ORIENTATION TRAINING MODULE

WHAT TO DO IN THE EVENT OF AN EMERGENCY

TRAINERS' HANDBOOK

MICIC
MIGRANTS IN COUNTRIES IN CRISIS

IOM
UN MIGRATION

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As an intergovernmental organization, IOM acts with its partners in the international community to: assist in meeting the operational challenges of migration; advance understanding of migration issues; encourage social and economic development through migration; and uphold the human dignity and well-being of migrants.

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INTRODUCTION

This trainer's handbook provides detailed instructions and all necessary training resources to set up and facilitate a short awareness session on emergency preparedness and response specifically targeting migrants (i.e. people who are living abroad, or who are planning on moving abroad).

The module aims to provide migrants with basic awareness on the main risks they may face in their respective host countries and locations, basic preparedness measures they can take to protect themselves, and key emergency-related sources of information and assistance in the host country. It is originally intended to be rolled out as a session of broader Pre-Departure Orientation (PDO), Post-Arrival Orientation (PAO) or Cultural Orientation trainings migrants may receive from different actors in home and host countries. It can however be delivered as a 2-hour stand-alone course.

The content package for the module "What to do in the event of an emergency?", has been developed by IOM to contribute to the implementation of the Guidelines to Protect Migrants In Countries Affected By Conflict or Natural Disaster. The Guidelines have been published in 2016 as the outcome document of the Migrants in Countries In Crisis (MICIC) Initiative, a State-led consultation process aiming to improve the protection of migrants when the counties in which they live experience a major emergency. Since their publication, the Guidelines and their recommendations have been acknowledged by UN Member States in various international policy forums, and are now referred to, for instance, in the New York Declaration and in the discussions for the global compact for migration.

OVERVIEW OF THE MODULE

1. Module frequently asked questions

Question	Answer
What is the goal of this module?	To provide migrants with basic awareness on the main types of emergency they may face in their host country and basic measures they can take in anticipation or in the event of an emergency, in order to better protect themselves.
When to deliver this module?	As part of Pre-Departure (PDO) and Post-Arrival Orientation (PAO) courses, Cultural Orientation trainings or dedicated awareness sessions migrants may receive before they depart to, or upon their arrival in, their host country.
For whom is this module intended?	As the main intended audience of existing PDOs and PAOs comprises labour migrants in regular status, it is expected that this module would mostly be used with groups of (regular, documented) migrant workers. However, it can be adapted for and used with international students, tourists, refugees and other groups of people who are staying (or plan on staying) abroad for more or less long periods of time.
How long does the delivery of this module take?	More or less 2 hours, depending on the number of participants and on the way it is adapted to suit the different contexts' specificities.
What is content of the module?	Session 1: Why preparing for emergencies (30 minutes) Session 2: Being prepared for emergencies (30 minutes) Session 3: Emergency contacts (20 minutes) Session 4: Practical exercise and discussion (30 minutes) Session 5: Conclusions (15 minutes
What is the training approach for this module?	Experiential learning approach Best suited for a group of 15 to 25 participants
How to adapt and prepare this module?	This handbook contains detailed instructions and all necessary resources to prepare and facilitate the module. A few hours of **preparation are needed to adapt** the information covered by the module's sessions as well as some of the training resources (handouts and PowerPoint presentation). The information should reflect national and local specificities and conditions, so that it is fully relevant, useful and interesting to the course participants. The handbook contains suggestions on how to adapt the module, and some sources that can be accessed to retrieve the relevant information.

2. Target audience

In most cases, the main audience of existing PDOs and PAOs comprises labour migrants in regular status. As this module is intended to be included in existing courses, it is expected that it will mostly be used for groups of migrant workers in regular situation. However, the content of this module can be used (upon additional adaptations, as needed) to raise awareness of international students, tourists, refugees and other groups of people who are staying (or plan on staying) abroad for a more or less extended period of time.

The main intended audience includes workers with regular residence/work permits and/or contracts that are preparing to depart to or who have just arrived in their country of destination and who:

▶ Have a basic level of literacy in the language of the training;

▶ May or may not have completed a formal course of studies;

▶ May be men and women, of any age.

