

Lessons Learned: Academia and Government in Action

Developed within the Framework of the “Building Training and Analytical Capacities on Migration in Moldova and Georgia (GOVAC)” Project

Lessons Learned: Academia and Government in Action

A collection of testimonials and evaluation articles written by the partners of the “Building Training and Analytical Capacities on Migration in Moldova and Georgia (GOVAC)” project with regard to the project activities and main outcomes

Initiated and edited by the ICMPD GOVAC project team
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This publication was initiated, elaborated, and edited by Ms. Violeta Wagner and Ms. Xenia Pilipenko, representatives of the ICMPD GOVAC project team.

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List of Abbreviations

BA	Bachelor of Arts
BMA	Bureau for Migration and Asylum (Moldova)
COI	Country of Origin Information
DRC	Danish Refugee Council
EAC	European Asylum Curriculum
ERIT	“Capacity Building and Support to Ukrainian Authorities to Effectively Respond to Irregular Transit Migration” project, funded by the EU and EU MS and implemented between February 2008 and April 2010 by the Czech Republic in cooperation with ICMPD and 5 project partners (Hungary, the Netherlands, Poland, Slovakia, the United Kingdom).
EU	European Union
EUBAM	EU Border Assistance Mission to Moldova and Ukraine
EUD	The Delegation of the European Union
GDISC	General Directors’ Immigration Services Conference
GDP	Gross Domestic Product
GFMD	Global Forum for Migration and Development
GOVAC	“Building Training and Analytical Capacities on Migration in Moldova and Georgia” project
HQ	Headquarters
IBM	Integrated Border Management
ICMPD	International Centre for Migration Policy Development
ICTY	International Criminal Tribunal for the former Yugoslavia
IOM	International Organisation for Migration
IT	Information Technologies
MA	Master of Arts
MFA	Ministry of Foreign Affairs
MIA	Ministry of Internal Affairs
MoU	Memorandum of Understanding
MS	Member State (s)
PhD	Post-graduate academic degree
PSDA	Public Service Development Agency (Georgia)
PTF	Project Task Force
SEF	Immigration and Border Service (Portugal)
TTT	“Touch, Turn, Talk” method used by trainers while working with flipchart (first write on the flipchart, then turn to participants, and only then talk to them)
UNHCR	United Nations High Commissioner for Refugees
US	United States (of America)

Foreword

Martijn Pluim, ICMPD Director, Eastern Dimension



The issue of migration challenges our globalised world in a specific manner: it is no longer only about departure and arrival, regularisation of stay, or providing protection. Today, migration is closely related to economics, demographics, politics, media and the right to information, human capital development and many other issues; and all of them require analysis on the local, international and global levels. The innovative GOVAC initiative proposed jointly by the International Centre for Migration Policy Development and the Danish Refugee Council, as well as partners from the European Union Member States and Switzerland, aimed at the implementation of such a multidisciplinary and international approach to migration in the case of cooperation between Government institutions and Academia in Georgia and Moldova. Therefore, this unique project methodology builds on cooperation on three different levels: between governmental and academia institutions in both Georgia and Moldova, between Georgia/Moldova and participating partners from the EU MS and Switzerland, and between Georgia and Moldova bilaterally.

Furthermore, the GOVAC project, being a support instrument for the development of Mobility Partnerships between the EU and Georgia and Moldova, follows the priorities of the external dimension of the European Union's migration policy, as it covers all three main areas of this policy: organising legal migration better, reinforcing the prevention and fight against irregular migration, and maximising the mutual benefits of migration for development. Taking into account that both Georgia and Moldova have developed the necessary institutional and legislative frameworks in the field of migration management, the project activities did not aim directly at building such a framework. Instead, the project was oriented towards the reinforcement of the state migration policy in such a manner that it would be based on a comprehensive and multidisciplinary analysis of the current migration situation, implemented jointly by governmental and academic institutions. The sustainability of this action was supported by the joint elaboration of professional and academia migration curricula, including building of the research capacities and promoting cooperation between government and academia.

This publication follows all main activities of the GOVAC project, evaluated and commented on by the project partners. The evaluations and comments are concluded in the form of lessons learned, which can be used by all project partners and other interested actors in order to increase the effectiveness and sustainability of future activities in the region.

The table of contents of this report reveals the diversity of project partners and counterparts both from the donors' side and from that of the beneficiaries, which also represents a specific feature of the GOVAC project. I would like to genuinely thank all the partners who participated in the GOVAC project, in particular those who contributed to this publication, for their excellent cooperation, their efforts, and their input into the project implementation. I would also like to extend by gratitude to the ICMPD/DRC GOVAC project team for their dedicated work.

Academia and Government: The Way to work together

Ketevan Khutsishvili, EUD to Georgia



A rapid development of trends and tendencies currently occurring not only in migration, but in all spheres of public life, calls for cooperation between the actors involved at different levels and in various directions: between central and local governments, institutions and civil society, practitioners and theoreticians. Active and mutually beneficial cooperation allows us to react faster and in a more coordinated way to new challenges, to balance our decisions, to estimate the future developments, and ultimately to broaden our understanding and knowledge of various issues. All of these elements feature in the cooperation between Government and Academia on migration. In addition, cooperation in this field can also bring some specific benefits. While working on the same issue or challenge, Government and Academia apply different methods and seek different results. Government, as an executive, is bound by political priorities, social context and the economic reality of the country. On the other hand, universities can be supportive but critical counterparts, which assess the impact of governmental policies (not necessarily just in one specific country) and can give recommendations for improvement. How can Government support Academia? Government should be more interested in universities' tasks to prepare students for their future – also government – career. Education and research areas at universities should be practical to among pure research also respond to policy needs and the actual situation in the country by undertaking applied research. Young professionals starting their career at governmental institutions should also be ready to face challenges related to practical work.

The “Building training and analytical capacities on migration in Moldova and Georgia” (GOVAC) project gave a new impetus to active discussions on migration issues between Academia and Government in this new, not only for Georgia and Moldova but also for many other countries, dimension. Moreover, the way of this cooperation was also shown and piloted during the project implementation. One of the most significant steps in the development of joint work, which is at the same time the most important guarantor for sustainability of this action supported and funded by the European Union, is the readiness to sign a Memorandum of Understanding between these two actors. Such a framework document not only creates a basis for institutionalised cooperation but also describes in detail specific areas of cooperation, while respecting the different working cultures and backgrounds of both partners.

What could be the content and the areas of cooperation between Academia and Government? Obviously, a cooperation framework should include mutual involvement of both actors in the educational process in the universities and the professional training of civil servants. Furthermore, students could receive a practical understanding of their subjects if they were to participate in goal-oriented internships at state institutions. Cooperation in applied migration research could be developed and strengthened by mutual exchange of research priorities, needs and – most importantly – results. All these cooperative measures will, at the end, contribute to the development of evidence-based migration policy in the country.

Last, but not least, joint work of Academia and Government in the field of migration will allow a broader understanding of the migration phenomenon in general: a multidisciplinary approach to migration should be respected and applied in both migration policy development and academic research. Today, we cannot approach migration from only the legal point of view without paying full respect to the political, social and economic realities of the country.

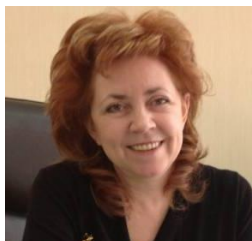
Finally, involvement of the media – fully educated and informed – will contribute to permanent links between decision-making, opinion-making researchers, and civil society.

Ms. Ketevan Khutsishvili,

***Project Manager,
The Delegation of the European Union to Georgia***

Migration Management in Moldova and Georgia: The Status Quo and a Way Forward

Olga Poalelungi, Moldova



Challenges related to migration are not just theoretical issues for Moldova. With almost one quarter of the economically active population residing and working abroad, it long

ago became a reality for our country. This also caused the necessity for Moldova to apply a complex approach to migration challenges: besides all necessary legislation on migration, which is already approved and implemented, the Moldovan Government approved its first National Strategy on Migration in 2011. This policy document covers measures until 2020; measures which are specified and made concrete by the Action Plan. The main objective of the Action Plan is to coordinate the activities of the ministries and agencies involved in a way which minimises and mitigates shortages of migration impact and maximises the contribution of migration towards the country's development. Furthermore, proximity to EU borders, as well as gradual economic growth and development of democratic institutes, makes our country an attractive destination for foreigners. Therefore, the Strategy and Action Plan also aim at the improvement of the quality of services provided to foreigners in Moldova: these measures are mainly focused on the simplifying of different procedures, which is also partially achieved by decentralisation of the functions of the Bureau of Migration and Asylum. Following this complex approach, two territorial migration offices were established: one in the Northern part of Moldova (Bălți) and one in the Southern part of the country (Comrat). New employee positions related to regulation of migration issues were also established for the monitoring of migration processes and flows with the Transnistrian region. As well as this, a decision was taken to establish three further offices which would be responsible for combating irregular migration through and inside Moldova. Finally, in December 2012, the new Agency on Diaspora Issues was established in the Republic of Moldova, which is responsible for the strengthening of ties between the Moldovan

George Jashi, Georgia



As an important ongoing worldwide process having a great impact on social and cultural life, economic policy, security and stability, migration and its proper management has become a

priority issue for Georgia. Our country currently represents a country of origin, transit, and destination, which puts forward the pressing need for the elaboration of a mechanism that would effectively respond to the challenges and meet both international standards and the interests of local society.

Due to rather dynamic and close cooperation with international organisations and partner states, Georgia has made significant steps towards the improvement of its legislative framework and the elaboration of a unified and balanced vision. From this viewpoint, one could point out those issues which are of paramount importance for further action: in 2010 eleven state agencies gathered to form a State Commission on Migration Issues. This institution, which was later joined by international and non-governmental organisations, is designed to coordinate migration-related action and map-out relevant approaches to the various issues which arise. Two years later, the Commission laid down the Migration Strategy of Georgia, a cornerstone document voicing the state's aspirations with regard to migration. Consequently, this document was enforced by a concrete Action Plan, with a vast number of activities to be implemented in the years ahead. Last, but not least, there is an important project, developed through assistance from the International Centre for Migration Policy Development and the Danish Refugee Council, which aims at the involvement of academic circles in the process of research and analysis. It is worth mentioning that the active involvement of the international community, strongly backed by the European Union, in providing expertise and sharing its best examples of experience has been greatly appreciated from the Georgian side.

At the second stage of action, the country has

diaspora and emigrant communities abroad and Moldovan institutions.

It would definitely be wrong to say that all necessary steps in the development of a migration management system in Moldova have already been taken. Moreover, migration is a dynamic process and working in this field does not allow us to stay in one place: we always have to follow the newest trends and developments and be ready to face new challenges related to migration. Recently, the main area of activities of the Bureau of Migration and Asylum has been related to the implementation of new legislation relating to integration of foreigners, which was approved last year. We are also working on the integration of information systems located at the different ministries and agencies with the aim of the creation of one comprehensive IT system, which would simplify and accelerate procedures related to foreigners, and also optimally protect human rights and personal data. This area of activities is closely related to the strengthening of the analytical capacities of the Bureau and other institutions, including joint risk analysis strategies. The development of procedures related to the establishing of status for stateless persons is also high in our agenda and our country is ready to implement its international obligations in this field.

The broadening of our functions and growth of migration institutions in Moldova are undoubtedly related to the vocational training of newly-employed state servants and increasing the expertise of personnel. In this regard, we very much welcome the efforts of the GOVAC project to develop and implement a comprehensive Migration Curriculum and Training Manual. The complex approach applied by the project counterparts, which included the involvement of Moldovan academic institutions, will hopefully allow us to implement a unified training system to prepare both students for their future career in the public service and increase the level of expertise of public servants.

Ms. Olga Poalelungi,

***Director,
Bureau for Migration and Asylum,
Ministry of Internal Affairs, Moldova***

accelerated its efforts to further develop the respective mechanisms and put those inline with the practice adopted. Along with the work on legislation, visa-related issues, and establishing the structural basis for proper management, there has been identified a pressing need for the elaboration and prompt launching of a Unified Migration Data System, a subject that requires support from those who have already passed through this process and achieved good results.

Meanwhile, with the help of its partners, Georgia is developing its own products, which could be shared with others. Among these, special attention must go to the Readmission Case Management Electronic System elaborated in cooperation with the International Organisation for Migration and through financial support from the EU. Currently, Georgia leads the negotiations with partner states to be involved in the System, which can be used as a model and later introduced in different countries as well. The other issue worth underlining is the fight against trafficking in human beings, where Georgia maintains strong positions and has joined the list of 32 countries which are the most successful in fighting this phenomenon¹.

By way of concluding, it must be noted that the state has determined priority areas that will follow the path to further integration into the European and Euro-Atlantic structures. Activities will be implemented to facilitate mobility through circular migration or other relevant mechanisms. Considerable attention will be attached to the country development which is driven through the positive effect of the migration process. Reintegration of Georgian citizens will be supported. Efficient activities will be implemented within the strategy to combat irregular migration and trafficking. Further activities will be planned in order to support the development of the system dealing with asylum and persons with humanitarian status and the integration of refugees.

Mr. George Jashi,

***Executive Secretary,
Secretariat for the State Commission on
Migration Issues,
Public Service Development Agency /
Ministry of Justice of Georgia***

¹Trafficking in Persons Report **2012**, US Department of State

Introduction and Methodology

This publication was developed after completion of all activities within the “Building Training and Analytical Capacities on Migration in Moldova and Georgia (GOVAC)” project. Due to the specific methodology applied during the project, the complexity of its activities, as well as the broad range and diverse background of the counterparts, the ICMPD GOVAC project team has decided to approach project partners with a request to evaluate this project before its official end.

The project counterparts (project partners from the EU MS, Academia project experts, and participants of the project activities) who were approached were chosen because of their significant role in the project implementation: coordination of a specific project activity, significant contribution to the project deliveries or organisation and implementation of a specific project activity, participation in more than one of the project activities, etc.

The project counterparts who were asked to contribute to the project evaluation received specific questions from the GOVAC project team to specify:

- How a specific activity contributed to the final project results;
- What were personal lessons learned from the activity;
- How an activity was organised and implemented;
- What are the recommendations for future improvements.

It should be noted that all persons approached agreed to contribute to the project evaluation exercise, with the majority of them also providing their contributions within the requested timeframe. Formatted and edited by the GOVAC project team, the contributions were compiled into a joint report – some of them left in the form of an interview, including the questions, and some in the form of a short article or testimonial.

Given the different methodologies of the project activities, as well as the level of their contribution to the final project outcomes, it was decided to draw separate conclusions in the form of lessons learned from each activity. At first glance, the project activities do not reveal their novelty: other projects and organisations apply similar tools. However, in the case of the GOVAC project, some activities were implemented by the ICMPD for the first time (such as the internship undertaken by project beneficiaries at ICMPD HQ and the Summer School). Additionally, the GOVAC project team continuously tried to apply different methodologies during the activities in order to facilitate mutual cooperation and trust-building between project partners.

The conclusions which were drawn were based on contributions from project counterparts and experience collected by the GOVAC project team during the course of the implementation of activities. The conclusions follow the same structure and include:

- Analysis of activity need and/or relevance of activity for the project outcomes;
- Organisation/implementation of the activity;
- Lessons learned and recommendations for future actions.

Additionally, the project implementation team also approached a broader range of the project counterparts, asking them to write a short memorial on the GOVAC project focusing on their personal lessons learned from the activities they participated in; these contributions are included at the end of this publication.

The GOVAC project implementation team would like to use this opportunity to thank all project partners for the fruitful and successful cooperation and, in particular, for their contribution to this report.

***Violeta Wagner and Xenia Pilipenko, ICMPD,
The Editorial Team***

Project Start

The purpose of the GOVAC project is to establish a durable mechanism to ensure self-sufficient and institutionalised training capacities in Moldova and Georgia for the management of migration and asylum. The methodology of GOVAC builds on the development of cooperation and partnership between government and academia, between beneficiary countries and participating EU MS, and between Georgia and Moldova.

The 26-month capacity building project was implemented by the International Centre for Migration Policy Development (ICMPD) in cooperation with the Danish Refugee Council (DRC) and by migration-related institutions from 7 EU Member States (Bulgaria, Czech Republic, Finland, the Netherlands, Poland, Portugal, and Slovakia) and Switzerland. The academia module of the project is supported by The Hague University of Applied Sciences and prominent academics (Peter van Krieken, Michel Poulain, Anne Herm and Philip Martin). As well as this, the Council of Europe is an associate project partner.



The project officially started in January 2011 with an intensive four-month **Inception phase**. During the assessment missions to Georgia and Moldova, held in April 2011 for both the government and the academia modules, leading scientific and government experts and the ICMPD project team met with representatives of all Georgian and Moldovan project partner institutions and key higher education institutions. In addition, international and non-governmental organisations were visited to establish a comprehensive picture of the current situation in different

areas of migration and migration management, the status quo in the area of professional training and academia, and the needs and expectations of the establishment of professional and academic migration curricula.

The GOVAC project **Launching Conference** took place on 13 May 2011 in Chisinau. The Conference gathered representatives from organisations of project partners, the EU delegation to the two beneficiary countries, Moldova and Georgia, and the Moldovan and Georgian institutions involved in the implementation of the project.

Martin Hofmann, ICMPD



In dry project language, the purpose of GOVAC was to establish a durable mechanism to ensure self-sufficient and institutionalised training capacities in Moldova and Georgia for the management of migration and asylum. Thus, GOVAC focused on cooperation and partnership between government and academia, between beneficiary countries and participating EU MS, and between Georgia

and Moldova. In reality, all those involved attempted to do something much more exciting. This “something exciting” was to take on government-academia cooperation on migration and make it happen, function and – hopefully – sustain. Now, at the end of its 26 months of implementation and with the help and support of so many, we can conclude that GOVAC was very successful in doing so.

It is the aim of migration policy-making to fully embrace the evidence, facts and realities of migration processes and to draw

on the findings and conclusions the academic world has to offer in this respect. But it is also an often stated fact that the cooperation between government and academia is a rather complicated one when it comes to migration. The main reason for this lies in the fact that the two spheres deal with migration from different angles and operate in different contexts. Governments, answerable to parliaments and electorates, have to prioritise political contexts and not necessarily the views of migration research. Academic institutions, on the other hand, are embedded in research communities and deal with migration in its social contexts without having to consider political constraints too much. The two spheres speak their own languages and, more often than not, fail to find a common one.

Given their respective roles and logics, fostering cooperation between administration and research is not an easy task. This holds even truer for the heavily-debated area of migration, where conflicts between the recognition of research findings and day-to-day policy constraints occur quite frequently. Difficult does not mean impossible, and the GOVAC project is living proof that such cooperation can be built, can function, and can be fruitful for both sides.

