of one part:

1. Step 1: After having read the guidelines and checked the tools:

- Which guidelines are implemented in your country?
- If you see gaps: which organisations, structures or people are there to inform about the opportunities to fill this gap?
- Plan on how you can inform this on these guidelines and tools available

3. Work plan suggested

Time	Objectives	Content
20 minutes	<ul style="list-style-type: none"> • To discuss whether situations are acceptable and why • To identify criteria underlying the notion of violence and transgressive behavior 	<ul style="list-style-type: none"> • CA1: Presentation and readings • CA2: Flag situations
20 minutes	<ul style="list-style-type: none"> • To identify different forms of violence and terminology used • To become accustomed to communicating about violence 	<ul style="list-style-type: none"> • Presentation and readings slides 15-27 • CA3: violence cases: identification of violence types
10 minutes	<ul style="list-style-type: none"> • To understand the consequences of sexual and gender-based violence (SGBV) • To have an idea of prevalence of SGBV in Europe 	<ul style="list-style-type: none"> • Presentation and readings
10 minutes	<ul style="list-style-type: none"> • To become familiar with European policies and regulations on SGBV in the asylum sector 	<ul style="list-style-type: none"> • Presentation and readings • CA4: Country-specific exercise measures SGBV prevention and response

4. Complementary activities

Recommended reading

Keygnaert I, Vettenburg N, Temmerman M (2012) Hidden violence is silent rape: sexual and gender-based violence in refugees, asylum seekers and undocumented migrants in Belgium and the Netherlands. *Culture, Health & Sexuality*, Vol. 14, issue 5, May 2012, pp 505-520. Hidden Violence is a Silent Rape CHS Ines Keygnaert published April 2 2012.pdf

Keygnaert I, Dias SF, Degomme O, Devillé W, Kennedy P, Kovats A, De Meyer S, Vettenburg N, Roelens K, Temmerman M (2014) Sexual and gender-based violence in the European asylum and reception sector: a perpetuum mobile? *European Journal of Public Health*, 2014, Vol.25, nr 1, pp 90-96 SGBV in EU Asylum reception sector perpetuum mobile Keygnaert et al EJPH published.pdf

Further reading

Keygnaert I, Guieu A, (2015) What the eye doesn't see: A critical interpretive synthesis of European policies addressing sexual violence in migrants. *Reproductive Health Matters- Special Issue Sexual violence-Vol 23*, nr 46, pp 45-55

Keygnaert I., Vangenechten J., Devillé W., Frans E. & Temmerman M. (2010) *Senperforto Frame of Reference for Prevention of SGBV in the European Reception and Asylum Sector*. Magelaan cvba, Ghent. ISBN 978-9078128-205

Inter-Agency Standing Committee. *Guidelines for Integrating Gender-based Violence Interventions in Humanitarian Action*. 2015. <http://gbvaor.net>

UNHCR. *Sexual and Gender-Based Violence against Refugees, Returnees and Internally Displaced Persons - Guidelines for Prevention and Response*. <http://www.unhcr.org/protection/women/3f696bcc4/sexual-gender-based-violence-against-refugees-returnees-internally-displaced.html>

SH-CAPAC Project. *Guide for assessment of health needs and health protection resources*. 2016. Available from: <http://www.easp.es/sh-capac/>

EN-HERA! (2009) *Framework for the identification of good practices in Sexual & Reproductive Health for Refugees, Asylum seekers and Undocumented Migrants*. Academia Press, Ghent, Belgium. ISBN 978-90-75955-69-9. EN-HERA! Framework for the Identification of Good Practices.pdf

Part II: Persecution and discrimination on grounds of sexual orientation and gender identity.

Part II “*Persecution and discrimination on grounds of sexual orientation and gender identity*” of Unit 2, elaborated by Amets Suess Schwend, Andalusian School of Public Health, includes four compulsory activities (including one presentation, two compulsory activities and a compulsory reading), one optional activity, four complementary readings and three complementary audiovisual materials.

The estimated time required for this part of the Unit is one hour (compulsory activities).

1. Learning Objectives

Objectives of the presentation and activities:

- To reflect on the situation of LGBTI refugees and migrants in the countries of origin, during the migration journey and in the host countries.
- To explore concerns and needs of LGBTI refugees and migrants.
- To identify specific aspects in the current situation of economic crisis and increased refugee flow.
- To discuss principles and strategies for a diversity sensitive health care directed to LGBTI refugees and migrants.

2. Learning Activities

COMPULSORY ACTIVITY 1 (CA 1): Exchange of experiences

- **Description:** Exchange of experiences related to the clinical work with LGBTI refugees / migrants in the forum, including positive aspects, difficulties and needs.
- **Time:** 10 minutes
- **Method:**
 - **In the forum:**
 - Upload a post sharing your experiences related to the clinical work with LGBTI refugees / migrants, including positive aspects, difficulties and needs.
 - If you have not had any professional experience with LGBTI refugees / migrants, identify reasons for their invisibility.