It should be noted that many migrants arriving in a foreign country will perceive their day-to-day concerns linked to livelihoods and adjustment to their destination as more urgent than preparing for potential emergencies. For such participants, it may be important to highlight the low-cost, high potential benefits and potential added value (local knowledge, networks) of the measures suggested in this module. For other groups, in particular individuals who have experienced traumatic events in the past (whether directly linked with their migration decision, such as refugees, or not), the information contained in this module may present some sensitivity, as it refers to potentially risky or unsettling situations. It is all the more important to make sure that they understand its positive protection value.

Depending on the audience, further adaptation may be needed (e.g. on what weekday and at what time and where to hold the training, whether to compensate participants).

3. Content outline

▶ Session 1: Preparing for emergencies: why? (30 minutes)

Information on the main types of emergency that migrants may face in their destination country and how these may affect them.

▶ Session 2: Being prepared for emergency (25 minutes)

Overview of basic preparedness measures (for example kits, emergency contacts, communication options, insurance schemes, etc.).

▶ Session 3: Emergency contacts (20 minutes)

Identification of emergency response stakeholders in the host country whom migrants can turn to for information and assistance – including emergency contacts.

▶ Session 4: Practical exercise (30 minutes)

Identifying the actions migrants may take arriving in their country of destination, entering emergency contacts in mobile phones, identifying items to place in an emergency bag.

▶ Session 5: Engaging in further preparedness activities (optional) and assessment (15 minutes)

4. Assessment strategy

Due to the very limited time available for this training module, learners' assessment will consist in a rapid self-assessment questionnaire.

The objectives of this questionnaire will be to evaluate whether participants i) understood the different topics discussed during the module, ii) recognize the importance of preparedness to deal with emergency and iii) feel committed to take priority actions to prepare for emergency upon their arrival in their country of destination.

The questionnaire is designed to be understandable by migrants with low literacy level. In case the audience only includes more literate individuals, it is possible, if needed, to adapt it to gather more ample and substantive feedback.

If a stand-alone assessment is planned for the broader PDO/PAO training course, the assessment for this session can also be included in the training's comprehensive assessment tool.

5. Training methodology

The module has been developed using a "learner-centred" approach, with the objective to involve participants, facilitate learning and maximize application of newly acquired knowledge. Rather than being told about life in their host country, participants are given the opportunity to reflect about it through activities such as problem-solving, games, brainstorming, debates, and scenarios.

Due to this experiential learning approach, the module is designed to be delivered to audiences with a maximum of 25 participants. Larger groups should ideally be split up when delivering this module.

DELIVERING THE MODULE

1. The Training Package

The module is supported by a training package consisting of:

▶ A trainer's handbook, providing detailed instructions and all necessary training resources to prepare and facilitate the sessions;

▶ The electronic version of a PowerPoint presentation providing a thread for the module. The presentation summarizes key information and can be used to guide the trainer and the participants throughout the different sessions;

▶ Handouts to be distributed after each session as take-away information.

2. Using the trainer's handbook

This trainer's handbook is the main element of the training package facilitators should refer to for guidance. It contains detailed directions to organize the sessions of this module. The information for each session is structured as follows:

▶ The session at a glance;

▶ Learning objective;

▶ Key topics;

▶ Space set-up, training materials and equipment;

▶ Main recommendations for the adaptation of materials;

▶ Sequencing of the session, explaining how to prepare and organize the different sequences of the session, including tips and instructions for preparation.

3. Adaptation of the content

It is strongly recommended that the presentation and the handouts be translated into migrants' mother tongue. In addition, the package's presentations and handouts need to be adapted to better reflect the specificities of the migrants' context of destination. This applies more specifically to:

▶ Session 1 and handout 01: the identification of main emergencies that could affect a destination;

▶ Session 2 and handout 02: the identification of key preparedness measures that are relevant to the actual main potential emergencies that may affect a destination;

▶ Session 3 and handout 03: the identification of main actors and their roles in support of people affected by emergencies;

▶ Session 4 and handouts 05 and 06: the content of the emergency bag;

▶ Session 5: the identification of available options for further engagement in emergency preparedness.

For each session, the handbook includes more detailed information on what documents specifically need adaptations and relevant sources of information. Many of these adaptations will be easier to make and more specific if the final destination of the migrants is known. Hence, PAO modules may be more precise and relevant than PDOs.

Depending on the audience's characteristics, availability and information needs, and potential sensitivities associated with participants' experience and status, the course may need to be shortened (e.g. by focusing on some key sessions alone). In alternative, the course can be made longer by including further presentations (including by external experts) or giving more time for discussion of the different topics. It may also be used as a short introductory event to a longer, more in-depth programme on emergency preparedness (e.g. CBDRM trainings or community/workplace preparedness drills).