Government and academia have their respective strengths and weaknesses when it comes to understanding and explaining migration. Cooperation between the two spheres carries a large potential for the constant improvement of migration policies, however, as the findings of the GOVAC project confirmed, only when it is not limited to occasional encounters but unfolds in a structured and institutionalised manner. It is the people who have to work together, on

concrete subjects and over time, not only to get to know each other and each other's working methods, but also to develop common ground, gain insight and understanding, and – most importantly – build up mutual trust. GOVAC met this requirement by carrying out all its activities jointly between government and academic institutions, by involving government representatives and academic experts in the joint development of its results and by working towards permanent and institutionalised cooperation in the form of MoUs laying down its principles and course curricula and training manuals defining its substantive scope.

GOVAC showed that when both spheres bring their specific approaches and know-how to a joint endeavour, this can bring real meaning to the term “cross fertilisation”. Universities play their part by providing results of their scientific research to the Government as a basis for policy-making and by adapting educational goals for students to the policy needs and actual situation in order to increase the professional level of future civil servants. On the other side, governments increase the effectiveness and the practical orientation of academic education by acquainting students with the realities of civil service, by offering internships, and providing universities with an actual and up-to-date overview of the migration situation from an administrative perspective and of the policy development and programming in response to it. The list of findings could go on for a long time, but at this point it remains only for me to thank all partners, colleagues and experts who made this happen and of course the project team – you are the best!

Mr. Martin Hofmann,

**Legal Migration and Integration Programme Manager,
International Centre for Migration Policy Development**

Guy Edmunds, DRC

Migration has had a profound effect on Georgia's recent history. Hundreds of thousands of Georgians have left the country since the early-1990s. On a positive note, remittances from abroad make up almost 9 percent of Georgia's GDP. But the costs

include disrupted communities, separated families, and the loss of human capital.

Since the Rose Revolution in 2003, the (previous) Georgian government saw migration through the prism of Georgia's competitiveness within the global economy –

hence the country's visa policy, which enables citizens of over 60 countries to stay in Georgia for one year. Only recently has Georgia developed a more concerted approach towards migration management, driven by its desire for closer ties with the European Union. That process began with Georgia's inclusion within the EU's European Neighbourhood Policy, and the adoption of its 5-year action plan in November 2006. In the last few years, progress has accelerated, with the government setting up the State Migration Commission in late 2010. This is a great step forward, but working out how best to manage migration in Georgia's national interest is far from easy.

In many ways, the experience of GOVAC reinforced the project's premises. Perhaps the key lesson is that when confronted by migration, government institutions are not alone. As the project highlighted, effective policy-making requires an understanding of migration in all its complexity. Multi-tasking government officials cannot achieve this on their own. As the combined brain power of the project's academic experts, Philip Martin, Peter van Krieken and Michel Poulain demonstrated so vividly during the project, academia has a great deal to contribute here.

Reassuringly, we learned that few governments manage migration well. As project academic expert Prof. Philip Martin pointed out, three revolutions – in transport, technology and human rights – have led the rate of migration worldwide to soar since the mid-twentieth century. The typical government response – limiting the rights of migrants – has been of limited use to sending countries, receiving countries, or the migrants themselves. Indeed, with the rate of international migration likely to increase in the future, the need for better policies is acute.

The third lesson is about people. Governments manage migration through

laws, policies and procedures. Too often, though, bureaucratic language obscures a simple truth: at its root, migration is about ordinary people trying to improve their lives. An understanding of that basic human reality is key. It not only makes the treatment of migrants more humane; it also leads to better policies. Here, again, academic researchers can help by capturing and relaying the experience of individual migrants.

The lessons learned from GOVAC are not simply for government. If academics are to contribute to the policy-making process, their work needs to be relevant. Even in the United States, where academia is closely plugged in to policy-making circles, this is difficult. As Joseph Nye, a Harvard professor, noted in the Washington Post in 2009, the worry is that "academic theorising will say more and more about less and less", and even when research is relevant, it needs clear communication. Government officials work to a different beat to academics, and research can only influence policy decisions when it produces punchy recommendations that can be easily digested.

Yet, perhaps the greatest strength of the GOVAC project lies not in what it has achieved, but the way in which it has done so. Time and again, I've been struck by the high level of enthusiasm of participants in the GOVAC project. In part, this is because the project engages academics and students – groups that international projects too often pass by. But, tellingly, government officials have also taken part in the project with a smile. This matters as on a psychological level, it provides a sound basis for future cooperation between Government and Academia, and is due to the attentiveness, knowledge and enthusiasm of all those involved.

Mr. Guy Edmunds,

***Project Manager,
Danish Refugee Council***

Project Knowledge Transfer Phase: Internship at the ICMPD

The eleven-month long **Knowledge Transfer phase** included the following main activities:

- An Internship at the ICMPD;
- The preparation and publication of the Internship research papers;
- The preparation and conducting of the Knowledge Transfer Workshops on the elaboration of a professional and academia Migration Curriculum;
- A study visit to the Netherlands within the Academia module;
- A study visit to Portugal within the Government module.

The **Internship at ICMPD HQ** was implemented from **29 August to 23 September 2011**. One representative from government and one representative from academia from both Georgia and Moldova were invited to take part in the internship, which focused on applied migration research.

The participants as well as the concrete topics for migration research were chosen by the Project Task Force (PTF) in Georgia and Moldova in close cooperation with the ICMPD. Mr. Veaceslav Cirlig, Head of the Migration Policy Department of the Bureau for Migration and Asylum of the Ministry of Internal Affairs of Moldova, and Ms. Natalia Chubinidze, the representative of the Civil Service Development Agency of the Ministry of Justice of Georgia, made up the governmental part of the internship research team. The academia part of the research was supported by Mr. Valeriu Mosneaga, Head of the Political Science Department of the Moldovan State University, and Ms. Mariam Kevlishvili, Assistant Professor at Tbilisi State University.

After consultations with the ICMPD GOVAC and Research team, the research areas for both country teams were identified. The two country teams worked independently on the chosen research topics under the supervision of the ICMPD Research and GOVAC project teams. At the end of the internship the first draft research paper was finalised, and the document was submitted for review to the GOVAC project experts. The final document was published and distributed among project partners and interested institutions and organisations in Moldova and Georgia.



The issue of legal integration of foreigners is an important and interesting topic for Georgian governmental and academic institutions at the moment. Since the acquisition of citizenship in a country can be seen as the highest level of legal integration, the topic was a main focus of the research work conducted during the internship. In addition, the opposite side of citizenship – the issue of statelessness – was also examined during the internship and was included into the research paper titled **“Citizenship policies in Georgia and the European Union”**.

For the Moldovan GOVAC project counterparts, the research area was defined as **“Migration movements between Moldova and the EU: policies and numbers”**, reflecting the fact that currently Moldova is simultaneously a country of origin, transit and destination of international migrants. The research methodology included analysis of both statistical data on migration movements and relevant policies issues.

Natalia Chubinidze, Georgia

At the time I started working in the Civil Registry Agency of the Ministry of Justice (now Public Service Development Agency), migration issues were

developing fast and they gradually became a strategic priority for the Government of Georgia. It was a pleasant surprise and honour for me to be nominated by the different authorities for this internship, for which I extend my gratitude to those government and academia representatives.

We discussed the main topics of the internship programme with my colleague from academia, who also participated in the internship, Ms. Mariam Kevlishvili, Assistant Professor at Tbilisi State University. At first, it appeared to us that government and academia have different priorities with regard to migration research. However, the main precondition for the internship was that we had to work together. While developing the first concept outline for the research paper in cooperation with the ICMPD research unit, we found that although the areas of interest were different, they had many features and issues in common. In this way, agreement was easily reached, which, in my view, was an important achievement both for the implementation of the internship and for the success of the project as a whole.

During this one month at ICMPD, I personally learned a lot about integration processes and citizenship procedures operating in the European Union, which is my topic of interest and is also important for migration policy development in Georgia.

Apart from the professional experience I gained during the internship, it is worth mentioning that I met a number of ICMPD staff members, with whom good relations were established. I know that I can contact them even on a daily basis if I need information or advice, and they can do the same too! This could also be seen as an important issue for a young researcher interested in the field of migration. The GOVAC team at ICMPD did its utmost to make the working process both interesting and pleasant. As for the project in general, I would like to add that it is indeed important for Georgia, especially taking into account that it was so well-structured and designed. I am glad that ICMPD chose Georgia to implement this innovative idea.

With regard to organisational and logistic issues, I would have to say that everything was perfect. We were suggested to share accommodation (which was only 15 minutes walking distance from ICMPD headquarters) with my colleague from academia. We accepted this offer and this also contributed a lot to our common work – we kept on discussing things and working on the research paper even late into the night.

I would participate in such an activity again with the greatest of pleasures, if I were to be granted such a possibility. Looking back at the internship activity, I would also add to the programme the possibility to have more contact (interviews, working meetings, experience exchanges) with specialists practicing in the field, especially from governmental institutions.

Ms. Natalia Chubinidze,

***Secretary on Data Collection Issues at the
Public Service Development Agency (PSDA),
Secretariat of the State Commission on Migration Issues,
Georgia***

Prof. Valeriu Mosneaga, Moldova

An activity such as an internship, which normally takes longer, usually gives not only work-related experience, but also contributes a lot towards personal growth, and the GOVAC internship at ICMPD HQ was one such multi-beneficial activity: I found new friends, discovered a new country, and, of course, gained a lot of knowledge.

I visited Austria for the first time in 2000. I was in Salzburg, at the University, and in Vienna for only half a day. During my short visit to Vienna, I stayed in a small hotel close to the train station, not the most exciting district. I basically did not see the city and did not have too great an impression of it. Later, I discovered Vienna more and more; and the internship also played a role here. From my point of view, Vienna is one of the main real cultural centres in Europe. Austrians love their capital and its history, but they also look forward. The cultural life of Vienna confirms my words in the best way and is also an example for my country.

I liked the staff of ICMPD: open-minded, friendly, hard-working and highly professional. Joint work with ICMPD representatives gave me a lot and was both a serious lesson and a test. The great level of assistance which was provided to me during the internship allowed me to evaluate my own knowledge and abilities. With regard to the scientific part of the internship, there is a lot one can learn from the ICMPD staff, which I learned there and I am still learning. Among completely new issues which I discovered at ICMPD or in the course of the GOVAC project, I would mention work with e-data, statistical data from Eurostat, etc. Working on Migration Curriculum development in a multidisciplinary and international way was also an important task. I would still like to know more about these issues.

I would also like to thank the project for the books, publications and the summer school. All this was on time and was beneficial for us. This is not only my opinion, but of all my colleagues who participated in the project. If I were to compare this project with others in which I have participated, I would give GOVAC the highest mark; for me, the project is definitely in the top three international projects which were the most beneficial for my work – and I have seen many projects during my professional life.

If I would have the possibility to participate in such a project again, I would do it without any hesitation. This is indeed a good, positive, and perspective-gaining experience. I wish all projects would cover such a broad spectrum of activities, which all on the one hand follow the same aim, whilst on the other contribute to novelty, interest and continuous discovery!

Indeed, I liked everything and have no particular wishes as to what could be changed. However, the practical implementation of the developed curriculum, in particular, regarding examples of experiences in the Netherlands, Austria, Slovenia and other countries, would be definitely an asset. I understand that this would require additional expenses, but I think such activities should be taken into account. It is important for us to see on a practical level how such a curriculum could be realised. With the greatest of pleasure I would participate in lectures by Prof. Peter van Krieken – simply as a listener! His pedagogical experience is indeed interesting for me and I am trying to overtake it; and I am not ashamed to admit it in the university, faculty, department, administration or senate.

Particular thanks go to the ICMPD GOVAC project team and other colleagues whom I met during this project, and about whom I have the warmest memories.

Prof. Valeriu Mosneaga,

***Chair of Political Science Department,
Moldova State University***

David Reichel, ICMPD

In the framework of the project, I was appointed as supervisor of the interns from the two GOVAC project countries, Georgia and Moldova. I was surprised

to learn that such experienced researchers and practitioners were appointed to the internship, so I had problems calling them interns given their level of seniority. On the other hand, the whole ICMPD team involved in the project implementation was once again convinced of the high level of commitment to the project on the part of the Georgian and Moldovan partners. Besides the knowledge about migration issues and professional experience of the interns, all four participants were fully committed to working on their research paper. After the first and – as per usual – most difficult part of defining the research question and content of the paper, we mainly worked together on gathering and analysing statistical data. The first internship outcome – improvement of Government and Academia cooperation – was already partially achieved during this stage, as Government and Academia representatives had to jointly define their research area.

Only due to the dedication of the interns, was it possible to have a first draft of the research paper available by the end of the internship. The schedule for the paper was admittedly very tight and there was still some work to do after the internship had ended. After that, follow-up with interns was carried out by GOVAC project staff and it took some time to have the final versions ready.

I would definitely agree to supervise interns again, especially if the applicants are this enthusiastic. In my view, the added value of the internship was manifold. The exercise improved cooperation between the representatives of the government and the academia, everyone learned from each other (including me), and there was a research paper published, which will be a useful source of knowledge for the general public. The publication of the research results also increased the feeling of ownership and sustainability of the overall project results. I think internships like this could be repeated on a regular basis in order to further cooperation, knowledge production, and research capacities within governments and the academia.

With regard to possible improvements for the future, I would suggest adapting the internship agenda and the programme in order to enable participants to finalise the research during their stay at ICMPD. The finalisation of the research could be challenged when participants return back to their regular work, therefore, the activities during the internship should be streamlined and more structured. This could also be achieved by more active involvement of participants prior to their arrival for the internship (background research conducted at home, preliminary agreement on research area, etc.).

Finally, I would like to thank all those involved for their commitment, which contributed to a good working atmosphere and made my work as supervisor really easy.

Mr. David Reichel,

**Research Officer,
International Centre for Migration Policy Development**

Conclusions and Lessons Learned

Need and relevance of the activity for the project outcomes

In general, both all the participants and the project implementation team agreed that such an activity is an important tool, in particular, at the beginning of the project programme, as it gives an opportunity for partners to get to know each other, establish close working contacts, and, most importantly, streamline project work plans and activities. Furthermore, participants enjoyed the internship, as it gave “not only work-related experience, but also a lot of input for their personal growth”. The internship proved to be of “multi-beneficial” character: helping to find “new friends, discover a new country, and, of course, gain a lot of knowledge”. Personal contacts established between organisations were particularly underlined by participants as an asset of the activity: now “they can contact ICMPD colleagues even on a daily basis, if information or advice is needed, and ICMPD representatives can do the same”.

With regard to the specific objectives of the GOVAC project, participants commented that the internship contributed a lot to the establishment and strengthening of cooperation between Government and Academia. “The first internship outcome – improvement of Government and Academia cooperation – was already partially achieved during the stage when Government and Academia representatives had to jointly define their research area”. It was also mentioned that the agreement on a joint research area and research activities resulting in the joint publication were “an important achievement both for the implementation of the internship and for the success of the whole project”. “The publication of the research results also increased the feeling of ownership and sustainability of the overall project results”.

Organisation and implementation of the activity

Participants agreed that both the organisation and the implementation of the internship was carried out to a high level, including in terms of logistic issues.

Lessons learned and recommendations for future actions

Participants learned a lot in their identified research areas, and also discovered new research instruments and methods. The participants underlined that “there is a lot one can learn from ICMPD staff” in migration-related research areas. Also, “working on Migration Curriculum development in a multidisciplinary and international way was an important task”.

With regard to continuing such activities, participants underlined that internships oriented toward applied migration research could indeed be implemented on a regular basis, especially because there are always new aspects one can learn in the area of migration. The following suggestions to improve the internship programme were mentioned by participants:

- To include more practical contacts with specialists working in the research-related field, also outside of ICMPD. This would enrich the internship with some study visit elements and could also improve the methodology and outcomes of the research. The actions suggested in this regard included interviews, working meetings, experience exchange with practical specialists working in the field, both in Government and Academia. Due to its position and status, ICMPD HQ could suggest to such a programme Austrian, Slovak, Czech, and Hungarian (all ICMPD MS) institutions, as well as academia and research institutions from these states;
- To adapt the internship agenda and the programme in order to enable participants to finalise the research during their stay at ICMPD by streamlining activities, involvement of participants prior the internship, etc.;
- To include practical examples of academia Migration Curriculum implementation, with the possibility to attend lectures of prominent academics in the migration field.

Project Knowledge Transfer Phase: Workshops on Elaboration of the Professional and Academia Migration Curriculum

The purpose of the **Knowledge Transfer Workshops** was to present modules on professional and academic migration curricula and take the first steps in the elaboration of the professional and academia Migration Curriculum in Moldova and Georgia. The workshops were conducted for each module; cross-modular topics were implemented jointly, which supported further development of cooperation between Government and Academia.

Project experts from the Czech Republic, Finland, the Netherlands, Poland, Portugal, Slovakia and Bulgaria took part in the workshops supported by the ICMPD and the Danish Refugee Council. The academia part was presented by Prof. Peter van Krieken, Prof. Philip Martin and Ms. Anne Herm.

The workshop in Tbilisi took place **from 18 to 21 October 2011**. The workshop focused on interactive and participatory work. Thus, participants were gathered in working groups to practically and actively develop the first draft of the Migration Curriculum and to identify research priorities for their country. Focusing on the elaboration of a migration curricula for both the government and academia institutions, the workshop in Tbilisi gathered representatives from the ministries of Justice, Internal Affairs, Foreign Affairs, Internally Displaced Persons from the Occupied Territories, Refugees and Accommodation of Georgia, Economy and Sustainable Development, Labour, Health and Social Affairs, the State Office for Diaspora Issues, the National Statistical Office of Georgia, and other state institutions. The academia part of the workshop was attended by representatives from Tbilisi State University (International Public Law, Demography Institute, International School of Economics, and Journalism) and the Academy of the Ministry of Internal Affairs. UNHCR and IOM were also represented.



In Chisinau (Moldova), the workshop took place **from 23 to 25 November 2011**. The participants represented the ministries of Internal Affairs, Foreign Affairs, Education, Economy, Labour, Social Protection and Family, Information Technologies and Communications, the State Border Guard Service and other state institutions. Moldovan Academia was represented by the Moldovan State University (Law, Journalism, Sociology and Social Work, International Relations, Political and Economic Sciences), the Academy of Sciences, the Academy of Economic Sciences, the Police Academy and the Academy of Public Administration. Officials from UNHCR, IOM, EUBAM and the EU Delegation to Moldova also attended the workshop.