COMPULSORY ACTIVITY 2 (CA 2): Presentation

- **Description:** Presentation on persecution and discrimination on grounds of sexual orientation and gender identity
- **Time:** 20 minutes
- **Method:** Watch a slide presentation.

COMPULSORY ACTIVITY 3 (CA 3): Reading

- **Description:** Reading on the situation of LGBT refugees and migrants
- **Time:** 10 minutes
- **Method:** Read the following document:
 - ILGA Europe. Seeking refuge without harassment, detention or return to a "safe country". ILGA Europe Briefing on LGBTI Refugees and Asylum, February 2016. http://ilga-europe.org/sites/default/files/Attachments/ilga_europe_briefing_on_lgbti_asylum_issues_-_february_2016.pdf (retrieved: August 30, 2016).

COMPULSORY ACTIVITY 4 (CA 4): Sharing of audiovisual materials

- **Description:** Sharing of audiovisual materials in the forum.
- **Time:** 20 minutes
- **Method:**
 - **Individually:**
 - Look for a video (documentary, conference, discussion, performance, music, etc.) aimed at raising awareness on the situation of LGBTI refugees / migrants.
 - **In the forum:**
 - Upload a post with the video, indicating the reasons for choosing this material.

3. Work plan suggested

Time	Objectives	Content
10 minutes	<ul style="list-style-type: none"> • To facilitate an exchange of experiences related to the clinical work with LGBTI refugees and migrants, including positive aspects, difficulties and needs. 	CA 1: Exchange of experiences In the forum: Exchange of experiences related to the clinical work with LGBTI refugees / migrants or identification of reasons for the invisibility of LGBTI refugees / migrants
20 minutes	<ul style="list-style-type: none"> • To reflect on the situation of LGBTI refugees and migrants in the countries of origin, during the migration journey and in the host countries. • To explore concerns and needs of LGBTI refugees and migrants • To identify specific aspects in the current situation of economic crisis and increased refugee flow. • To discuss principles and strategies for a diversity sensitive health care directed to LGBTI refugees and migrants. • To learn about the current situation of LGBTI refugees in Europe. 	CA 2: Presentation

10 minutes	<ul style="list-style-type: none"> To learn about the current situation of LGBTI refugees in Europe. 	CA 3: Reading
20 minutes	<ul style="list-style-type: none"> To identify audiovisual material aimed at raising awareness on the situation of LGBTI refugees / migrants 	CA 4: Sharing of audiovisual materials Individually: <ul style="list-style-type: none"> Looking for a video In the forum: <ul style="list-style-type: none"> Uploading the video, indicating the reasons for choosing this material

4. Readings and audiovisual material

Compulsory reading:

- ILGA Europe. Seeking refuge without harassment, detention or return to a "safe country". ILGA Europe Briefing on LGBTI Refugees and Asylum, February 2016. http://ilga-europe.org/sites/default/files/Attachments/ilga_europe_briefing_on_lgbti_asylum_issues_-_february_2016.pdf (retrieved: August 30, 2016).

Complementary readings:

- FRA, European Union Agency for Fundamental Rights. EU LGBT survey: Main results. Luxembourg: FRA Publications Office, 2013. http://fra.europa.eu/sites/default/files/eu-lgbt-survey-technical-report_en.pdf (retrieved: August 30, 2016).
- FRA, European Union Agency for Fundamental Rights. Being Trans in the European Union. Comparative analysis of the EU LGBT survey data. Luxembourg: FRA Publications Office, 2014. http://fra.europa.eu/sites/default/files/eu-lgbt-survey-results-at-a-glance_en.pdf (retrieved: August 30, 2016).
- FRA, European Union Agency for Fundamental Rights. Protection against discrimination on grounds of sexual orientation, gender identity and sex characteristics in the EU. Comparative legal analysis. Vienna: FRA, 2015. http://fra.europa.eu/sites/default/files/fra_uploads/protection_against_discrimination_legal_update_2015.pdf (retrieved: August 30, 2016).
- Winter S, Diamond M, Green J, Karasic D, Reed T, Whittle S, Wylie K. Transgender people: health at the margins of society. *The Lancet* 2016;388(100042):390-400.

Complementary audiovisual material:

- No Place for Me: Protecting Sexual and Gender Minority Refugees, ORAM (27:59 min): <https://vimeo.com/58807431>

4. Optional activity

OPTIONAL ACTIVITY: Film screening and discussion

- **Description:** Film screening of short documentaries and contribution of a commentary in the forum, identifying important concerns and needs expressed by LGBTI refugees / migrants, as well as strategies for addressing these concerns and needs in the health care context.
- **Time:** 20 minutes
- **Method:**
 - **Individually**
 - Watch the following documentaries:
 - Lebanon: LGBTI Refugees tell their stories, UNHCR (1:10 min): <https://www.youtube.com/watch?v=F6COKYChXO>
 - Never Arrive, Farah Abdi, Somali trans refugee and writer (6:15 min): <https://www.youtube.com/watch?v=sd-yU0aceR0>
 - **In the forum:**
 - Upload a commentary to the forum, responding to the following questions:
 - Which are the most important concerns and needs expressed by LGBTI refugees / migrants?
 - Which strategies can be developed in the health care context to approach these concerns and needs?