4. Who should facilitate this module

With a few hours of preparation, any trainer usually delivering PDO or PAO trainings should be able to facilitate this module. Preparation will consist in getting familiar with the topic, activities and materials, customizing the resources as well as printing and cutting out handouts, as needed. The training can be moderated by non-training experts, including, for instance, personnel of emergency management institutions, consulates and embassies, employers or recruiters and civil society organizations.

Ideally, the person facilitating the module should be fully fluent in the audience members' native tongue. This may be complicated in case the module is delivered as part of a PAO training: in order to do so, it may be necessary to find a bilingual trainer and choose participants based on their language proficiency – and potentially organize a series of training events, one for each of the local (main) language groups.

An alternative way to disseminate this module can be to deliver it to migrant leaders or representatives, and then support them to deliver the module to other members of their community. This can potentially help address translation issues that cannot be solved otherwise.

SESSION 1: PREPARING FOR EMERGENCIES: WHY?

The session at a glance

Sequence	Time
Sequence 0: introduction to the module	5 min
Sequence 1: group work	15 min
Sequence 2: Summary and conclusions	10 min
Total time	**30 min**

Learning objective

By the end of the session, participants will be able to:

▶ Describe why it is important to be prepared for emergencies such as natural disaster, political or economic turmoil, epidemics, conflicts, etc.

▶ List the main types of emergencies they could potentially face in their country of destination.

Key topics

▶ Main impacts of potential emergencies (e.g. economic losses, lack of employment opportunities, infrastructure break down, service disruption);

▶ Importance of being prepared;

▶ What to prepare for (e.g. evacuation and temporary displacement, return to home country, hardship and reduced access to services)

▶ Possible emergencies that may affect the country of destination.

Space set up, training materials and equipment

▶ Whiteboard or flipchart

▶ Computer and projector

▶ MICIC_Module_presentation.ppt

▶ Copies for each participant of MICIC_Module_Handout01.doc (Potential Emergencies)

Adapting the materials

▶ Slide 8 in the presentation "MICIC_orientation module crisis_PPT" (on "potential emergencies") needs to be adapted to reflect the actual context of the migrants' destination. The standard includes a comprehensive list of potential emergencies that may take place worldwide (also listed in Annex 1): those that are not relevant may be deleted. Relevant information sources that can help narrow down the main crises that can affect each country or location is given in the notes of the slide as well as Annex 2. When narrowing down the list of crises, it is important to consider both the ones that affect the site/area frequently and those that may be less frequent but may cause significant impacts.

▶ Upon adaptation, the slide can be exported separately in A4 format and printed as the session's 1 handout.

▶ The slide can also be complemented by actual risk maps or by a more detailed geographic breakdown of main risk areas for the different emergencies in the host country – if this information is available and can be presented in a simple manner.

Sequencing of the session

Sequence 0: introduction to the module – 5 min

1. Introduce the module by explaining its goal and organization. To this end, use MICIC_Module_Presentation.ppt (slides 2–5)

2. Explain that it is important to know about possible emergencies in the country of destination. This doesn't mean emergencies will necessarily happen. Stress that this module is about being prepared as preparation will make them less vulnerable to emergency.

3. Make time for question and comments.

TIPS

Stress that most emergencies are events that are relatively unlikely to happen.

Stress that, while rare, they do have the potential to significantly affect migrants' lives, and that preparedness can go a long way in reducing their impacts.

Sequence 1: group work – 15 min

1. Share the title and objective of session 1, using the presentation's slides 6–8.

2. Distribute to each participant the adapted list of potential emergencies that may affect their destination - MICIC_Module _Handout_01.pdf

3. Ask participants to form groups of 3 or 4 participants. In groups, participants have 8 minutes to think about how their lives and work would be affected by the different types of emergencies.

4. When time is up, ask each group to share their findings and write them on the flipchart or whiteboard.

Sequence 2: Summary and conclusions – 10 min.

1. Sum up the discussion on the local hazards and complete it, if needed.

2. Using slides 9 and 10 in the presentation, stress that although emergencies are unlikely, there are clear benefits to being prepared:

   ▶ Knowing what to expect helps you react in a more calm and effective manner;

   ▶ Preparedness saves time when emergencies take place, and knowing what to do and how to react is key to this end;

   ▶ Pre-identifying where to go, who to ask for and what you are entitled to improves your access to assistance;

   ▶ Pre-identifying what information to look for and where to find it helps get a clearer picture of the situation and react more appropriately.