Each of the working groups which took place during the workshop presented the results of their work at the plenum and in this way the future modules of the Migration Curriculum for Georgia and Moldova, its structure, length, and method of lecturing, were discussed among all participants. The consolidated version of the first draft of the Migration Curriculum was the main outcome of the workshops.

Nino Beruashvili, Georgia



Since Migration Management Strategy is on the list of priorities for Georgia, elaborating the migration training curricula should be considered an important step. The training needs, training topics and methodology were clearly identified during the GOVAC project workshop. The intensive practical activities gave the participants the chance to identify priorities, analyse the materials and draft curricula. The diverse background of the participants made it possible to look at the subject from different perspectives and produce a first draft of comprehensive training curricula.

The GOVAC project has showed us a nice example of the collaboration between Government and Academia. Cooperation between the two spheres carries a large

potential for the constant improvement of migration policies and the GOVAC project managed to involve government representatives and academic experts in the joint development of cooperation ideas and methods. As a result, the course curriculum and Training Manual are a mixture of theoretical knowledge and practical experience.

The GOVAC project gave the project participants a unique chance to work with people from different backgrounds. Work on Migration Curriculum development in a multidisciplinary and international way was a serious lesson. It provided a great opportunity to develop a course programme which is comprehensive and really meets the required standards.

Ms. Nino Beruashvili,

**Director of the Training Centre of Justice,
Georgia**

Tatiana Ciumas, Moldova

- **How would you evaluate the task of developing the framework of the future Migration Curriculum during the joint workshop of Government and Academia?**



The work of the governmental authorities in the Republic of Moldova is directed towards implementation of the main national strategies in the migration field, namely, the National Strategy in the Migration and Asylum domain (2011-2020), the National Action Plan for the implementation of the National Strategy in the Migration and Asylum domain (2011-2015), and the Action Programme for the implementation of the EU-Moldova Action Plan on liberalisation of visa regime (Phase I and II). These documents emphasise collaboration between the state authorities and civil society, including Academia, in order to implement the main objectives and foreseen concrete activities. In this way, the

GOVAC workshop facilitated the initiation of a fruitful collaboration between Government and Academia and dialogue which contributes to:

- The future development of state migration strategies, including the strengthening of research approaches toward specific migration-oriented subjects; and
- A better and more complex understanding of Academia of practical aspects relating to migration.

It should be mentioned that the joint activities during the workshop allowed the participants to provide a deep analysis of all modules included in the curricula and comprehensively debate all aspects necessary to include.

- **Why do we need a Migration Curriculum in general? How is it relevant in Moldova?**

The capacity building of national authorities is a top priority on the agenda of the Republic of Moldova. The EU integration

direction promoted by the state implies preparation of the staff to implement international and European standards and understand all relevant and dynamic aspects in the field of migration. Migration processes are continuously in movement and the national legal framework is quite ample. Thus, the personnel dealing with migration and asylum issues and providing services to foreigners should be well prepared for the entering of the legislation into force, and, furthermore, to constantly look forward. It is especially important in the context of the creation of a so-called “One Stop Shop” for the documentation of foreigners within the BMA (including the opening in 2012 of regional branches) – now, the presence of a curriculum becomes even more current and necessary.

The BMA covers several important domains: immigration, asylum, the fight against irregular migration, and foremost, the daily and permanent interaction between agencies. All this makes understanding all relevant aspects of migration very important, in particular when applying legislation to practical cases. The GOVAC Migration Curriculum and Training Manual will definitely allow preparation of future BMA staff with regard to the basics of migration theory, terminology, content and standards.

- ***The main pre-condition of the GOVAC project was that knowledge and training potential already exists in Moldova, as does the need for training, from your point of view, what is missing in order to transfer knowledge to newly-employed staff and raise the level of expertise?***

In the past, there has been no joint and comprehensive approach regarding transfer of knowledge regarding migration, different trainings and workshops focused on various aspects. However, they were not united under a single “umbrella”. The need to prepare the staff that will be active in the migration and asylum domain and avoid personnel fluctuation, which has a negative impact on work efficiency, was one of the most important reasons to promote the drafting of a curriculum within the GOVAC project.

- ***How did GOVAC project contribute to the knowledge transfer?***

Through the involvement and bringing together of representatives from Government and Academia, the presentation of possible perspectives in education in the migration field, as well as the analysing of the status quo, identification of gaps and common future approaches, became possible.

It was very important for the representatives of the Bureau of Migration and Asylum that the GOVAC project offered the possibility to analyse this inter-link between these two actors, not only during the organised workshops, but also during the study visits. Exchange of experience from other countries plays an important role in the capacity building of the BMA. Also, the visit to Portugal, performed jointly with the participation of Georgia and Moldova and involving both Academia and Government representatives, allowed the exchanging of views and the identification of similarities and approaches.

- ***In what format should Academia and Government work together in future?***

Consultations, dialogue, joint research activities, meetings and trainings – all these are welcomed in order to transfer scientific approaches through practical examples and specific statistical data. Also the migration curricula at the universities could be improved, updated, and adjusted to the needs of the State and its institutions.

- ***What are the advantages/ disadvantages of Academia–Government cooperation? Would you recommend the implementation of joint Academia–Government events in general? Why?***

I should admit that the GOVAC workshop revealed the gap in the cooperation between Academia and Government, including in terms of interpretation of processes and data exchange. The workshop allowed an evaluation of the status quo and, most importantly, an understanding of cooperation needs. I think that scientific research should not only be concentrated on theoretical studies, but can and should contribute to interpretation and identification of practical and strategic solutions. Thus, it is important to keep working transparently and call for assistance when needed. The Academia–Government partnership becomes even more important when there is a need for the

interpretation of the legal framework, to prove the compatibility of the present legislation with human rights standards following the treaties to which Moldova is a party, and for the interpretation of some specifically-used terms. In practice, there are cases where the national legislation contains certain norms which can create legal confusions, and in my view, the Academia mission could help the Government in this regard in order to improve the situation and could be periodically involved in the process of the drafting of legal acts.

- ***What were your personal lessons learned from the GOVAC project?***

The activities implemented within the GOVAC project allowed the continuous participation of the Bureau of Migration and Asylum and the project's staff promoted a direct, open and friendly dialogue. Although the Law on Integration of Foreigners in The Republic of Moldova was at the stage of elaboration during the workshop, the organisers agreed that integration was to be included as a module in the migration curricula. This awareness of necessary actions for Moldova was a very positive component of the project.

Tatiana Ciumas,

***Head of the Integration and Accommodation Unit,
Bureau for Migration and Asylum,
Ministry of Internal Affairs, Moldova***

Matti Heinonen, Finland

- ***How would you evaluate the task of developing the framework of the future Migration Curriculum during the joint workshop of Government and Academia?***



The task of developing the framework of the future Migration Curriculum during the joint workshop of Government and Academia was

challenging. This was due to the fact that both Georgia and Moldova, for historical reasons, have only limited human and financial resources to designate for developing administration. However, it was beneficial to have both of these institutions present at the same time in the workshop. In a small country, it is essential that Government and Academia work together closely, supporting one another and the workshop also provided an excellent opportunity to get acquainted on a personal level. As the focus of Academia is to examine the causes, patterns and consequences of migration, it had an opportunity to provide Government with new insights into these matters during the event. As a whole, the workshop contributed proactively towards the attainment of

organisational objectives in migration management in the country.

- ***Why do countries and state administration need a Migration Curriculum in general? What is the situation in Finland?***

A Migration Curriculum is especially needed in countries such as Georgia and Moldova which are creating and developing their migration administration. There is a need to train and educate the newly-recruited personnel almost continually because government structures have not yet stabilised, either for political or administrative reasons, or because the migration personnel are changing at a rapid pace due to individual grounds.

A Migration Curriculum is also needed in countries like Finland which have a longer experience of migration, and a perhaps more stable political environment, to respond to the challenges that a constantly changing migration situation requires from the administration. In Finland we also have personnel rotation and there is a need for management to ensure that every new person in the administration is working according to the standards of national and international law and practice.

- ***The main pre-condition of the GOVAC project was that knowledge and training***

potential exist in Moldova and Georgia, as does the need for training, what is missing in order to transfer the knowledge, from your point of view?

Previous projects implemented on migration management in Moldova and Georgia and the high level of general education in these countries provided an adequate knowledge and training potential to develop the framework of the future Migration Curriculum. On the other hand, there was a need for this project because of the reasons mentioned above. From my point of view, there were no indispensable elements missing to enable the transfer of knowledge during the workshops of the GOVAC project.

- ***How did the GOVAC project contribute to the knowledge transfer?***

The structure of the GOVAC project was very versatile, including multiple types of activities. The GOVAC project provided an effective training programme and a good training environment for the participants for the knowledge transfer by arranging seminars and a summer school on different migration topics, arranging country visits, providing written material in the form of the migration training manual, etc. In addition, the experts and representatives of academia from many EU Member States were able to transfer their knowledge and experience to the participants during the workshops, summer school and visits to EU Member States.

- ***In what format should Academia and Government work together in future?***

As I already mentioned, it is essential in a small country that all human and financial resources are used effectively. This can materialise when there is good cooperation between Government and Academia. It can take different forms, such as using personnel rotation, arranging common seminars on various topics, or a system whereby government can order academic-focused research on certain important issues, etc.

- ***What are the advantages/disadvantages of Academia-Government cooperation? Would you recommend the implementation of joint Academia-Government events in general? Why?***

I see mostly the advantages of Academia-Government cooperation, but problems may arise if the cooperation is so close that Academia is unable to provide unbiased research information to the administration.

- ***What were your personal lessons learned from the GOVAC project?***

The GOVAC project has given me a unique opportunity to meet people working in the migration administration and Academia of Georgia and Moldova and the chance to become acquainted with these countries' governmental organisations, legislative developments, culture, etc. It was also a pleasure to work with very high-level professionals from ICMPD during the project. Every event and workshop was perfectly arranged by ICMPD personnel and the atmosphere in these events was always very positive and constructive.

Mr. Matti Heinonen,

Head of Section, Finnish Immigration Service

Conclusions and Lessons Learned

Need and relevance of the activity for the project outcomes

The first workshop organised within the GOVAC project in which representatives of both Academia and Government met for the first time was extremely useful for the project outcomes, as well as for the general development of cooperation between Academia and Government in both countries. While evaluating this very first activity, experts mentioned that the “GOVAC project gave the participants a unique chance to work with people from different backgrounds” and in this way the “workshop facilitated the initiation of a fruitful collaboration between the Government and Academia, as well as dialogue”. This dialogue has “a large potential” and will lead in the future to further “joint development of cooperation ideas and methods”.

Organisation and implementation of the activity

The participants confirmed that the workshop “was perfectly arranged” and that the organisers managed to create a “very positive and constructive” atmosphere.

Overall, the organisation of this workshop required a lot of logistic issues and creativity. The Government and Academia representatives had joint and separate sessions and working groups. Furthermore, there were also short panel sessions where different migration training systems were presented by international experts. The organisers used different methods and possibilities to divide participants into working groups, e.g. according to their background or mixing representatives of different agencies and institutions (including governmental and academic institutions), according to their interest in one or another future curriculum module, etc.

Lessons learned and recommendations for future actions

“The GOVAC workshop revealed the gap in the cooperation between Academia and Government”, in particular, in the field of different ‘interpretations of processes and data exchange’. Therefore, “work on the Migration Curriculum development in a multidisciplinary and international way was a serious lesson” for all participants. The workshop allowed the understanding that there are different ways of joint development of concepts (in the GOVAC case, a Migration Curriculum), which makes the final results more comprehensive and of a higher quality.

The recommendations the experts have provided with regard to this activity are more related to future cooperation between Academia and Government rather than to the activity itself. This shows that the activity’s methodology also allowed participants to immediately understand its objectives and main aims; moreover, the implementation tools were correctly chosen. With regard to further development of cooperation between Government and Academia, the experts recommended the following:

- Apply different cooperation methods and tools: “consultations, dialogue, joint research activities, meetings and trainings”. These cooperation methods should serve the most important aim: to transfer scientific approaches to practical work and vice-versa;

- The migration curricula at the universities should also correspond to the specific needs of the State and its institutions;
- “The scientific research should concentrate not only on theoretical studies but can and should also contribute to interpretation and identification of practical and strategic solutions”. Furthermore, assistance of Academia in governmental actions is needed for legal interpretation during the legal drafting process;
- Use of academic resources for governmental needs can also contribute to the effective use of human and financial resources, which is particularly important and relevant in smaller countries.

Project Knowledge Transfer Phase: Study Visit to the Netherlands/ Academia

The **Study Visit for the Academia counterparts** took place from **27 February to 1 March 2012**.

The Moldovan academia was represented by Prof. Valeriu Mosneaga, Head of the Political Science Department of the Moldovan State University, Ms. Olga Poalelungi, Representative of the Institute of European Integration and Political Sciences of the Academy of Sciences of Moldova, Ms. Diana Bencheci, Associate Professor at the International Relations, Political Sciences and Public Administration Department of the State University of Moldova, and Ms. Mihaela Vidaicu, Chair of Criminal Law and Criminology and Associate Professor at the State University of Moldova. The Georgian Academia delegates all represented different institutions of Tbilisi State University: Mr. Merab Abdaladze, Representative of the Faculty of Economy, Ms. Ia Iashvili, Associate Professor of Human Geography, Faculty of Social and Political Sciences, Ms. Ketevan Khutsishvili, Representative of the Law Faculty, and Ms. Nino Zhizhilashvili, Representative of the Faculty of Social and Political Sciences.

During their study visit to The Hague University of Applied Sciences, the delegates received an introduction to the tertiary education system, the PhD studies system, the academic career system in the Netherlands, the institute's historical background, its faculties and study programmes, the existing migration curricula and research programmes, its cooperation with Government, and details of recent publications on migration issues. As well as this, lectures and presentations were organised on: international migration; refugee and nationality (statelessness) law; European law and policy; family reunion, family formation (legal and societal aspects); the impact of related court cases on governmental policy and implementation; return and readmission; political science, sociology and economic aspects of migration and asylum; status and activities of various migration institutes; state (and relevance) of present research on migration; and asylum-related topics. The participants became familiar with the practical implications of policy measures in the case of asylum applicants at the Schiphol Airport Reception Unit. In addition, they also had the opportunity to visit the International Criminal Tribunal for the former Yugoslavia (ICTY), including a possibility to attend the hearing.

Prof. Peter van Krieken, Leiden University



The programme of the study visit was organised by The Hague University for Applied Sciences and took place at its premises in the Hague, except for the field visits included e.g. to Schiphol Airport (asylum unit) and the ICTY. Some of the top Dutch scholars in this field, as well as a representative of the Ministry of the Interior, cooperated and delivered important lectures and insight into the subject and the way the Kingdom of the Netherlands deals with these issues, the various challenges, the approach to and involvement of students, research and the valorisation of such research, and relations with public authorities. The study trip was appreciated by all involved (including the guest speakers) and was

crucial if not quintessential to assisting the Georgian and Moldovan participants with the preparation of the next steps toward formulating a proper local policy and initiative on setting up relevant multidisciplinary migration studies. The participants also agreed that the study visit reached its main purpose – to agree on introducing migration studies as a subject at the university, on setting up a migration studies and research institute, if appropriate, and on working in this field closely together with the authorities.

With regard to participants, it was crucial that they represented different faculties of the Moldovan and Georgian universities. For all countries and, in particular, outflow countries like Moldova and Georgia, one needs to try and get the complete picture of all the ins and outs of migratory movements and of the many aspects involved. In order to do this, a

multidisciplinary approach is badly needed. On sensitive issues like migration and asylum, lawyers tend to take a lead as they find themselves on the moral high ground. In order to put the various issues in context, a multidisciplinary approach is a dire prerequisite.

In general, study visits are a source of inspiration, a golden opportunity to exchange views, opinions and experiences, and hence they have a direct impact on improvements on the local level. A one-week visit with a limited number of experts and counterparts is in general the most effective as they ensure a proper and intensive exchange of views. The right balance between presentations and discussions is crucial.

Moreover, some field trips need to be included to get the real picture and to make use of the possibilities the country of venue has to offer.

For me personally, it is an honour and pleasure to be part of the GOVAC project, as it is uniquely placed to build bridges between Academia and Government (the administration) – badly needed bridges indeed for countries like Moldova and Georgia. The study visit enabled the scholars from these two countries to meet with some top scholars in the Netherlands from various disciplines (sociology, political science, economy, law).

Prof. Peter van Krieken,

Leiden University,

Coordinator of the GOVAC Academia experts

Diana Bencheci, Moldova



Through the participation in the project “Building training and analytical capacities on migration in Moldova and Georgia (GOVAC)” the team from Moldova aimed to achieve the following

objectives:

- To exchange experience with colleagues from the universities of Georgia, the Netherlands, and other project partner countries, on the preparation and content of curricula on migration studies;
- To identify the ways in which academia can connect and cooperate with public authorities working in the field of migration, and to strengthen this cooperation.

Study visits are, in general, the best tool to get an insight into processes and procedures, and in case of the GOVAC study visit, the academic experience of the host institution – The Hague University of Applied Sciences – and the country’s specific migration policy, both of which contributed considerably to the knowledge of the delegation.

If I were to organise a study visit for Academia, I would do the same as my colleagues did in The Hague. From my point of view, the duration of the visit, the number,

profile and role of the participants, the presentations, topics, and relevant workshops all play a significant role in the success of a study visit for Academia, and there was the right combination of all these factors during the GOVAC study visit.

With regard to my personal lessons learned from the study visit within the GOVAC project, I would specifically underline that it helped me to complete the syllabus on the sociology of migration, which will be taught in the near future at Master’s level at the Moldova State University, as well as to understand the diversity of case studies on migration. Moreover, the specific contributions from my colleagues from Georgia, the Netherlands, and other project partners on the importance of cooperation between academics and public officials with regard to identification of joint migration research area were also important and useful for me.

In general, I consider cross-disciplinary migration issues very useful for students, in particular at Master’s level. This provides the students with the necessary knowledge and skills to enable them to identify the central questions within the study of migration, to compare different disciplinary approaches on migration study through their own research

questions, and to analyse main concepts and migration theories. The practical approach, which was very much supported within GOVAC, complements the students' abilities to discuss the contributions and limitations of different disciplinary approaches to migration and to work analytically with a selected topic relevant to the course's subject matter.