Unit 3: Elderly and disabled

This unit has been prepared by Katja Lanting and Jeanine Suurmond (Academisch Medisch Centrum, Universiteit van Amsterdam). It includes one presentation, three activities, one video and five recommended readings. You will also find complementary reading for further knowledge. The estimated time required for this unit is one hour.

1. Learning Objectives

Objectives of the Presentation:

- To describe basic characteristics of the elderly refugee population.
- To identify specific health needs of elderly refugees.
- To identify barriers in access to health care
- To formulate a health care response to address needs.
- To identify needs of refugees with disabilities and formulate a health care response to address these needs.

Objectives of the Activities:

- To identify specific health needs of elderly refugees.
- To formulate a health care response to address these needs.

2. Learning Activities

COMPULSORY ACTIVITY 1: Presentation

- **Time:** 15 minutes
- **Method:** Watch a slide presentation.

COMPULSORY ACTIVITY 2: Video

- **Time:** 15 minutes
- **Method:**
 1. Please watch the 2 videos about refugee health needs.
 2. What are in your eyes specific health needs of elderly refugees? Please write down.
 3. Compare your answers with the information given in the presentation.
 4. Discuss your answer in the forum.

COMPULSORY ACTIVITY 3: Case study

- **Time:** 15 minutes
- **Method:**
 1. Read the case study.
 2. What could be possible barriers in access to care? Please write down.
 3. Compare your answers with the information given in the presentation.
 4. Discuss your answer in the forum.

COMPULSORY ACTIVITY 4: Video

- **Time:** 15 minutes
- **Method:**
 1. Please watch the video.
 2. Write down 3 most relevant strategies for improving access to health care for elderly refugee and asylum seekers in your region / country.
 3. Compare your answer with the information given in the presentation.
 4. Discuss your answer in the forum.

3. Work plan suggested

Time	Objetives	Content
5 minutes	<ul style="list-style-type: none"> • To describe basic demographic characteristics of the elderly refugee population 	Presentation (slide 3)
15 minutes	<ul style="list-style-type: none"> • To identify specific health needs of elderly refugees 	CA2 in three parts: <ul style="list-style-type: none"> - Videos (4-5) - Presentation (slides 6-7) - Discussion in forum
15 minutes	<ul style="list-style-type: none"> • To identify barriers in access to health care 	CA3 in three parts: <ul style="list-style-type: none"> - Case study (slides 8-9) - Presentation (slide 10) - Discussion in forum
15 minutes	<ul style="list-style-type: none"> • To formulate a health care response to address needs 	CA4 in three parts: <ul style="list-style-type: none"> - Video (slide 11) - Presentation (slides 12-13) - Discussion in forum
10 minutes	<ul style="list-style-type: none"> • To identify needs of refugees with disabilities and formulate a health care response to address these needs. 	CA1: Presentation (slide 14-21)

4. Complementary activities

Recommended reading

Chenoweth J, Burdick L. The path to integration: meeting the special needs of refugee elders in resettlement. *Refugee*. 2001;20(1):20–9.

Women's Commission for Refugee Women and Children. Disabilities among refugees and conflict-affected populations. DCRWC, June 2008. [http://www.aidsfreeworld.org/our-issues/disability/~ /media/Files/Disability/conflict%20and%20disab%20\(2\).pdf](http://www.aidsfreeworld.org/our-issues/disability/~ /media/Files/Disability/conflict%20and%20disab%20(2).pdf) (Retrieved 27/9/2016).

Further reading

Amir M, Lev-Wiesel R. Time does not heal all wounds: quality of life and psychological distress of people who survived the holocaust as children 55 years later. *J Trauma Stress*. 2003;16(3):295–9.

Floyd M, Rice J, Black S. Recurrence of posttraumatic stress disorder in later life: a cognitive aging perspective. *J Clinical Geropsychology*. 2002. doi:10.1023/A:1019679307628.

McSpadden LA. Ethiopian refugee resettlement in the Western United States: social context and psychological well-being. *The International migration review*. 1987;21(3):796-819.

Porter M, Haslam N. Pre-displacement and post-displacement factors associated with mental health of refugees and internally displaced persons. *JAMA*. 2005. doi:10.1001/jama.294.5.602.

Teshuva K, Wells Y. Experiences of ageing and age care in Australia of older survivors of genocide. *Ageing Soc*. 2014. doi:10.1017/ S0144686X12001109.

Womens Refugee Commission. I See That It Is Possible. Building Capacity for Disability Inclusion in Gender-based Violence (GBV) Programming in Humanitarian Settings. WRC, May, 2015. <https://www.womensrefugeecommission.org/resources/document/945-building-capacity-for-disability-inclusion-in-gender-based-violence-gbv-programming-in-humanitarian-settings-overview> (Retrieved 27/9/2016).