PREPARING THE SESSION

*In alternative or in addition to adapting the **PPT** and the session **handout,** you can allocate some time to a presentation of the main hazards relevant to the migrants' destination by a subject matter expert (e.g. representative of emergency management institution). Make sure to re-allocate time accordingly.*

SESSION 2: BEING PREPARED FOR EMERGENCIES

The session at a glance

Sequence	Time
Sequence 1: Structured brainstorming on general preparedness measures	15 min
Sequence 2: Summary and conclusions	15 min
Total time	30 min

Learning objective

By the end of the session, participants will be able to list the measures that can help them be prepared in the event of an emergency in their destination.

Key topics

▶ Main measures that can help prepare for, and respond to, emergencies in migrants' country or location of destination, and which apply specifically to migrants.

▶ If possible, main measures that can help prepare for, and respond to, specific hazards that may affect migrants' country or location of destination, and which apply to the general population.

Space set up, training materials and equipment

▶ 4 Post-it for each participant

▶ Flipchart or whiteboard

▶ MICIC_ module_Presentation.ppt

▶ Copies of MICIC_Module_Handout02.pdf ("Be prepared!") for each participant

Adapting the materials

▶ Slides 13–15 in the presentation MICIC_Module_Presentation.ppt (respectively on "priorities for preparedness", "other useful actions" and "during an emergency") and MICIC_Module_Handout02.pdf need to be adapted to reflect the actual context of the migrants' destination. This may include, for instance, suggesting that migrants get acquainted with specific information channels or locations or subscribe to a specific registry or welfare scheme. On the other hand, adaptations may also require reducing the list of recommendations (e.g. deleting the item on "subscribe an insurance policy" if that is not realistic for the specific trainer's audience).

▶ The handout pdf is editable in illustrator, but the folder also includes an editable word version of the document.

▶ The slides and the handout specifically list measures that may be important for migrants, but do not include generic emergency preparedness measures that may be recommended to all the population at risk in the event of an emergency, nor recommendations to prepare for specific hazards. Should this information be available, one or more additional slides can be prepared with relevant information. Annex 3 includes examples of such recommendations from existing multilingual information sources, which can be adapted to this end. Hazard-specific information is particularly likely to be accessible (and useful) at the local level.

▶ If available, more targeted preparedness recommendations can also be distributed as handouts, alongside MICIC_Module_Handout02.pdf.

Sequencing of the session

Sequence 1: structured brainstorming – 15 min

1. Introduce the session using slides 11 and 12 of MICIC_module_presentation.ppt

2. Give 4 post-it's and a marker to each participant

3. Participants have 2 or 3 minutes to think about the four actions they could take the first weeks following their arrival in their country of destination (or in the following week, in case the course is delivered as a PAO training) to be prepared for emergencies. **They must write only one action per Post-it.**

4. While they reflect, prepare one flipchart or whiteboard with the title "Be prepared".

5. Once time is up, ask participants to come to the board and stick their post-it.

6. When all participants have put up their notes, rapidly group similar ideas and read them aloud to the participants.

TIPS

1. *Ask participants to write key words rather than sentences, and to write big and clear (ideally with a marker or large felt-tip pen) to make the debriefing easier.*

2. *Add a second flipchart or use a large whiteboard if there is a large number of participants. In alternative, you can use a wall, for or window.*
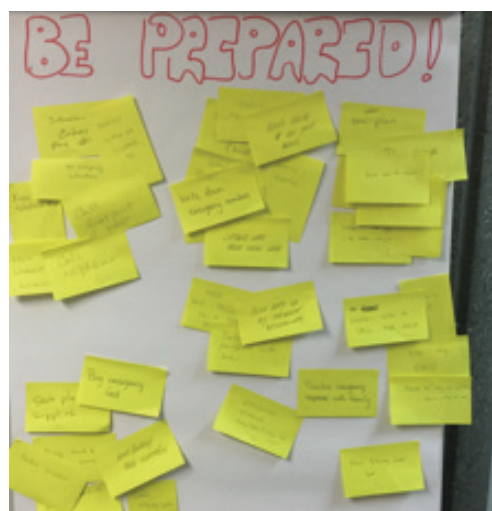
Sequence 2: summary and conclusions – 15 min