At the Moldova State University we support the multidisciplinary approach on migration, and we have already implemented some of the lessons learned from the GOVAC project. For example, as was already mentioned

above, the Political Sciences Department of the Moldova State University of Moldova plans to introduce a Master's course in interdisciplinary studies on migration in the near future. Therefore, Prof. Valeriu Mosneaga's and my participation in this project was directly connected to our work. I cannot stress enough the fact that experience sharing with colleagues from other universities and countries is important for the improvement of our work and activities in an academic, methodological, and logistical way.

Ms. Diana Benchechi,

***Associate Professor,
International Relations, Political Studies and Public Administration Department,
Moldova State University***

Merab Abdaladze, Georgia

- ***What was the main objective of the study visit for you as a representative of the Academia?***



The GOVAC study visit for Academia was important for me as it was also designed to support scientists and university lecturers to develop their scientific interests and improve their teaching skills. By making such international contacts possible, study visits allow for a joint scientific and educational approach to a project's implementation.

- ***What would you improve when organising a study visit for academics?***

First of all, and specifically for academics, I would recommend organising such study visits during the Summer or Winter holidays (such as in July, August, or 15-30 January), when the previous semester is already finished and the next one has not yet started. The reason for this is that we are all academics and very busy at our universities.

Secondly, I would increase the duration of the study visit from 4-5 working days to 10-12 days. I would also suggest making the role of participants more active by informing them in advance of the topics of the presentations. In addition, they would not only attend the lectures of prominent experts,

but could also give their own presentations (not more than 20-30 minutes) to the other participants of the Knowledge Transfer Study Visit.

Thirdly and finally, I would suggest including in the agenda of the study visit not only those lectures of international experts which represent the modern trends of migration, its theoretical and policy issues, but also include at least one presentation from each discipline (law, politics, economics, media etc.) related to the scientific research organisation, with particular attention being paid to what their migration research hypotheses were, what kind of sources of information and data they used, what their questionnaires for surveys were, what kind of statistical methods and software packages were employed, and what their research outcomes were. To share the prominent experts' methodological experience would be very useful for all of us.

- ***What were your personal lessons learned from the study visit within the GOVAC project?***

International migration explains the movement of human beings and so, quite contrary to other aspects of today's globalisation (trade, finance, technology), it is becoming rather more complex for scientific analysis. A purely economic analysis, with its determination of equilibrium

conditions over the labour markets, appears to be very limited. For me personally, while visiting the Netherlands within the GOVAC project and attending the presentations, this issue was clearly illustrated. We must not only consider the concept of economic efficiency, but we also need to take into consideration the problems of political instability, criminal activity, demographic

conditions and ethnic composition of the population, cultural identity and many others. It is indeed a multidimensional challenge and must be treated as such in our research projects. This is exactly what we lack so much in Georgia and this is what was shown to us during the study visit to the Netherlands.

Mr. Merab Abdaladze,

***Associate Professor of Economics, Institute for European Studies,
Tbilisi State University***

Conclusions and Lessons Learned

Need and relevance of the activity for the project outcomes

Overall, the Academia study visit was perceived as an important and successful activity of the GOVAC project by all of the parties involved. The academic participants from both Moldova and Georgia stated that this study visit was essential and imperative in the regard that it was a supporting tool in strengthening the knowledge, experiences and skills of academics as well as the ties between the different countries and fields of academia. Furthermore, it created the possibility to identify ways in which academia and public authorities could connect on migration-related issues. One of the participants noted that it even contributed to the completion of the sociology curriculum for the upcoming Master's course at their university. Here, it becomes apparent that such an information and knowledge exchange activity can directly and instantly bear fruit. The participants also emphasised that academic study visits actively contribute to their constant learning and improvement of their own teaching, research and methodological skills.

It was also noted that a study visit is the best tool to get on-site and in-depth information on processes and procedures, as direct questions and problems can be raised and answered immediately if possible. Additionally, the participants received the opportunity to discuss "contributions and limitations of different disciplinary approaches on migration".

Organisation and implementation of the activity

The participants have stated that the Academia study visit was organised very well in coordination between the ICMPD project team and the Hague University of Applied Sciences, with an appropriate combination of presentations, discussions and additional field trips.

Lessons learned and recommendations for future actions

The Academia study visit provided a deepened understanding of migration-related topics, including law, economy, political sciences and media; especially from outside the respective fields of the participants' research topics. The duration, the number of academics present, and the presentations and workshops were perceived to be adequate by most of the participants involved. A transfer of knowledge on statistics, methodology, and research objectives took place and was highlighted as successful. Furthermore, the interdisciplinary approach was appreciated and emphasised.

The participants and the organisers have identified the following suggestions for a successful Academia study visit:

- It is desirable to organise a study visit with a limited number of participants in order to ensure an intensive and fruitful working atmosphere, including a balanced mixture of presentations, discussions and field trips;
- The point has been raised that a study visit could also take place for up to 12 days in order to achieve an in-depth knowledge transfer and to have the chance for participants to participate more actively and give presentations on their own research, or possibly even work on the research while abroad, e.g. receive some consultations or visit libraries or lectures. A longer study visit duration should also be considered, taking into account the number of academic disciplines related to migration to be presented and researched;
- It is important to organise such a study visit during a less busy time for the participants (when there are no, or less lectures/exams at the university) so that it is easier for them to take time off from work and not to be additionally preoccupied with their work at home during the study visit.

Project Knowledge Transfer Phase: Study Visit to Portugal/ Government

The **Study Visit for the Government Module** to Portugal was organised in close cooperation with the Immigration and Borders Service (SEF) of the Ministry of Interior, and took place **from 19 to 22 March 2012**. 5 participants from both Georgian and Moldovan state institutions involved in migration management issues took part in the study visit.

The programme of the study visit reflected almost all issues of the draft Migration Curriculum for Moldova and Georgia, which were already finalised prior the study visit and distributed to participants. This gave the participants the possibility to shape the content of the future Training Manual on the example of the Portuguese migration management system.

The first meeting of the study visit was organised at SEF Headquarters, where the SEF structure, foundation and development, as well as its training organisation, were presented.

The Temporary Refugee Centre, which is under the competences of the non-governmental organisation the Portuguese Council for Refugees (CPR), was also visited during the study visit.

As an example of the regional activities of the SEF, the work of the regional SEF directorate in Coimbra was presented to participants. The Coimbra office was chosen by the organisers of the study visits because it is one of the Portuguese regions where there are a significant number of foreigners, mainly due to presence of Coimbra University.



At the SEF's Central Directorate for Investigation and Information Research and Analysis, the main directions of the directorate's work were presented (smuggling of migrants, irregular employment, trafficking in human beings (including all forms of exploitation), risk profiling in relation to other criminal activities, etc.).

Participants also visited the National Immigration Support Centre (CNAI), an institution which helps foreigners in Portugal in all their contacts with Portuguese authorities and also in some other social areas. The NISC works under the mandate of, and is partly funded by, the High Commission for Immigration and Intercultural Dialogue (ACIDI).

The representatives of the Ministry of Foreign Affairs presented to the participants of the study visit the Portuguese visa policy and its implementation in Portugal, as well as MFA activities related to the consular protection of citizens abroad.

The border management system was presented to participants by the Borders Directorate of the SEF: its structure, IBM, risk analysis, as well as its inter-institutional and international cooperation in the field of border protection. Finally, participants had the possibility to visit one of the border crossing points, at the Lisbon international airport, where they got the chance to witness first-hand its activities (e-border procedure, second line check investigations, procedures at the temporary detention centre, etc.).

Ana Filipa Silva, SEF, International Relations Division

To organise the GOVAC study visit to SEF was a real professional and personal challenge for me.

I believe that my most important lesson was in terms of communication, first of all with the ICMPD team to reach an agreement on a programme which corresponds to the expectations of the participants. Secondly, it was important to share internally the objectives of this visit and to choose the right experts to work with the delegates on each of the subjects. It was then necessary to explain to the other Portuguese institutions and organisations also cooperating in the programme, and which play an important role in migration and asylum issues, the importance of their contribution to this visit.

Finally, it meant being available and flexible for last minute changes during the visit and to be able to solve any problems which occurred with the means I had and as best as I could.

I thought during the preparation, that the diversity of the participants – having a heterogeneous group with delegates from different institutions from 2 different countries – could be an obstacle to the interaction and for the sharing of experiences. But in fact I

know now that it is exactly the opposite, diversity is an advantage for the learning process because we get richer results in terms of knowledge and the exchange of experiences.

From my experience as an International Relations Officer, receiving feedback is very positive, and the format most effective for a study visit is when there are no very exhaustive presentations but rather more practical and informal sessions and a flexible programme. The important aspect for the delegations is to find the right people, who can act as focal points for future contacts which could leave the door open to, if possible, future cooperation, mutual sharing of experiences, and help in their working areas.

The added value of the study visit particularly for SEF is that we establish and develop close contacts with counterparts in other countries, and already during the study visit can raise and solve practical issues and other requests from different services in the field of asylum and migration. Further, it is an opportunity to gain recognition of our and their work and also to get real and immediate feedback on the impacts of our work.

Ms. Ana Filipa Sousa da Silva,

***International Relations Officer,
Department of International Relations and Cooperation,
Portuguese Immigration and Borders Service (SEF),
Portugal***

Ketevan Gomelauri, Georgia

In general, study visits should be understood as essential opportunities to explore at first-hand how a particular system works in practice. Distant research cannot replace physical observation. This is especially true when we need to develop or introduce some new procedure or process in our country which has already been developed, introduced, and is in use somewhere else. In such a

case, we can learn from the lessons another country has already experienced and avoid mistakes, or even change the whole concept completely if necessary. Study visits are also important instruments for establishing personal contacts that matter for future cooperation and exchange of experience.

With regard to the study visit to Portugal within the GOVAC project, I have to admit that the strongest impression I experienced and my personal lesson learned during this study visit was the attitude of state

institutions towards immigrants. I remember the words of the Immigration and Border Service (SEF) official: *"We never forget that we have almost 5 million emigrants worldwide and we want them to be treated well"*, therefore, the state institutions apply such good treatment also to migrants arriving in Portugal. This attitude is felt to a great extent through the policies and procedures established for dealing with immigrants, and we could see and experience it during the study visit.

Furthermore, I was very much impressed with our visit to Coimbra and its regional migration directorate. Populated mainly by students, including also a lot of international students, the city was the most vivid example of an efficient combination of control and benevolence.

Additionally, it should be noted that the GOVAC study visit to Portugal was comprehensive and well-designed so as one had the opportunity to build a clear picture of a system, its general policy, its peculiarities and strategy. It was also beneficial for the final results of the project as it followed the structure of the draft Migration Curriculum.

With regard to improvement of the study visit's programme and format in order to make them even more relevant, interesting

and beneficial for participants, I would suggest adding to the programme one day of practical work, namely, having the opportunity to work for one day for an agency, body, or ministry in the country where the study visit is taking place. If a certain procedure should be presented to participants during the study visit (e.g. the issuing of resident permits, asylum procedure, etc.), the participants could directly follow the path of a case through different units or departments and see where and how decisions are made. Despite it perhaps sounding a bit funny, I think it would be very useful. This practical work would help to reveal more specificity in addition to the presentations kindly delivered by host organisations. Finally, informal meetings; these are also a good method of stimulating openness and thus fruitful conversation over a cup of tea or glass of wine. In this way, study visits could be enriched through a concrete task (the development of a concept, guideline or other instrument), which would be informally discussed by all participants, including visiting and hosting organisations, in the form of a roundtable discussion or an informal working group.

Ms. Ketevan Gomelauri,

***GOVAC project coordinator in Georgia,
Director for Strategic Projects and Reforms Department/Deputy Head of Agency,
Public Services Development Agency/Ministry of Justice of Georgia***

Vasile Mircos, Moldova

- ***What were your personal lessons learned from the study visit to Portugal?***



It's always meaningful and worth trying to benefit from a study visit abroad, especially considering the transition period we are experiencing in our domestic administrative system. For a few years we have been heading towards a constant improvement in this concern, particularly in my working area, consular relations. This is why the study visit to Portugal represented a contribution in terms of harmonisation.

- ***In your point of view, how did the study visit contribute to the final GOVAC project results?***

The particularity of consular activity is quite peculiar considering its requirement to be interconnected with other public bodies. The "table-mate" approach, which is performed jointly with the Bureau for Migration and Asylum in terms of the specifics of the activity being closely related to prior contact with aliens, comes under the competences of our consular and diplomatic missions abroad. The Portuguese experience has proved the importance of simplicity and effectiveness when it comes to assessing the migration profile of a particular country. I

myself do not feel that any country can be perfect in a specific area of management, but a certain level of skill may always be “purchased” and implemented at home, as long as it actually works outside of its original environment. Thus, for instance, to be on the cutting-edge at the moment in terms of the process of readjusting visa regulations according to necessary European standards, some relevant aspects of the well-functioning Portuguese system have been taken into consideration, as they represent a constituent element of the entire community acquis.

- ***If you would have had the possibility to organise a study visit within the GOVAC project, what would you have done differently?***

I do not think there is much to change. Of course, I would prefer to focus just on specific fields of activity during the study visit which are related to what I am actually dealing with on a daily basis. Nevertheless, due to the inter-institutional character of the migration phenomenon, in each topic presented I always find something important which in a way concerns my particular job; moreover, although GOVAC project is specifically oriented, it has raised indeed broad number of issues on migration.

- ***Why is it important to organise a study visit for governmental institutions in***

general? What is the added value of the study visits?

The modern world is facing challenges we have to be prepared for. It doesn't matter whether we speak about developed countries or not, modernisation needs new ideas, new solutions, a permanent follow-up and a constant upgrade. A pertinent experience is always welcome when speaking of countries like Moldova – having an ambitious perspective, constantly developing, and having high demands. In order to ensure good system management which plugs the gaps, it's indispensable to borrow ideas and experience whenever possible. Knowledge is considered appropriate and practical as long as it is taken from a logical system. Of course, establishment of new contacts strengthen the probability of implementing gained knowledge properly and this would also be considered a strong hand to play.

- ***What format should the study visit have, in your point of view?***

I think a study visit should be focused more on practical issues. It has already been proven that an experienced field visit and a practically described programme has a better mind track. In this concern I really enjoyed the study visit in Portugal, as it provided the necessary business-like mechanisms.

Mr. Vasile Mircos,

***Head of Consular Services Division,
General Consular Directorate,
Ministry of Foreign Affairs and European Integration, Republic of Moldova***

Conclusions and Lessons Learned

Need and relevance of the activity for the project outcomes

All counterparts involved agreed that study visits are an important tool in developing management policies in the systems of their own country, and this concept is also particularly applied in the migration field: migration issues require cooperation on international level due to the global character of this phenomenon. According to the project experts, study visits are “essential opportunities to explore at first-hand how a particular system works in practice”. By using the study visits as tools of further policy and practice development, participants can “learn from the lessons another country has already experienced and avoid mistakes”.

With regard to the specifics of the GOVAC project, participants of the study visit mentioned that this activity was important for the final results of the project, as its agenda followed the content of a future Migration Curriculum. Furthermore, it was a right decision to choose Portugal for this study visit as the “Portuguese experience proved the importance of simplicity and effectiveness when it comes to assessing the migration profile of a particular country”.

Organisation and implementation of the activity

The participants highlighted that the activity was properly organised and implemented: “The study visit was comprehensive and well-designed so as one had the opportunity to build a clear picture of a system”.

Lessons learned and recommendations for future actions

Participants personally learned a lot from the study visit to Portugal. Issues such as the positive attitude towards foreigners in Portugal and its reflection on the migration management system, and a balanced and “efficient combination of control and benevolence” made a great impression on the Moldovan and Georgian experts. However, speaking of possible improvements in the study visit’s programme in order to make this activity even more interesting and beneficial for participants, the following recommendations were put forward:

- To include a session of practical work in the study visit programme, e.g. 1 day where participants could directly follow a particular procedure at the host institution. This would have significantly added value for the study visit as participants would receive practical illustrations of presentations and other materials delivered during the study visit;
- To enrich the study visit’s programme with some specific tasks for participants to be completed during the activity (development of a concept document, guidelines, etc.). This could be done during roundtable discussions and working groups organised between all participants of the study visit, including the host organisations and project implementing team.

Project Elaboration Phase: Summer School

The **Elaboration Phase** represented the final part of the project, during which all outcomes of the project were finalised and disseminated. This phase included the following main activities:

- Preparation and organisation of the Summer School;
- Preparation and organisation of Workshops to finalise the academia Migration Curriculum;
- Preparation and organisation of Workshops to finalise the professional Migration Curriculum and the pilot training according to the developed training manual;
- Finalisation and publication of the academia and professional migration curricula.

The preparation of the **Summer School** already started during the Knowledge Transfer Phase. Activities included the selection of the students from Georgia and Moldova in close cooperation with Tbilisi State University and the Moldova State University, preparation and dissemination of the Summer School background information and research outline, etc.

The Summer School took place in Grigoleti (Georgia) **from 25 to 29 June 2012**. It was attended by 31 students from Moldova and Georgia representing various different faculties (Law, Social and Political Sciences, Media, Human Geography, and Economy). Professors from Georgia and Moldova who were mentoring the students' research were also present.

The Summer School programme was mentored by the GOVAC academia experts: Prof. Peter van Krieken and Prof. Philip Martin. The Summer School provided research-oriented, interdisciplinary, innovative academic courses on issues related to the migration situation in Georgia and Moldova. Teaching was accompanied by research work and practical debates.



The participants (students) of the Summer School undertook migration-related research in preparation for the School, and during the event all students had the possibility to present their work (individually or as a team), which was supervised by the GOVAC academic experts from Georgia and Moldova. The research topics had

already been elaborated by the GOVAC project team in close cooperation with Georgian and Moldovan project coordinators and had been proposed to the students before the Summer School. Students could also choose another topic, if it covered the analytical migration needs of the respective countries.

After the completion of the Summer School, the discussed and improved research papers were submitted to ICMPD, which, in close cooperation with the GOVAC project's Academia partners, prepared and published the Summer School Reader. The Summer School Reader was distributed among interested institutions and organisations in both Georgia and Moldova. The Summer School Reader also included testimonials of some students and professors which mirrored the overall satisfaction and positive evaluation of this activity. Later, the students of the Summer School were also invited into Academia and Government workshops on the finalisation of the migration curricula.

Prof. Philip Martin, University of California



The GOVAC Summer School in Batumi, Georgia, brought over 30 students from Georgia and Moldova together with an international faculty to deepen mutual understanding of

international migration and to improve migration research. We all left wiser and with more appreciation for the importance of evidence-based policy making in migration.

The goal of the Summer School was to help students interested in international migration to learn more about migration data and issues in order to put the Georgian and Moldovan experience in comparative perspective and to improve research and policy in these and other countries. The students were motivated, had very good English, and were diligent in attending the classes and participating in the discussion. Indeed, many shared insights based on personal experience and research.

I was pleasantly surprised by the eagerness of the students to learn despite their being on the Black Sea coast and the sand beach, their ability to organise events involving all students and faculty, and the extensive informal interactions between students and with faculty over meals and breaks. The interactive nature of the GOVAC Summer School was useful for both students and faculty.

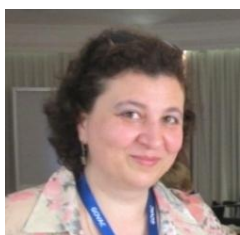
The Summer School was the highlight of the GOVAC project for me, largely because its informal nature allowed for more in-depth discussions of migration issues than was possible in more formal settings in capital cities. Interacting with the future opinion leaders of Georgia and Moldova increased my confidence that knowledge and governance of migration will improve as the students achieve positions of influence and power.

Professor Philip Martin,

**Department of Agricultural and Resource Economics
of the University of California, USA**

Ia Iashvili, Georgia

- **What were your personal lessons learned from the Summer School?**



For me, the main personal lesson learned from the Summer School was to do with the excellent management of the programme, which created a very

interesting and productive teaching/learning environment for all participants. Meeting with distinguished scholars such as Prof. Philip Martin and top expert Prof. Peter van Krieken was also one of my personal benefits from the project. The high-quality contributions from GOVAC professionals during the Summer School programme were also very important.

All of them together brought unique and special knowledge to the School. It was a truly memorable experience.

- **What did you expect before coming to the Summer School? Have your expectations been met or have you been disappointed?**

On the contrary, I was rather positively surprised. I didn't expect such an optimal combination of a busy academic programme and a pleasant, relaxing environment. A very suitable working schedule was offered, from which all participants (students and experts) benefited equally.

- **What would you personally change/improve in terms of organisation of the migration research-oriented Summer School? Would you structure it differently?**

I do not think that I would structure it differently, although it might be expanded to up to 10 days or 2 weeks in order to provide more time to examine the outcomes of the delivered knowledge, i.e. to get/see some feedback from the training.

- ***Did the Summer School meet its objectives? What were the most important outcomes? What impact, in your opinion, did the Summer School have on the academic/professional growth/experience of Moldovan/Georgian students?***

The Summer School fully met its objectives. Although students came with certain knowledge and experience and their presentations were important, I think, after completion of the School, the participants will progress well academically. Students focused on those issues that are not included in the curriculum of their faculties/universities. This experience prepared them for their future jobs and gave many useful skills that are required of employees in the public sector.

- ***As you have also actively participated in a number of other GOVAC activities, can you see/evaluate the impact of the Summer School on the overall implementation of the project? Did it have some added value?***

The impact of the Summer School on the project became very evident in the GOVAC piloting of the Training Manual workshop in Kachreti (December 2012). The participants were active, self confident, and showed the knowledge which they acquired during their stay at the Summer School. After completion of the project, they are competitive potential employees who will be able to work on migration problems in Georgia.

As for added value, the Summer School Reader is an important incentive for the students. It encourages their will and effort to be more purposeful; it is a great support, especially for those who are going to continue to post-graduate level and dedicate themselves to the science.

The major benefit of the GOVAC Summer School was to give students access to prominent academics and practitioners from Western universities and international organisations.

Ms. Ia Iashvili,

***Associate Professor of Geography, Faculty of Social and Political sciences,
Human Geography department,
Tbilisi State University***

Diana Criclivaia, Moldova



In this fast-changing world, summer education for economic, social and political development has become crucial, producing high-level professionals and leaders who will contribute to the consequent and sustainable development of human society. In this regard, the necessity of a permanent renewal of people's knowledge becomes obvious. Therefore, it is indeed important to be in pace vis-à-vis changes, in particular, within recent globalisation processes. I'm always looking for the best practices and consider the Summer School programme mentored by the GOVAC academic experts as one of them.

The Summer School was able to fulfil my ambitions of teaching and researching the rapidly-changing global migration landscape, as it gave me the possibility to work in an

international environment on acquiring new knowledge and sharing this with students.

In preparation for the Summer School, the academics and university students were encouraged to translate perceived societal problems into scientific research questions. Providing a comprehensive overview of demographic changes, international migration, economic development, social and political situation or human rights, and the relevance between those topics, the participants were able to transmit their knowledge, passion and interest to the listeners. Discussing migration issues and showing that although it might be a challenge, migration is a process, which requires up-to-date knowledge of management tools from a broad economic, political and legal point of view; students were able to understand one of the main ingredients of this unparalleled summer programme.

Before I arrived in Georgia to participate in the Summer School, I looked at the syllabus and tried to figure out what I personally would learn. The design of the programme was very unique in that people from different disciplinary backgrounds could fully participate. I was therefore surprised at how well coordinated the work was. I particularly enjoyed the interdisciplinary approach and mix between economics, law, media and political sciences, which, in my point of view, was the main achievement of the school.

It was a significant experience for me and, I believe, for the students too, which allowed us to better understand our strengths and enrich our practical skills, such as the ability to identify discrepancies and to find the most effective solutions. It also provided a chance to improve our social skills and behaviour, our level of decisiveness, involvement, orientation, compromise, and international teamwork, as well as to develop peer relationships and friendships etc., all in the name of being competitive in the world of migration.

Based on my previous experience, students usually respond best to programmes which are guided in an international environment of mutual learning and respect. This environment was ensured during the Summer School by the project team. Guided by experienced and qualified academics and providing high-quality training aimed at human capital development, countries such as Moldova and Georgia will enable the filling-in of theoretical and practical vacuums

which exist in the field of development of national and international migration policy based on comprehensive analysis and research.

However, if I would have the chance to participate in such an event again, and in order to improve the outcomes of the Summer School activity, I would suggest considering the following:

- Limiting and narrowing the students' research topics while keeping it interdisciplinary;
- The Summer School Reader or other follow-up publication should be limited only to very innovative and successful papers, bearing in mind that representatives of different disciplines submit joint projects.

Both of these suggestions would facilitate working together and the researching and analysing of the same question from the economic, social, political and legal perspectives.

Finally, I would like to mention that the organisers did a wonderful job. I appreciate and must recommend the GOVAC project team of the International Centre for Migration Policy Development for their dedicated efforts to ensure that participants gained the maximum benefit possible from the programme, while at the same time enjoying to the fullest the very pleasant Georgian summer.

Ms. Diana Criclivaia,

***PhD, Associate Professor of Economics,
Faculty of Economic Sciences, Moldova State University***

Maia Gabuldani, Georgia



This was the first summer school on migration-related issues I ever attended, and thanks to the GOVAC project, it outweighed my expectations. First of all, I consider research-oriented summer schools one of the best possibilities for personal development. I would also like to outline the most important issue: working in an

international environment with remarkable professors and experts from the GOVAC academia and people of my generation from Moldova, a country which has similar challenges regarding migration to those faced by Georgia. When working in an international team, you feel more responsible as you also represent your country. You become more motivated when you see that others have worked harder on these issues and they are ahead in some points.

From an organisational and structural point of view, I would underline the importance of the intense debates and interactive motivational games which were also very informative. I think that the Summer School really met its objectives: to help and train young researchers from Moldova and Georgia, countries both aspiring to get closer to European standards regarding migration, and to contribute to effective migration management policy development in these countries. It is very important to motivate and encourage students to be involved in discussing the issues not only at the national level but also debate it internationally, as migration has global features. The most important outcome is that after the Summer School, I understand migration differently. I report for local television on international affairs and since the Summer School news on migration always comes into my reports.

I would also like to highlight the things that have been the most valuable to me. When working in an international environment, one is exposed to new thoughts, new ideas, and new experiences, and is challenged to broaden one's horizons and overcome certain obstacles. This Summer School was for me such an environment, stimulating my

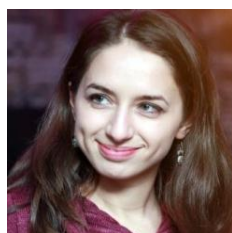
personal development as it did. Before the Summer School I had not that broad an understanding of migration issues, and the GOVAC academic experts, professors and young Moldavian researchers helped me to understand the real meaning of this phenomenon. Before attending the Summer School lectures, I was thinking: "Why should people from different educational backgrounds have to do it together?" However, later I realised that it is not only important, but indeed necessary to approach migration in an interdisciplinary manner. In my point of view, managing migration will not be successful if only part of society is to be involved in this process. For example, the lawyers might not pay the necessary attention to the social and political processes in the society or the role of media, and in this case, the legal initiatives may fail as well! Thus, I have been convinced during this Summer School that managing migration needs a coordinated approach. Therefore, I would like this kind of project to be continued and help us young researchers to contribute to the development of migration management policies in future.

Ms. Maia Gabuldani,

**MA student at the Tbilisi State University,
Institute for European Studies**

Victoria Puiu, Moldova

- What were your personal lessons learned from the Summer School?



Being a journalist, I learned from the Summer School that writing about the phenomenon of migration is indeed a challenging exercise and you have to be aware of the risks when you decide to write about migration issues. Why is this? This is because the phenomenon of migration is a global challenge, which affects directly millions of children, young and old people and families, as well as indirectly affecting the state, if not a state's very existence. Therefore, we (the journalists) have to approach the subject in an analytical,

objective and well-documented manner. We have the mission to put questions to those in power and to present the problem of migration with its causes and solutions, but in such a way that this does not have negative consequences for migrants or their relatives.

- What would you personally change/improve if you were to organise a research-oriented Summer School? What would you not change at all?

I would suggest including specific migration case studies where participants would be given the task to propose a solution to a particular case from their different academic backgrounds. This means that a journalist would bring some ideas about how they would write/broadcast about the case in

order to improve the situation or solve it, the lawyers would come forward with some legal advice/recommendations regarding the case, etc. I would not change the countries which participated (Moldova and Georgia) at the Summer School because these two countries in particular have much in common, including migration-related challenges.

- ***Would you structure it differently?***

In my point of view, the present structure and organisation ensured exactly the right mix between experiential learning, training, and entertainment. I would not change the structure of the Summer School.

- ***Did the Summer School meet its objectives? What were the most important outcomes? Were you able to incorporate any of the outcomes into your studies and/or job?***

Yes, the Summer School met its objectives and helped me a lot in my job because I reviewed all my views regarding the phenomenon of migration, thanks to the professors and to the colleagues from Georgia and Moldova with whom I made a great exchange of views and information.

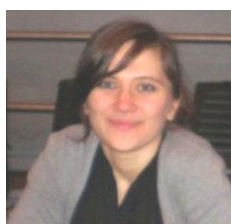
- ***Could you name three things that were very valuable to you and three things that were not valuable at all?***

Three things which were very valuable to me: lectures provided by the professors, exchange of information during discussions, and the experience of meeting Georgian students. I was happy to learn more about Georgia, its people, culture, and country in general. From my point of view, this Summer School was beneficial in all areas; I could not recall something which was not personally valuable for me.

Ms. Victoria Puiu,

***MA student at the Moldova State University,
Faculty of Journalism and Sciences of Communications***

Xenia Pilipenko, ICMPD



The GOVAC Summer School was an incredibly enriching experience, both from an academic and an organisational point of view. What I personally learned from the Summer School was how to organise such a big endeavour from the very beginning and how to implement it in practice without losing any of the spontaneity and willingness to keep some room for improvements and suggestions from the participants. The students that were chosen for the Summer School were a delight to work with: very eager to learn, extremely interested in the migration topic and always keen to participate and share their stories.

A helpful lesson from the Summer School is that one needs to stay flexible and open to changes and suggestions that might occur.

If I had to participate in organising a summer school again, I would definitely leave some room for extra-curricular activities in the afternoons and evenings so that nobody would become bored. I also would organise a mix of different “serious” and “lighter”

activities, such as workgroups, partner work, creative activities, ice-breakers, games, exercises, etc. Depending on the size of the summer school, different working groups could be organised based on the background and interests of the participants, which would be active during the entire duration of the summer school and would result in some specific outcomes developed during the joint work. Another possibility could also be a summer school of longer duration: students would have time to focus more on their own research during the summer school if it ran for about two weeks or more. Then the activities could go more into depth and the students could actually receive a task at the beginning of the summer school and then present a result at the end.

In my opinion, it is a good idea to have student presentations at a summer school as it gives the students the opportunity to practice their presentation skills, to present their topic of research to a larger audience, and to immediately receive constructive feedback from professors and their peers.

I fully believe that the Summer School reached its objectives as it was migration- and research-oriented and actively involved the students and the professors. Furthermore, valuable contacts were established between the professors and the students.

The most valuable factor of the Summer School was the collaboration between the students and the national and international professors. It was evident that there was a lot of interaction between all of the participants and that the students were eager to receive a new perspective from the international professors on the migration topic.

Another important factor was the very secluded and beautiful location. The

students could on the one hand enjoy the facilities and the sea, and on the other hand were not distracted by the appeals of a big city. This meant a communal spirit and friendships between the students of both countries was created quite fast.

To approach migration from an interdisciplinary point of view is very important as migration encompasses so many different aspects that it is simply impossible to place it under a single academic roof. I myself have completed all my undergraduate and graduate studies with an interdisciplinary focus on migration, history, and social sciences, and can only recommend and completely support this approach.

Ms. Xenia Pilipenko,

***Junior Project Officer,
International Centre for Migration Policy Development***

Conclusions and Lessons Learned

Need and relevance of the activity for the project outcomes

Implementing an interdisciplinary, international, and migration research-oriented summer school can help to “deepen mutual understanding of international migration and to improve migration research” by highlighting the “importance of evidence-based policy-making”.

The relevance of such an activity becomes apparent when one considers the fact that the students had the opportunity to work in an international and interdisciplinary environment, to draw lessons on their own research from interactions with professors and students of other disciplines, exchange experiences and ideas, to meet people from different countries, and to broaden their horizons. During the Summer School, a comprehensive overview was provided of important migration topics such as “demographic changes, international migration, economic development, social and political situation, and human rights” and the connection between these areas. Thus, the Summer School helped the students to dig deeper into their own migration research, to implement constructive feedback instantly, to improve their social skills, to work in an international environment, and to give presentations and practice their presentation skills.

It was valuable that students and professors from two countries, Moldova and Georgia, which are facing similar migration challenges were placed together in order to facilitate an exchange of information and new ideas and perspectives. Thus, students were able to acquire more knowledge on migration and to put the migration experiences of their respective countries into a broader comparative perspective.

Additionally, many students noted that their participation in the Summer School has raised their academic and professional profile in relation to migration issues.

Organisation and implementation of the activity

All of the participants provided an extremely positive evaluation of the Summer School regarding its organisation and implementation, the effective combination of a teaching-learning approach, the knowledge transfer, and the interdisciplinary and international environment were specifically highlighted.

The GOVAC project Summer School was an interesting and successful activity made up of a good balance of student presentations, group discussions, lectures by professors, migration-related (group) exercises, and ice-breakers, as well as entertaining activities during leisure time.

Lessons learned and recommendations for future actions

The students gained a lot from this activity, such as the improving of their knowledge on migration issues, working in an international and interdisciplinary environment, being open to criticism and to thinking and acting outside of their comfort zone by approaching new ideas on migration, and giving presentations to their peers.

The participants and organisers of the Summer School have evaluated the following recommendations for a future successful implementation of such an activity:

- When dealing with migration from an academic perspective, it is important to bring together academics from different disciplines and from different countries in order to increase the interdisciplinary and intercultural approach to migration;
- It has been recommended to keep a flexible schedule in order to allow room for recommendations and appropriate changes. Also, an interactive approach to the agenda is considered advantageous, as is keeping things informal while not losing sight of the main goals and expected outcomes;

- Some participants suggested changing the duration of the summer school to up to two weeks in order to secure a deeper knowledge transfer and to examine possible outcomes at the end of the activity;
- The summer school should also include some kind of evaluation of implemented research in order to ensure that the Summer School Reader (or other publication formats) includes the most successful research papers which could be important for academic or governmental needs in the future;
- The summer school programme could be enriched by suggesting additional exercises: specific (real life) case studies related to migration which could be tackled by a mixed group of students representing different academic disciplines. This way the students from different disciplines would be able to share their respective points of view and open up new fields of discussions to the group as a whole;
- The summer school students could receive an exercise or topic of research at the beginning of the summer school and not in advance. This way they would have to work on this research area during the course of the school. Furthermore, students would be able to exchange their views and ideas and to receive direct input and suggestions from other students and professors from their own or other disciplines.

Project Elaboration Phase: Academia Workshops & Public Lecture

The purpose of the Academia workshop was to elaborate and finalise an academic Migration Curriculum where the focus was on reflecting the priorities of the respective partner universities, the Moldova State University and Tbilisi State University. During the academic workshop, a draft template of a Migration Curriculum which was elaborated by the project's international experts was presented to the local partners.

The **Academia workshop in Tbilisi** took place **from 17 to 21 September 2012**. The workshop was attended by Georgian professors and lecturers from the Departments of Human Geography, Economy, and Law. The GOVAC academic experts' delegation was comprised of Prof. Philip Martin, Prof. Peter van Krieken, Prof. Michel Poulain and Ms. Anne Herm. The programme of the workshop was made up of talks and presentations on relevant migration issues. In addition, the GOVAC team and its academic experts presented BA and MA migration course outlines to the Georgian counterparts, which were preliminarily accepted for further implementation. The project's partners received a timeline for further comments and feedback on the presented draft Migration Curriculum outline, to be submitted to the ICMPD by 1 February 2013. Furthermore, discussions were held with the governmental focal point within the Ministry of Justice (Public Service Development Agency (PSDA)) on future internships for students of Tbilisi State University at government ministries and the signing of a Memorandum of Understanding between the Migration Commission and Tbilisi State University. The GOVAC team also handed over migration literature, which was purchased within the framework of the project according to the specific needs of Tbilisi State University, to Prof. Levan Aleksidze, Vice-Rector of the University. At the end of the workshop, an open lecture was organised at Tbilisi State University for students and government officials on relevant migration topics.

Chisinau was the location for the last **Academia workshop**, which dealt with the finalisation of the academia Migration Curriculum, and took place **from 19 to 21 November 2012**. The workshop was attended by lecturers from the Departments of Political/Social Sciences and Public Administration, Economy, and Law at the relevant Moldovan universities. The GOVAC academic experts delegation comprised Prof. Peter van Krieken and Prof. Michel Poulain. Also during this workshop, the GOVAC team and its academic experts presented migration-related research questions, facilitated talks and discussions, and outlined potential BA and MA migration courses to Moldovan counterparts, which were accepted for further implementation. A draft curriculum for Academia was presented to the counterparts and handed over for final comments and feedback. It was agreed that the proposed curriculum would be revised by the project beneficiaries by 1 February 2013. In addition, discussions were held with the governmental focal point within the Bureau for Migration and Asylum (BMA) on future internships for students of the Moldova State University at government institutions and the signing of a Memorandum of Understanding between the Government and the Moldova State University. Furthermore, a well-attended open lecture was given by the GOVAC international academic experts on Migration Governance at the Chisinau Public Law Library.