7. Debrief the discussion using slides 13–15 in MICIC_module_presentation.ppt.

8. The slides include the following recommendations:

Priority actions

    a. Register with your embassy or consulate

    b. Make copies of your documents

    c. Identify useful contacts both at home and at work

    d. Prepare an emergency bag

    e. Learn safety and security rules from your place of residence and work

    f. Prepare a family emergency plan and make sure everybody knows what to do in an emergency

Other useful actions

    a. Learn about potential local emergencies

    b. Know your neighbourhood and neighbours

    c. Participate in local preparedness drills and exercises

    d. Identify evacuation sites, routes and options

    e. Know your rights

    f. Subscribe to an insurance policy

TIPS

When debriefing the discussion and displaying the presentation, make sure to link the content of the slides with participants' ideas.

It is likely that participants will mention generic or hazard-specific recommendations that are not included in the list (e.g. take cover in case of an earthquake, get valuables upstairs in case of a flood). This is particularly the case in PAO contexts, in which participants may be more familiar with a specific place's hazards.

Highlight these if needed as examples of other elements that need to be kept in mind, and explain that they are not included in the presentation and tools, which refer to generic recommendations that are particularly important for migrants.

During an emergency

    a. Stay tuned

    b. Provide updates on your situation to your emergency contacts and consulate

9. Make sure to mention that this is a specific set of recommendations that may be particularly relevant for migrants, and that they may need to be complemented with generic and hazard-specific recommendations that would apply to the broader population. Registration with embassy or consulate and improving local knowledge may be relevant specifically for migrants newly arriving in an area, for instance, while unplugging appliances in advance of a flood, and learning correct behaviours in earthquake may be more generic to all people in the risk area.

10. If you have the relevant information, make sure to go through the functioning of local early warning systems.

11. Distribute MICIC_Module_Handout02.pdf as well as any other the handout you may have prepared.

12. Discuss the meaning and importance of the different recommendations, being aware that you will come back to this list during the practical activity (session 4).

SESSION 3: EMERGENCY CONTACTS

The session at a glance

Sequence	Time
Sequence 1: Identifying useful emergency contact numbers	20 min

Learning objective

By the end of the session, participants will be able to name some of the home and host country stakeholders they can contact for assistance in the event of an emergency.

Key topics

Identification and recording of emergency response stakeholders in the host country whom migrants can turn to for information and assistance – including emergency contacts.

Space set up, training materials and equipment

Filled-in copies for each participant of MICIC_Module Handout_03.pdf (Numbers to call during emergency)

Adapting the materials

▶ MICIC_module_handout_03.pdf needs to be adapted, filled in, printed in credit card format and cut out. The template pdf is editable in illustrator, but the folder also includes an editable word version of the document.

▶ Some research may be needed concerning migrants' destination relevant actors, their roles and responsibility, as well as migrants' rights and assistance they would be entitled to in emergencies.

▶ The main emergency numbers for most countries in the world are available at: https://en.wikipedia.org/wiki/List_of_emergency_telephone_numbers. It is always recommended to double check with official information sources when narrowing down the list to specific countries.

▶ In order to improve the durability of the handout (in particular in emergency situations) print it on hard paper and/or plastic-coat it. Note that if you plastic-coat it, you will need to provide participants with appropriate pens or markers to fill in their personal contact details.

▶ In order to make participants more likely to keep the handout after the training, it can be useful to think of ways to make it more useful – for instance, by printing the contact numbers on document sleeves they can use to keep their passport, visa, etc., or by printing contact documents on the verso side of a calendar or sacred image. In alternative, it can be printed as a sticker for them to put it on an item they regularly carry on them.

Sequencing of the session

Sharing useful contact numbers during emergency – 20 min

1. Distribute prepared copies of MICIC_Module Handout_03.pdf to the participants.

2. Review the numbers, discuss roles and capacities of the different authorities, including:

    a. in what situations they may be reached

    b. what their ability to assist migrants may be

    c. whether their contact persons would likely speak the migrants' language

    d. any other relevant element.

3. Ask participants to fill in the missing personal details on the card and to store the card in their wallets.

PREPARING THE SESSION

Update MICIC_module Handout_03.doc with country-specific contact numbers.

Print the document to a credit card format, preferably on heavy/card paper

4. Ask participants to save the key emergency numbers on their phones:

    a. Be attentive to the format of the number, which may need to include an international dialling code (if the participants don't have a local phone number).

    b. Make sure participants save the numbers on their phone, and not on their SIM card, if they plan on getting a local number upon arrival at their destination.

    c. If possible, ask them to create a shortcut for ease of access (e.g. an "emergency contact" button for their home screen).

    d. Make sure they identify their emergency points of contact at destination and back home with the international standard "ICE – name" (In Case of Emergency).

5. Questions and answers.

SESSION 4: PRACTICAL EXERCISE AND DISCUSSION

The session at a glance

Sequence	Time
Sequence 1: Practical exercise	15 min
Sequence 2: Debriefing and questions	15 min
Total time	**30 min**

Learning objective

By the end of the session, participants are able to put into practice the most important actions that would help them being prepared in the event of an emergency in their host country.

Key topics

Preparing an emergency bag to quickly grab in case of an emergency.

Space set up, training materials and equipment

▶ Copies of filled in MICIC_module_handout_04.doc (practical exercise) – Once copy for 2 participants

▶ A set of cut-out cards based on MICIC_module_handout_05.doc (images of items to be placed in emergency bag) – One copy for 2 participants

▶ Copies of MICIC_module_handout_06.doc (items to be placed in emergency bag) for each participant

▶ MICIC_ module_Presentation.ppt

Adapting the materials

▶ Be sure to fill in all materials with the correct reference to migrants' actual country or location of destination.

▶ Depending on the geographical context (e.g. hot/cold/dry/wet climate, coastal or mountainous area, prevalence of disaster or conflict scenario) you may need to adapt the list of materials depicted in MICIC_module_handout_05.doc and MICIC_ module_handout_06.doc, as well as slides 20-22 in MICIC_ module_Presentation.ppt. Annex 4 includes a set of links you can access to check out the content of various recommended emergency bags. Additional items may include, for instance, water purifying tables, mosquito net, etc.

▶ If preferred and possible, you can complement the instructions for this activity with one or more actual scenarios (based on the occurrence of a potential, specific emergency) to make selection of items and discussion more realistic and relevant to their experience in their destination.

▶ It is NOT recommended to change the number of items that need to be selected for this activity, as the reduced number of options actually stimulates discussion between and among participants.

Sequencing of the session

Sequence 1: practical exercise – 15 min

1. Introduce the session and the activity with slides 17–19 of MICIC_ module_ Presentation.ppt

2. Organize participants in pairs and distribute copies of the instructions for this activity MICIC_module_ handout_04.doc

3. Review the instructions for the activity with the participants, explaining that they will be working in pairs and have 15 minutes to:

   a. Select the 12 key items to include in their emergency bag;

   b. Decide on 3 main measures they will take to prepare themselves for emergencies at their destination, highlight why these measures would be a priority and detail how they would go about each of them.

TIPS

While participants are working on their activities, visit the groups and offer advice as needed

Sequence 2: debriefing – 15 minutes

1. Question 1: Ask a few pairs what items they included in their bag, and why. Then discuss with the rest of the audience (do they agree? Do they think anything is missing, and if so, why?).

2. You can debrief the discussion using slides 20–22 of MICIC_ module_ Presentation.ppt-session4, which show the most important items that should be included in an emergency bag.

3. Note that, while emergency bags are best prepared in advance of an emergency, not all participants will have spare items and resources to devote to preparedness. Make sure to highlight that, if they cannot prepare a bag beforehand, it is still useful to know what emergency bag should contain, as it allows them to react more quickly in an emergency.

4. Question 2: Ask several pairs what actions they have decided to take upon arrival, why and how. Then discuss with the rest of the audience (do they agree? Do they thing anything else should be more of a priority or is particularly challenging, and if so, why?).

5. If needed, you can refer back to slides 13–15 in the presentation for a summary.

6. Further questions and answers.

SESSION 5: CONCLUSIONS AND ASSESSMENT

The session at a glance

Sequence	Time
Sequence 1: Debriefing and discussion on engaging in preparedness	10 min
Sequence 2: Assessment	5 min
Total time	**15 min**

Learning objective

By the end of the session, participants will have a reinforced understanding of why preparing for emergencies is important, and have an idea of options for and benefits of doing so in their destination.

Key topics

Options for and benefits of engaging in emergency preparedness in their destination.

Space set up, training materials and equipment

▶ MICIC_ module_Presentation.ppt

▶ Copies of MICIC_module_assessment form.doc, one per participant.