Aliona Cara-Rusnac, Moldova

I have been involved in the GOVAC (Building training and analytical capacities on migration in Moldova and Georgia) project since June 2012, when I participated as a

Coach for law students from the Moldova State University in the GOVAC Summer School in Batumi (Georgia).

The GOVAC project is one of the most successful projects in the migration field in which I have participated as it builds bridges between Academia and Government, bridges that theoretically have existed for a long time, but in practice existed and exist only in a very vague sense. After the Summer School, I participated in both the project workshop for Academia and that for Government, which helped me to understand the reasons behind the long-time miscommunication between Government and Academia.

During the GOVAC workshop within the Governmental module (October 2012), I participated as a trainer in the piloting session, as well as in the train-the-trainer session. This workshop helped me to organise my practical knowledge, since migration is not only a theoretical phenomenon. I was also convinced that Moldovan state servants are qualified specialists and should participate in the students' education process at the University. This would give students a practical insight into migration management in Moldova and they would definitely benefit from the practical experience provided by the government authorities and officials. Moreover, it was really important to highlight the challenges that were raised during the workshop, in particular, the lack of research and analytical capacities at university, which would help in the development of state migration policies and strategies. Finally, the conclusion was reached that it was necessary to cooperate in the migration field, since Academia would be able to provide research based on relevant information and priorities provided by the Government. Being part of the Academia, I would like to mention that more frequent academic involvement in

projects in the migration field implemented by government officials, in particular related to training or capacity building in general, would be beneficial for both sides in finding appropriate solutions in the management of challenges related to migration in the Republic of Moldova.

With regard to the Academia workshop organised in November 2012, I would comment that the organisation of this event was indeed very challenging: we had to choose the best professors, who were asking many questions about the purpose and aims of the activity. Currently in Moldova, a migration course does not exist in the academic curriculum. In general, our country is more challenged by emigration than immigration, and this issue is quite a sensitive one. However, calls for the introduction of a migration course at university should be brought before the highest level of the administration. In my point of view, such a course should be taught during MA studies, rather than at the Bachelor degree level.

The workshop led by Prof. Peter van Krieken was interesting and very informative. However, many of the participants benefitted mainly from the discussions and debates. Migration includes different domains and it was indeed difficult to cover all issues in such a short time. As regards future activities, as a representative of the Law faculty, I would suggest focusing more on legal issues, whilst maintaining the interdisciplinary approach.

In addition to the workshop, a public lecture was organised, during which the GOVAC academic experts (Prof. Michael Poulain and Prof. Peter van Krieken) held a lecture on Migration Governance. The lecture took place in the Public Law Library auditorium and was attended by almost 60 students. The students enjoyed the presentations, with it being also important for Moldovan academic experts. In this context, I would recommend organising such a lecture at the beginning of the workshop. In this way, the experts from Academia could receive feedback from students before the

workshop's practical discussion and debate start.

In conclusion, I think that the best way of cooperation between Academia and Government is the development and signing of an agreement. The GOVAC project has shown how these two institutions can and should cooperate; now we should implement these valuable ideas. The agreement should, as a minimum, include internships for students in government institutions, joint

Academia and Government research activities for mutual benefit, and mutual involvement of Government and Academia in the vocational training and education of students. A follow-up on the GOVAC project would also be welcomed from the Moldovan Academia side, in particular, on the practical implementation of the jointly developed Academia Migration Curriculum.

Ms. Aliona Cara-Rusnac,

***PhD in Law, Senior Lecturer, Head of English Department, Law School,
Moldova State University***

Nino Parsadanishvili, Georgia



I have participated in the GOVAC project since May 2011 as a PhD student representing Tbilisi State University. This project offered a lot of interesting events, including a useful

study visit to the Netherlands and an exciting Summer School. An Academia workshop for the elaboration of the Academia Migration Curriculum was held at Tbilisi State University. The cornerstone for the success of the workshop was that it included topics from three different dimensions of migration research. Academics discussed how to interlink legal, economic and socio-political areas of the phenomenon in one curriculum. Each day of the workshop was devoted to one field of research. Professors from different faculties were given the opportunity to be involved in lively discussions with their colleagues, exchanging experiences in migration research with the aim of developing the migration teaching and learning process at the respective universities. I personally gained a lot from the whole workshop, but mostly from the Day of Law. It was especially very pleasant to be together with experienced academics and to enter into discussion with them. This

experience gave me an opportunity to think about the strategy of teaching, whilst implementing new approaches in the process.

The public lecture included in the Academia workshop was one of the most fruitful events in terms of bringing different ideas and visions about migration around one discussion table. Apart from academics, a number of representatives from government and international organisations operating in the field were present. All participants were willing to participate in an open dialogue and express ideas on seeking new ways of migration policy development in Georgia.

Today, the cooperation of Government and Academia is becoming even stronger and taking new steps in terms of its development. A Memorandum of Understanding is planned to be signed between Government and Academia for the purpose of establishing and developing cooperation between the government through its ministries and Tbilisi State University in the field of migration. One of the best outcomes of the MoU is the bringing of a young generation of researchers and students into the everyday work of relevant government bodies by way of offering internships.

Ms. Nino Parsadanishvili,

***PhD student,
Tbilisi State University***

Conclusions and Lessons Learned

Need and relevance of the activity for the project outcomes

Bringing together representatives of different faculties from universities in Moldova and Georgia and international academic experts is an important exercise as it allows an immediate and direct exchange of views and expertise. During the workshop, presentations given by international academic experts were “interesting and very informative, however, many of the participants benefitted mainly from the discussions and debates”.

The Academia workshop also included a public lecture given by international academic experts, which brought an opportunity for Moldovan and Georgian students to broaden their understanding of migration and see the importance of these issues for the future development of their countries.

Discussions and debates were important as they were often related to technical issues on the implementation of a Migration Curriculum, duration and content of studies, and other issues which were specific to a particular higher education institution. All this ultimately contributed to the finalisation of a recommended Migration Curriculum within the Academia module.

Organisation and implementation of the activity

The organisation of this event was indeed challenging, not least because there are not any, or only a few, academics in Georgia and Moldova who specialise directly on migration issues. Currently, a migration course does not exist on the academic curriculum at any university in either Moldova or Georgia. Additionally, the priorities of Moldova and Georgia lay mainly in understanding and regulation of out-migration. All these specifics made it challenging to organise a discussion on the right level which would bring significant results. Some recommendations on improvement are included in the “Lessons learned” part below.

Lessons learned and recommendations for future actions

The public lecture for students in Georgia and Moldova was organised after or within the separate sessions of the workshop. However, the lecture was also important for Moldovan and Georgian academics and researchers. Therefore, in organising such activities or similar ones in the future, it is recommended to first bring all participants of the workshop together for a joint session, including the public lecture, in order to further discuss other issues separately.

Although the workshop was divided into different topics (Law, Economy, Social and Political Sciences), experts mentioned that it could be even more concentrated and focus on one specific discipline. The interdisciplinary approach would be then ensured through the participation of representatives from different faculties within all topics. They could discuss joint research possibilities, as well as cross-disciplinary lecturing in the field of migration.

Furthermore, it was recommended that the cooperation between Academia and Government in the field of migration should be regulated by an agreement which would include internships for students at government institutions, joint Academia and Government research activities for mutual benefits, as well as mutual involvement of Government and Academia in vocational training and education of students.

The follow-up on the GOVAC project could be related to the implementation of the jointly developed Academia Migration Curriculum.

Project Elaboration Phase: Government Workshop & Pilot Training

In **Moldova**, the **Workshop on the finalisation of the Migration Curriculum and piloting of the migration course** developed in the framework of the GOVAC project took place **from 29 to 31 October 2012** (in Vadul-lui-Voda). The workshop was organised with the support of the Moldovan Ministry of Interior (Bureau for Migration and Asylum), which contributed to the high professional organisational level of the event and also to the sustainability of the final results of the project.



The workshop was attended by representatives of Moldovan state institutions involved in migration management and Moldovan higher education institutions (the Moldova State University, the Public Administration Academy and Stefan cel Mare (Police) Academy), train-the-trainer experts, project experts from Finland, Portugal and Slovakia, as well as ICMPD representatives. For the piloting session of the workshop, more representatives of the key Moldovan state institutions involved in

migration management joined the workshop.

In **Georgia**, a similar workshop took place **from 5 to 7 December 2012** in Kachreti. It was organised with a great support of the Public Service Development Agency (ministry of Justice, Georgia). The workshop was attended by representatives from Georgian government institutions involved in migration management in Georgia (Ministry of Justice, Ministry of Labour, Health and Social Affairs, Statistical Office, State Office for Diaspora Issues, Ministry of Foreign Affairs), as well as representatives from the Ministry of Interior Academy and Tbilisi State University and project experts from Finland, Portugal, and the Netherlands (in addition to ICMPD representatives). As with the workshop in Moldova, the piloting part of the workshop was attended by additional representatives of the state institutions as well as GOVAC project Summer School students.



In both countries, the first day of the workshop was devoted to the train-the-trainer session where the future migration course trainers were introduced to the main principles of adult training, possible training methods and the trainer's tool box. During the second day of the workshop, Moldovan/Georgian and international experts worked together on planning a one-day piloting according to the Training Manual developed within the framework of the GOVAC project.

During the last day of the event, an additional group of state servants (and in the case of the workshop in Georgia, also former students of the project Summer School) received a one-day training according to Module 1 of the Training Manual: "Migration Management". All the Moldovan/Georgian experts who participated in the workshop and who delivered the piloting were certified as Migration Curriculum Trainers.

All participants of the workshop filled in evaluation forms. The results of the evaluation provided useful recommendations and conclusions on the finalisation of the Migration Curriculum and Training Manual, as well as on future implementation of the migration training in both countries.

The evaluation also revealed that all participants were satisfied with the results of the workshop, as well as with the anticipated results of the project in general. The students of the piloting part of the workshop appreciated the professionalism and knowledge of the Georgian/Moldovan and international experts who carried out the training and are eager to participate in further training sessions of the GOVAC Migration Curriculum. This creates the necessary base for future implementation of the migration-related training in both countries, as well as contributing to the sustainability of the project results.

Anita Csenar & Werner Schranz, Austria



When working as trainers for the project “**Building training and analytical capacities on migration in Moldova and Georgia (GOVAC)**”, it was on the

one hand a big challenge to cover the needs properly, whilst on the other hand a very good possibility to gain a lot of experience.

Today, nearly all agencies are required to get skills for their trainers in various forms – one of the best is “learning by doing” and through presenting content and knowledge, analysing it and giving feedback in a professional way.

For all trainers the following fact is valid: “The first impression is the deciding one, the last impression is the remaining one!” In between, there is a lot of effort (but also possibilities!) to “entertain” your audience.

The **role of a trainer** has changed in the last years too – technical equipment should support you as a trainer, but can never replace you! When some of the participants are critical and not satisfied with what the “expert” is saying or doing, this can be an a chance for the trainer to start and guide a professional discussion (without quarrelling!).

“You cannot **not** communicate” is a famous phrase for trainers, which means that all things done by the trainer will be seen and evaluated (by all or some participants). So the “words” and the “presentations” are only a small part of the general impression of the audience at the end of the seminar.

Changing the training methods, using your voice in a different way, body language,

clothing and accessories, the correct use of technical devices; all these factors may have a big influence on your event and can be improved by a train-the-trainer workshop, in a way similar to which it was done within the GOVAC project.



When trainers are self-confident, they are able to convince their audience and do not have to persuade them to fulfil certain tasks or recommendations.

Most of the participants are also “surprised” in a positive way by (of course, thoughtfully-planned) “short activities” during the seminar; they suddenly get an active part in relation to the current subject. The most important issue of all is that no matter how well the performance of a trainer is, he/she has to be a real expert in his/her field.

Taking a closer look back to the **workshops in Moldova and Georgia**, we really have to point out the professional preparation of the ICMPD in its management of all the logistic and organisational things to create an excellent working climate! Our expectations before the workshop were limited as we only had some details on the participants, location and some additional background information; so we did not know what to expect. But in the end during the workshop, we were given the feeling to be “part of the family”. So, the recommendation for the future is to be in contact with the “staff” in due time so as to ensure good preparation of the definite timeframe. All the certified trainers in both countries are highly talented

at giving lectures and holding seminars within their organisation.

As already mentioned and to stress it once again: we appreciate the activities done in Moldova and Georgia because participants

were very ambitious, approachable and curious to gain knowledge in training fields. Our best wishes and kind regards to all of them!

Ms. Anita Csenar,

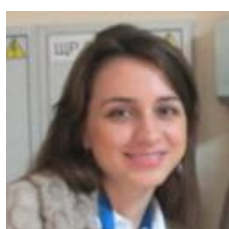
**Knowledge and Project Manager,
Federal Ministry of Finance, Austria**

Mr. Werner Schranz,

**Human Resources Development,
Federal Ministry of Finance, Austria**

Oxana Paduraru, Moldova

- ***What were your personal lessons learned from your participation in the GOVAC project?***



First of all, I am very grateful to have been a participant within the GOVAC project. Participation in the “Building training and analytical capacities on migration in Moldova and Georgia (GOVAC)” project workshop to pilot the Migration Curriculum, which took place in Chisinau from 28 to 31 October 2012, was a great experience for me. During these days, I had a unique chance to participate in both training sessions for acquiring professional qualities and knowledge needed for a trainer in the migration domain, and also the chance to be a moderator for the sessions on the last day. I liked it very much.

I learned helpful elements for an advanced presentation, precious remarks for impressive behaviour in front of an audience (such as “avoid using “killer phrases””, when to stop looking at your Power Point Presentation and work and discuss with the audience, and of course the famous “TTT”), positive and effective feedback for a professional or leader in their field, and the idea that professional experience is the core element in the career of each of us, which has to be filled in with considerable improvements, dedication and motivation.

- ***If you were to know that such a project will be implemented again, what would you suggest changing, adding to the programme, etc.?***

I can give some comments by taking into account my experience within the workshop I

took part in, as I found the training sessions in communication, tips for presentation/appearance in front of the audience, how the trainer – seen as a professional by the audience – should behave, how to present one’s information in a smart and interesting way, and how to capture the attention of the audience, all very important.

I also think that the GOVAC project, especially the team, did a great job in organising all the activities within the project. I would like to mention a few of them here: the Summer School, the different valuable research papers, and, in particular, the Migration Curriculum with 9 Modules on different topics. The Training Manual will be a useful instrument for future trainers as it is very well-structured and contains updated information according to European standards for teaching.

I would also suggest continuing the initial idea of the workshop, meaning I would gather the already trained trainers and invite them to present the first lessons at the university according to the new GOVAC Migration Curriculum, in this way providing what would serve as a model for the university professors.

- ***What is your personal impression concerning the implementation of the GOVAC project in general?***

I can only compliment the GOVAC team that worked toward the implementation of the project’s objectives in the Republic of Moldova. It can be assessed as an important value and a great performance in the name of migration, both for the stakeholders in government and those from academia. I feel that the implementation of the project met its

aims by strengthening the institutional capacities of the Moldovan institutions dealing with aspects of migration and academia.

- ***Was there something specifically interesting/important for your work in the GOVAC activities/programme?***

The fact that I am now certified as a trainer in migration, which can be seen as being very positive considering that ensuring an efficient management of migration is one of the highest priorities for the government of the Republic of Moldova, means I can be the one that will moderate future trainings, or even train some of my colleagues in the migration field.

Moreover, as it is very well known that mobility and migration have a special symbolic meaning for us, this motivates us to be the pilot country and implement the EU-Moldova Mobility Partnership, as well as to participate very actively in the work of the Global Forum for Migration and Development (GFMD) and even be involved in activities/programmes organised within the projects which implement the initiatives and objectives provided in the Joint Declaration on a Mobility Partnership between the European Union and the Republic of Moldova. I also received some specific tips for developing myself professionally, for which I am very grateful to you. Thank you very much!

Ms Oxana Paduraru,

***Attaché within the General Directorate for European Integration,
Directorate for Political Cooperation with the EU,
Ministry of Foreign Affairs and European Integration of the Republic of Moldova***

Ketevan Chaduneli, Georgia



The training on the finalisation of the Migration Curriculum and piloting of the migration course organised in the framework of the GOVAC project that was

held in Georgia can be said to be one of the most important trainings that I as trainer have ever attended. Right after the end of the first day, when we had an amazing opportunity to learn and get more information about the main aspects of the role of the trainer during the training process, I once again realised that even though I was experienced in conducting various trainings with different types of audiences, I had been provided with very important hints for being a successful trainer during the training process.

It is always essential for me as a trainer to learn more and more about new skills that I can apply throughout my trainings. This training of trainers once again proved that there are still so many things you can learn and so many ways to broaden your knowledge. Each new experience lets you find various new steps you can take in order to have a more successful training process.

Piloting this very specific training course on migration was one of the most important experiences in my life. In my point of view, this topic is indeed essential for my country and its citizens, and gaining more knowledge in this field through sharing EU countries' experiences and understanding the different steps taken by governments creates an idea of how migration can be best managed throughout the community.

Since I took the experience that I gained while taking part in this pilot training very seriously and felt responsible for its successful completion, I would like to participate and be involved in the next steps of this project – the practical implementation of the Migration Curriculum in the Training Centre of Justice. I think the activities of this project are a good basis for successful trainings in the future which will provide a broad knowledge and understanding in the migration field, and which will also definitely help training participants get as much information as possible.

With regard to possible improvements, I would recommend the whole training process to be completely interactive, letting the audience be involved and feel their importance when discussing topics such as

migration. Interactive and interesting training, along with the well-organised curriculum, would form a successful training course.

I feel very proud that I had the chance to be a participant in the train-the-trainer session

and act as facilitator of the pilot of the migration course session in Georgia that absolutely gave me a once in a lifetime experience.

Ms. Ketevan Chaduneli,

***Trainer at the Training Centre of Justice,
Georgia***

Luisa Maia-Gonçalves, Portugal



The days which I was glad to spend in Georgia participating in the course integrated into the GOVAC project were beyond doubt very useful to my professional performance.

It is commonly said that learning is a two-way street, where both teachers and students teach each other, and there is no better example than my time spent in Georgia. As much as one may believe that there is not a lot more he or she can learn in their field, these events constantly prove them wrong and help good professionals become remarkable ones. Personally, this workshop helped me improve my skills as a trainer, as well as providing the opportunity to give and receive several important pieces of advice regarding this area. In addition to this, the sharing of experiences and knowledge regarding migration issues was of added value to all the participants.

Also, even though one might be an expert in a field, that does not mean he or she is a good trainer in that field. This workshop was important in helping me and the other trainers develop communication skills which are vital to becoming an above-average professor, and being able to teach, or, in this case, train, other professionals.

Today we live in a global society, and although governments are sometimes slow to acknowledge this, crime organisations are not. Regarding the migration field, smuggling and human trafficking are a threat worldwide, afflicting every corner of the planet with

knowledge and know-how brought from the other side of the globe. This harms fundamental human rights. GOVAC contributed immensely to the training system in the migration field in Moldova and Georgia, because trainers and trainees were able to learn some of these criminal organisations' modus operandi, and make those present aware of the dangers we face on a daily basis, as well as of how to fight them, preventing the abuse of human rights. I would recommend for a project like this to take place in Portugal, there are always new schemes being created to bypass law enforcement authorities and civil society and it is important to work together in order to avoid them spreading and victimising more innocent people.

The organisation was flawless and I would like to highlight the work of the GOVAC experts, particularly of the ICMPD, not forgetting the Georgian authorities' collaboration and the fantastic hospitality with which they welcomed us. The curriculum was rich and well-structured; however, the use of new technologies might be useful to experience new ways of training. It would also be interesting to do a follow-up on the application of the various skills and know-how acquired during the GOVAC project, as well as to create an interface in which the participants might continue to stay in contact and exchange experiences.

I am honoured to have been a part of this unique initiative and hope to have a chance to deepen this experience further in the future.

Ms. Luisa Maia-Gonçalves,

***Director of the Central Directorate for Investigation and for Information research
Analysis, Immigration and Border Service of Portugal***

Conclusions and Lessons Learned

Need and relevance of the activity for the project outcomes

The participants agreed that the preparation of the piloting activity (train-the-trainer session and preparation day) was extremely important for them, as well as for the final results of the project, including an understanding of the curriculum and of the fact that governmental institutions in Georgia and Moldova are ready for implementation of the migration course. Also, participation of academic representatives showed yet another example of possible cooperation and involvement of Academia in the vocational training of public servants. Experts mentioned that “even though one might be an expert in a field, it does not mean he or she is a good trainer in that field”. “The role of a trainer has changed in the last years”, and “learning is a two-way street, where both teachers and students teach each other, and there is no better example of this than the GOVAC workshop”.

The workshop helped all participants, including public servants, experienced academic lecturers, and people who have already performed training activities, to improve their skills as trainers. Moreover, it further contributed to the process whereby “good professionals become remarkable ones”. Trainers also mentioned that they improved their “communication skills, which are vital to becoming an above-average professor, and being able to teach, or, in this case, train, other professionals”.

Overall, the piloting of the curriculum performed by a mixed group of Academia and Government experts from Georgia and Moldova and international GOVAC experts very naturally created a team atmosphere and greatly strengthened the feeling of ownership of the project results – in this case, the Migration Curriculum and Training Manual.

Organisation and implementation of the activity

Despite the various challenges in organising the workshop, including the train-the-trainer session, the preparation for piloting, and the piloting session itself, the participants agreed that the workshop was organised to a very high standard. Participants also mentioned that the team – or “family” – atmosphere which was created during the workshop helped a lot in making participants feel more comfortable and relaxed during the workshop. However, the participants also contributed a lot to the success of this exercise: they “were very ambitious, approachable and curious to gain knowledge in training fields”.

Lessons learned and recommendations for future actions

The organisation and implementation of the workshop and, in particular, the piloting of the newly-developed Migration Curriculum, showed that this is a very important exercise, increasing the feeling of ownership of the project results which consequently contributes to the sustainability of the action in general. It could be recommended for other projects and actions to implement practical tests or piloting of developed results wherever possible.

With regard to further improvements of the piloting exercise and Migration Curriculum implementation, the experts mentioned the following:

- The whole training process should be interactive, with the audience completely involved in the learning process. This would allow participants to feel their importance while discussing different topics. An interactive and interesting training process, along with a well-organised curriculum, would form a successful training course;
- The organisers of the workshop/piloting should always stay in the closest possible contact with beneficiaries, as this helps during the whole learning process. For example, knowing the background and professional experience of the participants allows trainers to better prepare and to adjust their training to the specific needs of those being trained;

Lessons Learned: Academia and Government in Action

Project Elaboration Phase/Government Workshop&Pilot Training

- This training of trainers once again proved that there are still so many things one can learn and so many ways to broaden the knowledge. Each new experience allows various new steps one can take in order to have a more successful training process;
- A follow-up to the project is desired by all, including both the national and international experts. Many of them wished for all modules of the curriculum to be piloted.

Project Elaboration Phase: Finalisation and Publication of the Academia and Professional Migration Curriculum and Training Manual

The elaboration and finalisation of the Academia Migration Curriculum (project Academia module) and the Professional Migration Curriculum and Training Manual (project Government module) is one of the project's most important outcomes. All project activities were used for the development of these documents; therefore, successful implementation of the project programme was a precondition for finalisation of the Migration Curriculum for both modules. Moreover, the project activities had to be implemented in such a way as to ensure a high level of cooperation by all partners, and one which was based on mutual trust and responsibility for sustainable project outcomes.

Academia Migration Curriculum

The development of an academic Migration Curriculum for Georgia and Moldova aimed primarily at filling the gaps in theoretical knowledge in the areas of academic fields related to migration most in need, as identified and agreed upon during the assessment by Moldovan and Georgian governmental institutions participating in the project. It builds on the assumption that the academics in charge of the development of the curriculum at Bachelor's, Master's, and even Doctoral level, will anticipate the identified priorities using the experience in other comparative migration models provided by knowledge transfer in the project activities (the two workshops, the study visit, and the Summer School). In addition, the Academic Migration Curriculum aims to develop sufficient analytical and research capacities to support the needs of the government in both countries.

In the Academia module, a curriculum was jointly developed by Georgian and Moldovan academics from the Departments of Law, Economy, and Social and Political Science of the Moldova State University and Tbilisi State University. In addition, the Department of Human Geography (Georgia) and the Faculty/Department of Journalism were involved.

In this regard, in cooperation with the project's academic experts, Prof. Peter van Krieken, Prof. Philip Martin, Prof. Michel Poulain, and with Research Assistant Ms. Anne Herm, a compilation of models of academic teaching on migration-related topics has been prepared which covers all the priority fields identified during the assessment. This compilation served as the initial point for presentations in the form of lectures, as well as the point for thorough discussion on the modalities of how to include the topics in the existing curriculum and how to further develop the study primarily at Master's level.

The participants of the first workshop in Georgia (October 2011) and in Moldova (November 2011) also expressed an interest in the interdisciplinary study of migration, with a preference to have a Migration Research Centre under the auspices of the State Universities, providing both teaching and research on migration. Given that the project does not foresee the establishment of such a centre as a delivery, nor has a specific budget for this, the proposal was noted for consideration as a possible follow-up to the project. However, the project did support future research units at the universities by procuring migration literature (books and research reports) according to the specific needs expressed by both universities.

General agreement was reached that the courses on statistics and demographics, theories on migration studies, history and geography, internal migration with a focus on urbanisation and development of the labour market, anthropology and migration with topics on the sociological aspects of migration, cultural identity and integration, economic impact of migration on country of departure (recruitment, remittances, return), diaspora and its relationship to country of origin, migration and development, international legal instruments relating to migration, asylum and statelessness, EU acquis on asylum and migration, IDPs in national and international context, migration management, data protection, and administrative procedures should constitute the core of curriculum. These topics were further

developed and finalised during the second workshops in both countries (in September 2012 in Georgia and during November 2012 in Moldova). The text of the Academia Migration Curriculum was finalised by March 2013 and the final outcome delivered to the project partners.

Alenka Prvinsek Persoglio, ICMPD



The project “Building training and analytical capacities on migration in Moldova and Georgia” had an ambitious ultimate objective: to strengthen the capacities of government institutions in order to manage migration as a basis for the development and implementation of Mobility Partnerships in Georgia and Moldova. The specific project objectives included:

- Increasing the knowledge base on migration among stakeholders in government and academia in a sustainable manner;
- The fostering of cooperation between Academia and Government in order to meet the analytical needs of authorities conceptualising and implementing policies on migration.

The project objectives described above prove the fact that already during the development of the concept note, the ICMPD/DRC drafting team was convinced that the capacity building on training of the government staff involved in migration management and processes, and the development of a basic curriculum for the academics in both beneficiary countries involved, are the most needed actions for successful implementation of all migration-related reforms.

The facts from immense needs and gaps analyses implemented by ICMPD and many other organisations in both beneficiary countries indicated: (1) a lack of absorption capacity regarding technical assistance, aggravated by a high turnover of staff; (2) a lack of in-house training and analytical capacities, which itself contributes to the above; (3) academic educational programmes and research activities on migration have not been sufficiently developed, despite the very tangible effects on the society that migration has had; and (4)

scarce contacts between government and academia compromises the possibility of developing evidence-based policies on migration management.

The project activities within the Academia module included status quo assessments, two workshops in both countries, a joint study visit of the academics from both countries at the Hague University for Applied Studies in the Netherlands, a joint internship by two academics with representatives from state institutions at ICMPD (which contributed to a joint research paper), the participation of the two groups of academics at the 61st International Study Congress on Integration and Identity (Association for the Study of the World's Refugee Problems), a Summer School and, finally, the drafting and finalisation of the Academia Migration Curriculum. All these activities were directed toward the consolidation of the main outcomes of the project: the elaboration of a Memorandum of Understanding between government and academia, and the finalisation and approval of an Academia Migration Curriculum.

Firstly, joint activities within the project, including the internship and the workshops, enabled for the first time the leading academics and representatives of the ministries with competences for migration management to meet and work jointly. Secondly, it enabled the possibility of an exchange of professional experience between the academics from both countries. Thirdly, it provided an opportunity for the academics from different fields (law, economy, social/political science, media) to engage in informal debate on topics of common interest. Lastly, it also offered a good chance for the project's academic experts to get acquainted with the specifics relevant to migration studies in both countries, which also paves the way for future academic cooperation.

The sustainability of the process of continuous cooperation between

Government and Academia in Georgia and Moldova in the future should be secured by the concluding of a Memorandum of Understanding between the Universities and responsible bodies authorised by the government; this agreement should also provide the basis for regular student internships in the ministries and agencies responsible for migration.

As was mentioned, all project activities and their outcomes led to the development of the Memorandum of Understanding, as, first of

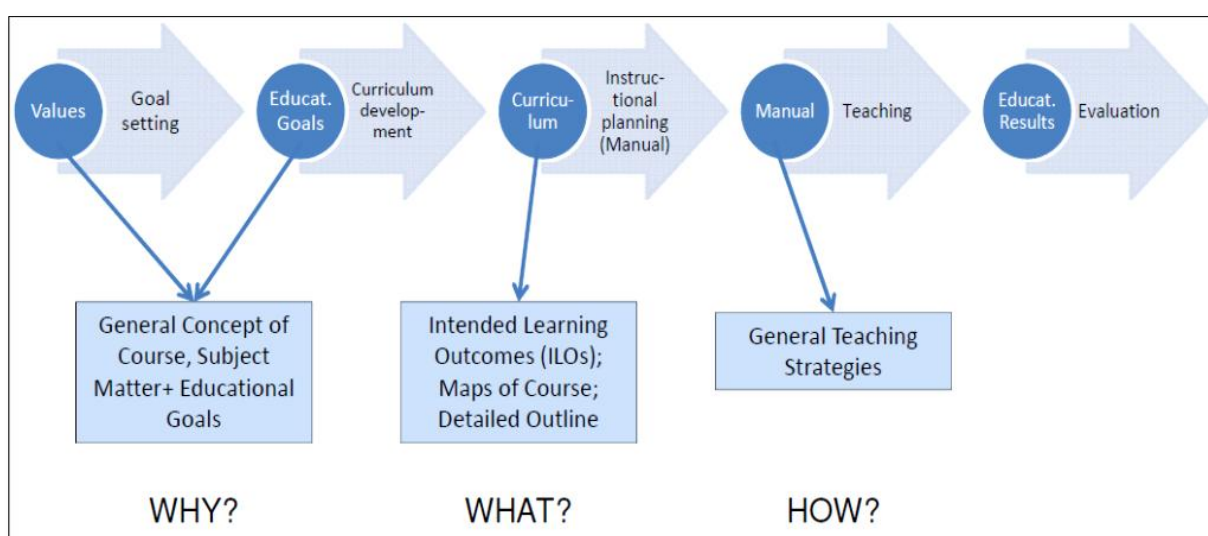
all, a mutual understanding between Academia and Government of migration phenomena in both countries was needed. However, for future activities, and given that both Georgia and Moldova are a part of political transition processes, better results in terms of cooperation between the Government and Academic module could be achieved if the Memorandum of Understanding were to be concluded at the very beginning of the project and so to support the project programme.

Ms. Alenka Prvinsek Persoglio,

***Senior Policy Advisor,
International Centre for Migration Policy Development***

Professional Migration Curriculum and Training Manual

The first draft of the Professional Migration Curriculum was already elaborated jointly by the project counterparts during the knowledge transfer workshops which took place in Chisinau and Tbilisi at the end of 2011. This Migration Curriculum is designed to help and assist the relevant and targeted institutions to organise and implement migration-related trainings for civil servants of all governmental institutions involved in migration management in both Moldova and Georgia. The course can be used as an introductory activity for all newly-employed personnel, but also as a vocational training and in-depth training for experienced employees. The draft Migration Curriculum for both Georgia and Moldova was agreed upon by all project partners at the beginning of 2012. However, after consultations with the project counterparts, it became clear that a more extended training manual is needed, which will support the drafted and approved curriculum. Therefore, the entire process of the development of the Migration Curriculum and Training Manual followed the structure indicated below:



This process included activities of the Inception Phase (values and goal-setting), the Knowledge Transfer Phase (development of the content and structure of the professional Migration Curriculum), and the Elaboration Phase of the project which focused on the final steps in the development: the drafting of the Instructional Manual, teaching (in the form of pilot training) and evaluation of the pilot course.

The developed Migration Curriculum consists of nine individual course Modules, split into Units, and further – into smaller topics. The Modules of the curriculum for Georgia and Moldova are similar, but not identical. In both countries, the Modules cover such issues as:

- Migration management;
- Identity documents and migration data management;
- Citizenship and statelessness;
- Regular migration and visa;
- Irregular migration and border management;
- International protection;
- Internal displacement;
- Trafficking in human beings and smuggling of migrants;
- Diaspora.

The course (and its respective Modules) can be taught as a basic course and/or an advanced course. Moreover, the training can be organised either within the whole migration course, within some selected Modules, or as a separate seminar, according to the needs and the level of the experience of the target group. The Methodology part included at the

beginning of the Training Manual provides the main training methodology, including examples of experiential activities, a training needs assessment template, and a training course evaluation template.

Each of the topical Modules follows the same structure:

- **Short Description of the Module (a)** which gives a short module rationale describing the main elements of the Module. The description also includes an overview of the **Intended target groups for the Module and trainer's profile**: this information has an informative (but not definitive) character only. The target groups are the institutions most likely linked to the Module. Nevertheless, the Module could be given to other, not-mentioned institutions;
- **Learning Objectives (b)** representing intended learning outcomes which indicate what a student should know after completion of the Module;
- **Outline of the Module (c)** with a detailed description of the Module including Units and specific topics;
- **Overview of the Module (d)** showing a comprehensive table classifying which unit provides the intended learning outcomes related to knowledge and understanding, and which with learning outcomes related to skills. The understanding-related learning outcomes comprise the information and knowledge in different migration areas (e.g. understanding and knowing migration terminology). The skills related outcomes are to be described as "knowing how" to implement different procedures in various migration fields. This table also classifies which respective units should be taught during the basic introductory course, and which during the advanced course;
- **Suggested Timeframe and Training Method of the Module (e)** providing indicative information helping to understand how much time should be planned for completion of the course. Nevertheless, the fixed timetable could be calculated after identification of which Modules (Units, topics) are to be included in the training programme;
- **Central Module Questions (f)** which can be used for evaluation, discussion and feedback at the end of the module;
- **Module Instruction (g)** which provides a detailed timeframe, input method and materials which the trainer needs for each unit. Furthermore, the Instruction provides a training plan with the main methodological and theoretical inputs which should be included in the teaching process;
- **Resources and further reading (h)** giving an indicative list of resources and further reading (books, monographs, legal acts, and internet sources) for each individual Module;
- **Additional Materials (i)** including handouts, examples of practical exercises, questions for discussion or group, partner, or individual work, and scenarios for role play, etc. The materials are made in such way that the trainer (instructor) of the course can take them out of the book, copy and distribute them to the participants.

After the draft Training Manual was elaborated, the pilot training of *Module 1. Migration Management* was organised in both countries, accompanied by the train-the-trainer session. This activity was evaluated by all participants. This workshop resulted in the finalisation of the Training Manual. Next, both manuals were translated into Georgian and Romanian, submitted to all project partners for final comments, proofread and published.

In the case of Moldova, the Bureau for Migration and Asylum of the Moldovan Ministry of Interior is the owner of the Training Manual, in cooperation with the Stefan cel Mare Police Academy and the Public Administration Academy under the Office of the President of the Republic of Moldova; in Georgia, the owner of the Training Manual is the Training Centre of the Ministry of Justice in cooperation with the Public Service Development Agency.

Rodica Rusu, Moldova

- ***Do countries and their state institutions need to have a joint Migration Curriculum/Training Manual for vocational training of state servants? What are the benefits of such a document? What is the specific situation of Moldova in this regard?***



Moldova is a country directly involved and affected by migration processes. The state and its institutions are definitely in need of a manual for the vocational training of state servants in the field of migration. Unfortunately, up to now there have been no consolidated efforts to provide them with comprehensive migration training, and also no migration textbooks. In fact, in addition to the Training Manual, it would also be beneficial to elaborate those textbooks for specific areas which are not yet covered.