Adapting the materials

▶ Slides 24–26 in the presentation MICIC_ module_Presentation.ppt should only be used if actual opportunities for engagement in further emergency preparedness activities exist at the local level.

▶ If that is the case, it is useful to complement them with further information and contacts of institutions migrants may get in touch with to this end (e.g. migrant networks engaging in preparedness actions, community emergency response teams or emergency volunteers, civil society organizations).

▶ The assessment questionnaire should only be distributed if the session is delivered as a stand-alone course – otherwise the assessment of this session should be carried out as part of the training's comprehensive assessment tool.

▶ The questionnaire is designed to be understandable by migrants with low literacy level. In case the audience only includes more literate individuals, it is possible, if needed, to adapt it to gather more ample and substantive feedback. In this case, please make sure to give some extra minute for gathering feedback.

▶ In case you don't plan on having neither the discussion on further engagement options nor the assessment, it can still be useful to debrief the session.

Sequencing of the session

Sequence 1: Debriefing and discussion – 10 min

1. Conclude the session by asking participants what are the most important things they have learned during this training.

2. Present available options for further engagement on emergency preparedness in their destination, and use slide 26 to highlight some of the main benefits of doing so.

Sequence 2: Assessment – 5 min

1. Distribute copies of the assessment form and give participants a few minutes to fill them in.

2. Collect the forms and thank the participants.

TIPS

Assessment forms should remain anonymous. Do not ask participants to put their names on it.

ANNEX 1: MAIN TYPES OF EMERGENCIES YOU MAY NEED TO CONSIDER FOR THIS TRAINING

An emergency:

a. Is a situation in which a country or an area is affected by one or more challenging events or processes – which may be natural or man-made in origin, slow or rapid in their onset, and more or less long-lasting.

b. Poses severe threats to the safety and well-being of people or communities for a short or long duration of time;

c. Seriously disrupts daily life and services available to a community.

Emergency situations may be due to the threat or impacts of:

▶ Earthquakes

▶ Volcanic activity

▶ Storms or typhoons

▶ Floods

▶ Landslides

▶ Tsunamis

▶ Wildfires, urban and industrial fires

▶ Epidemics

▶ Industrial accidents, nuclear accidents and chemical spills

▶ Conflicts

▶ Generalized violence and acts of xenophobia

ANNEX 2: SOME SOURCES OF INFORMATION ON MAIN POTENTIAL EMERGENCIES

Information on main potential emergencies is available from:

www.inform-index.org/ (all crises, global level)

http://emdat.be/ (just for disaster + epidemics, global level)

www.desinventar.net/index_www.html (country specific, not everywhere, only disasters)

www.preventionweb.net/english/maps/index.php?cid=79 (only disasters, very specific, difficult to use)

www.irinnews.org/maps-and-graphics/2017/04/04/updated-mapped-world-war IRIN's conflict map (only active, no potential crises)

www.cfr.org/global/global-conflict-tracker/p32137#!/ (same as above, but more US-centric)

www.icc-ccs.org/piracy-reporting-centre/live-piracy-map piracy and robbery acts

www.start.umd.edu/gtd/ global terrorism database, with a map of last 45 years or recorded entries

ANNEX 3: SOME SOURCES OF INFORMATION ON KEY PREPAREDNESS RECOMMENDATIONS

Information on key preparedness measures can be accessed from:

www.redcross.org/get-help/how-to-prepare-for-emergencies/make-a-plan

www.ready.gov/

www.getprepared.gc.ca/cnt/rsrcs/pblctns/yprprdnssgd/index-en.aspx

www.fema.gov/media-library-data/1389294951288-b25113d9aef2b877323d380720827f3b/R3_trifold_eng.pdf

www.getprepared.gc.ca/cnt/rsrcs/pblctns/thrstpstmrgncy/thrstpstmrgncy-eng.pdf

www.fema.gov/pdf/areyouready/areyouready_full.pdf

ANNEX 4: SOME SOURCES OF INFORMATION ON PREPARING A PREPAREDNESS BAG

Information on key preparedness measures can be accessed from:

www.ready.gov/build-a-kit

www.fema.gov/media-library-data/1390846764394-dc08e309debe561d866b05ac84daf1ee/checklist_2014.pdf

www.redcross.org/get-help/prepare-for-emergencies/be-red-cross-ready/get-a-kit

www.nytimes.com/2017/07/03/smarter-living/packing-emergency-kit-disaster.html

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