I personally think that the benefits of the GOVAC Training Manual and Curriculum are the following:

- Due to rotation of staff in the migration institutions, state servants are constantly in need of an upgrade of their skills. The Training Manual will not only support the organisation of vocational training, but will also help to overcome the adaptation period and to gain necessary additional knowledge;
- The Migration Curriculum and Training Manual developed within the GOVAC project represents a complex approach to migration phenomena; the respective Modules include a number of various migration topics, starting with general knowledge on migration theory and finishing with ties between Moldova and its diaspora.
- ***In your point of view, what were the success factors in developing the Migration Curriculum and Training Manual for governmental institutions within the GOVAC project?***

It is important to establish cooperation between Government and Academia. I also believe that when developing a training manual for state servants, it is crucial to

know what the real needs in the vocational training of state servants are, what the focus groups is, and what expectations and challenges civil servants face in their professional work. Therefore, the involvement of the Public Administration Academy in the implementation of the GOVAC project was indeed welcomed, as we have worked in this area for a long time and have first-hand experience in this. I also think that the involvement of a broad spectrum of partners and counterparts was a strength and an added value of the GOVAC project, as it allowed the establishment of contacts and other forms of cooperation, as well as contributing to the sustainability of the entire action.

As a result of contacts established and cooperation started during the GOVAC project, the Public Administration Academy is negotiating with the Bureau for Migration and Asylum regarding the organisation of migration courses for local authorities (local public administration). This training will be based and organised according to the GOVAC Training Manual and Curriculum developed. The Academy will also involve some of the trainers – Moldovan migration experts – who participated in the GOVAC project.

- ***What were your personal lessons learned from this exercise?***

Despite my lecturing experience, I definitely learned a lot during the train-the-trainer session of the GOVAC workshop, such as what the DOs and DON'Ts for a trainer are. I was happy to meet both international and Moldovan experts in the field of migration, I learned from their experience as well.

One can also learn from the GOVAC project team how to prepare and organise a workshop, everything worked just perfectly.

- ***What was missing for you in the drafting of the Migration Curriculum/Training Manual? If you were to participate in such an activity again, what would you do differently?***

As I have already mentioned, there are no, or very little, migration textbooks which are specifically relevant for Moldova. As well as

this, the state institutions do not have a single, unified database for migration issues; therefore the data provided from several sources does not always correspond.

For future project or activities, I would also suggest trying to ensure continuity of participation in the drafting process as well

as in other project activities. It so happened that some Moldovan representatives who had participated at the beginning of the action did not appear at the final stage, or there were new participants who had not been involved from the beginning.

Ms. Rodica Rusu,

**PhD, Associate Professor,
Academy of Public Administration,
Office of the President of the Republic of Moldova**

Gert Wobbes, the Netherlands

- **Do countries and their state institutions need to have a joint Migration Curriculum/Training Manual for the vocational training of state servants? What are the benefits of such documents? What is the specific situation in the Netherlands in this regard?**



The development of a common European Asylum Curriculum (EAC) is crucial in terms of the process of further harmonisation within the European Union. The

objective is that similar asylum cases should be treated alike throughout the EU and result in the same outcome. The development of a common educational platform for national asylum officials of all EU Member States is necessary in order to achieve a higher degree of harmonisation by enhancing the convergence and ongoing quality with a view to reducing disparities of asylum decisions. The EAC has been developed with the full support of the European Commission and the national immigration services within the European Union. From the beginning of the EAC project, the Netherlands was involved in developing the different modules. Many immigration officers in the Netherlands have participated in every EAC training (train-the-trainer) in order to train our immigration officers within the Immigration and Naturalisation Service. Now that the EAC training modules have been produced by EU experts from different national administrations and the Academic Odysseus Network, the next challenge for the asylum administrations is to implement these

modules in the national training programmes for their staff members.

- **In your point of view, what were the success factors in developing a Migration Curriculum and Training Manual for governmental institutions within the GOVAC project?**

A joint training initiative, such as the GOVAC Curriculum, is instrumental in the improvement of migration issues as it introduces practical cooperation, knowledge, and consensus around core issues of future migration policy. A common vocational training will not only promote higher quality and efficiency in the process, but also enhance uniformity in procedures and decision-making and thus contribute to a harmonisation of practice. Moreover, it is a bridge-building process between state servants and academia, including university students, which is very important.

In my opinion, the success factors which most contributed to the results within the GOVAC framework were the joint sessions, seminars, and workshops in which both the state servants and the Academia representatives, including students, participated. Participants had to work together, listen to each other, and work both on harmonisation and sharing best practices.

The practical approach applied during the implementation of the project in harmonising and sharing best practices led to efficient public support in the field of migration. It also gives students insight into the working field of the state servants in order to prepare them for a career in state institutions. If GOVAC results will indeed be included in the

upcoming agendas of both Georgia and Moldova, I believe that the effects of the Migration Curriculum on the various development goals will be taken into consideration to a greater extent in the development surveys, analysis, and strategies for both Georgia and Moldova. It could also result in monitoring and evaluation clarifying as to what extent or in which manner migration has contributed to the attainment of different development goals. This could give further guidance to policy-makers, as well as universities, on what combination of policies best serves the achieving of the development goals in various circumstances and conditions, and in this way contribute to the countries' migration and development policies.

- What were your personal lessons learned from this exercise?

A lot! First, it was a very good reflection on my own job at the Dutch Immigration Service. For example, the training on didactics and presentations was very interesting and I took a lot of instruments and examples back to my own office. Second, the way state servants and students cooperated and shared practices is a good example the Netherlands and other European countries could learn from.

I would also like to thank the ICMPD GOVAC team, especially Violeta Wagner, Xenia Pilipenko, and Alenka Prvinsek, for making it possible for me to participate in such a great and high-quality project. For me, it was a great experience; I learned a lot and I had a great time with the Georgian and Moldovan participants, the EU experts, and with my colleague from the University of Leiden, Prof. Peter van Krieken. I hope to see and work with them all again as soon as possible!

- What was missing for you in the drafting of the Migration Curriculum/Training Manual? If you were to participate in such an activity again, what would you do differently?

Drafting a part of the international protection module together with my Dutch colleague Peter ten Hove was a very interesting exercise. It was an honour to contribute to the improvement of the Georgian and Moldovan training on asylum procedure approach. What would I do differently? Maybe next time I would have more practical activities which would allow more intensive and practically-oriented cooperation with the Georgian and Moldovan asylum experts in order to better understand their national asylum policy and to hear their experience on the implementation of asylum curricula.

Mr. Gert Wobbes,

**Immigration Officer/Change Agent, Client Directorate Asylum,
Immigration and Naturalisation Service,
The Netherlands**

Violeta Wagner, ICMPD



Already during the assessment missions to Georgia and Moldova, at the very beginning of the project, it became clear that both countries have enough potential for providing institutionalised training on migration issues. However, although migration courses were already partially provided (at the Police and Ministry of Interior academies, at the Border Guards educational institutions, etc.), a comprehensive approach to such vocational training was missing. Basically all counterparts in both countries agreed that a

joint training programme on migration was indeed needed. Later, in the course of project implementation, at the time when the Migration Curriculum started to take form, some of the counterparts could not wait any longer to receive a translation to their national language in order to start to implement the course as soon as possible.

For me, as the GOVAC project manager, the biggest challenge was to organise project activities in such a manner so as they would all serve the final aim at the end – the development of the Migration Curriculum and Training Manual. At the beginning, it also seemed to be challenging for the project counterparts to understand the aim and the

methodology of the project activities. For example, the workshops were organised as roundtable discussions and working group meetings rather than as classical workshops with presentations and trainings. Another challenge was the involvement of a wide range of partners in the project, in terms of both the representatives from Georgia and Moldova, and the donors. On the one hand, such broad participation was a success factor for the achievement of the final results, whilst on the other hand it required a lot of coordination and organisational effort which had to be covered by the project team. The inclusion of representatives from Academia in the drafting and piloting of the professional Migration Curriculum and Training Manual also contributed to the overall objective of the project – the strengthening of cooperation between Government and Academia.

With regard to the activities which contributed to the development of the Migration Curriculum, I would definitely mention the first workshop, which took place in both countries already in autumn 2011. It was the first time within the project implementation when all participating agencies met, and they immediately had to carry out practical exercises on mapping the content of the future Migration Curriculum. This very first structure and content was the cornerstone of the final Training Manual jointly developed by all project partners. However, this experience showed that activities planned in the project programme and budget were not sufficient for the drafting of a comprehensive curriculum and Training Manual. After the successful workshops in 2011, most of the work was done via email communication, which is not

as efficient as face-to-face working groups. If I were to design a similar programme again, I would try to organise more working group meetings (in the form of workshops or study visits, where additional time is spent on mapping, brainstorming and practical drafting) which would be organised after the general joint workshop. These could be 3-4 day working group sessions where the representatives would meet according to their interests or migration fields (e.g. legal migration, irregular migration, asylum, etc.) and set up the main priorities and content of a specific module/part of the Curriculum or Training Manual, with support from the international trainers and the project team. Later, the developed framework would be filled in by the project team and once again considered by the interested actors. Such an approach would also create a team atmosphere in a better and more efficient way.

Another suggestion is related to the practical realisation of the Curriculum, which was only partially reflected by the project programme. During the project Elaboration Phase, after the GOVAC Curriculum was drafted and piloting of its first Module organised, counterparts in Georgia and Moldova expressed a wish to have all Modules piloted. Unfortunately, the project had no resources planned for such an exercise and this should be taken into account for possible future activities.

However, having said that, the success of the Migration Curriculum and Training Manual drafting exercise was for the most part supported, and I would like to highlight the excellent cooperation and dedicated joint work of all project partners, to whom I take pleasure in expressing my highest gratitude.

Ms. Violeta Wagner,

***GOVAC Project Manager,
International Centre for Migration Policy Development***

Conclusions and Lessons Learned

Need and relevance of the activity for the project outcomes

The development of migration curricula in both the Academia and Government modules represented one of the most important outcomes of the GOVAC project. All activities within the project were aimed at the elaboration of the concept, development, and finalisation of this training and educational tool. In the Academia module, the curriculum development was trusted to the professionals in this field – universities lecturers and professors, whilst in the Government module this exercise required a lot of consolidated efforts focused on identification of vocational training needs and goals, establishing of intended learning outcomes of a future migration course, as well as choosing the best methods and tools for curriculum development. The Georgian and Moldovan experts were also supported in this process by the professional trainers from the Training Centre of Justice (Georgia), the Public Administration Academy (Moldova), and other project experts, with central support being provided by the ICMPD and DRC GOVAC project team.

For both countries, Georgia and Moldova, the situation assessment revealed that “academic educational programmes and research activities on migration have not been sufficiently developed”, which was subsequently mirrored by the fact that “scarce contacts between government and academia [were compromising] the possibility of developing evidence-based policies on migration management”. The project experts also indicated that “up to now the efforts to provide comprehensive migration training were not consolidated”. The staff within the governmental institutions are “constantly in need of an upgrade of their skills”, mainly due to staff rotation, therefore, all experts, including Georgian, Moldovan and EU project partners, agreed that the development of a comprehensive Migration Curriculum was an important step in the general development of migration policies, as a curriculum “developed within the GOVAC project represents a complex approach to migration phenomena”.

Organisation and implementation of the activity

The drafting of a Migration Curriculum from both the Academia and the Government modules included a whole range of activities. Therefore, the overall success in elaboration of the curricula depended on the implementation of the project as a whole. As established in this report, all the organisation and implementation of all activities was highly evaluated by participants and experts, and the GOVAC project was in general a “high-quality” action. Experts have also mentioned that “one can learn from the GOVAC project team how to prepare and organise a workshop, everything worked just perfectly”.

However, within such a project, where only a few workshops/study visits are organised, it is impossible to implement the entire drafting procedure during the joint activities. Thus, strong support in drafting, merging different opinions and options, and technical support production of the documents was needed. These tasks were mainly implemented by the ICMPD project team and they can, therefore, be hardly evaluated by other project counterparts.

Lessons learned and recommendations for future actions

It is always welcomed within a project when project partners in beneficiary countries can assimilate themselves to the final outcomes of the project. It is only possible to achieve such a feeling of ownership if these partners are directly and jointly involved in the elaboration of outcomes, rather than receiving project results in the form of recommendations or guidelines from international experts. Therefore, it should be recommended to continue implementation of similar actions where the active and practical involvement of counterparts is in focus. With regard to lessons learned, the experts mentioned that the “practical approach applied during the project in harmonising and sharing best practices led to efficient public support in the field of migration”. Furthermore, the “involvement of a broad spectrum of partners and

counterparts was a strength and an added value of the GOVAC project as it allowed the establishing of contacts and other forms of cooperation, as well as contributing to the sustainability of the entire action". The following suggestions on implementation of similar actions in future were highlighted by the partners:

- It is advisable to sign a Memorandum of Understanding or other framework document on cooperation between partners (in the case of GOVAC, between Academia and Government) already at the beginning of the project as it will ease the development of the project programme and its implementation actions;
- The project implementing team should ensure the continuity of participation in the project, i.e. that the same experts participate during the whole duration of the action or at least there is a coordinating person(s) from each institution whom is always present and who keeps the institutional memory of the project during the project implementation;
- If future activities involve elaboration of such a multi-thematic document as the Migration Curriculum, it is advisable to have interest-based sessions besides the joint meetings where specialists could discuss, exchange experiences and carry out practical work on a particular issue;
- When developing a programme for a similar action, it is recommended to include more activities with direct involvement of experts from beneficiary countries. The best form of involvement would be working group sessions rather than workshops. Working group sessions could also be planned during the study visits or other activities in order to save costs and participants' time. However, direct face-to-face contact, joint work, and a team atmosphere would also facilitate elaboration of the project outcomes;
- It is recommended to always include longer and more intensive piloting activities of newly-developed instruments and tools. Pilot training of one of the curriculum modules organised within the GOVAC project was welcomed by all participants, however, there was a strong wish to implement the piloting of all modules, as "learning by doing" is the best way of improvement for all partners involved. Therefore, the budget and programme of future actions should give appropriate room for such activities.

Project Partners Testimonials

Zuzana Spudilová, Slovakia



It is an honour for the Migration Office of the Ministry of Interior of the Slovak Republic to work as a partner on such a valuable and useful project as GOVAC.

In the past, we participated in the GDISC ERIT Project in Ukraine, and when evaluating both (GDISC and GOVAC), we came to the conclusion that it not only brings a sharing of knowledge on the international level, but makes us think of the same questions over and over again, like in the beginning of the organisational setup, or when thinking about future direction, what to do differently from what we are doing now, how to make things better, and how to find ways to achieve similar outcomes. Briefly put, it is about both giving and gaining cooperation. Such initiatives as GOVAC are therefore definitely among the top priorities of the Office's tasks planned for each year.

At the Migration Office, we have thought several times, in different scopes, about how to involve Academia (universities, the Slovak Academy of Sciences, but also NGOs and international organisations) for the purpose of employee training programmes. We have also included this intention in the Action Plan of the Migration Policy of the Slovak Republic until 2020 (2012-2013). The scope of possibilities is broad: for example, lectures on the countries of origin of the asylum seekers from the political, historical and cultural points of view, supervision of those who come in direct contact with asylum seekers (e.g. to prevent burn-out syndrome), cooperation in preparation of the socio-cultural orientation plan, detection of and work with the victims of human trafficking, as well as other possibilities for psychological intervention, and social work (in the asylum centres and within the integration process)². Cooperation with universities could be done, for example, through a programme for student internships in the Migration Office premises. At present, students of social work or law, when writing diploma theses in the field of migration, very often visit the Migration Office for consultation. Last year, some of the employees had the possibility to attend the Summer School of Migration Studies in Bratislava organised by IOM (both as lecturers and target group). So far, the majority of training activities are covered by EAC trainings, in-house trainings, and information provided, for example, via European Migration Network activities. But still, to start up the official cooperation between Academia and Government, such as within the GOVAC project, could be of great added value. It might also be a source of valuable immediate feedback on policies and practices, providing space for improvement. Another possibility is a cooperation on the process of migration policy preparation and law amendments. The cooperation may thus cover the lack of personal capacities in the field of migration, especially on the analytical level.

As mentioned before, we would welcome a similar initiative such as GOVAC within our environment as well. This is especially important in the present situation of a financial crisis. We see the space for uniting forces, where both sides (Academia and Government) can move forward through common cooperation. We think that to have a "Migration Curriculum and Training Manual" based on this cooperation has a very positive impact on the whole process: in its initial visibility, in its clarification of needs and in defining the particular space for cooperation. At the same time, we consider the developed Training Manual very well structured – it is not only about passive reading, it requires deeper thinking about topics combined with practical examples. The Training Manual includes different lecturing methodologies – not only such widely-used (sometimes overused) presentation techniques, but also group/partner/individual work on case studies, practical exercises and role games (in

² Please note that the Slovak Migration Office deals with the asylum agenda only, not with the general migration as the name of the Office might suggest. This is also the reason why the scope for cooperation with universities and academia might seem limited or too specified. But of course, this cooperation may broaden when other offices and ministries are involved.

particular for the part of the training related to skills). At the same time, it is useful to also have a common training manual for the all aspects of migration (not just, for example, irregular migration, law, or asylum only). It is a good start for further – more specified – trainings.

The Summer School was also an excellent idea, we have also learned from personal experience (please see above) how individuals can start to see the migratory situation from a broader perspective and that this fact contributes to building expertise and finding more suitable solutions for challenging situations. What we specifically highlighted was:

- The motivating element of the Summer School in Georgia – the most successful students had the possibility to publish their research paper and to receive internships in state institutions;
- The preparatory element – students were expected to prepare the migration-related research in advance of the Summer School. The chosen topics for the Summer School were also interesting.

It brings us to the idea that further feedback or evaluation on research done in the form of students' final theses is missing in our environment.

It is also an unforgettable experience for the trainers themselves: at one of the workshops for example, the first day was also devoted to the preparation of those giving presentation – "training for trainers", where it was discussed how to prepare the training, the meaning and importance of verbal and nonverbal communication, and introduced the various kinds of training methods.

Later on, we would welcome the feedback from Moldovan and Georgian counterparts: what was the specific added value for them and what they would like to be updated on concerning the cooperation outcomes between Government and Academia in the future (e.g. whether it is the cooperation which would help in the initial training process or whether the cooperation would become a natural component of the overall training plan for each year).

We also very much appreciate the GOVAC project newsletters. It could also be a good idea to have information on the webpage regarding relevant training materials and literature that exists on the international and national levels (via the national contact points).

Lastly, we would like to express our great thanks to all project partners, especially to the implementation and coordination team: Project Manager Violeta Wagner, Alenka Prvinsek, Programme Manager Martin Hofmann, and Xenia Pilipenko; and from the Academia, to Prof. Peter van Krieken. Thanks to their knowledge in this field and great work, the project is so successful and useful.

Ms. Zuzana Spudilová,

***Migration Office
Ministry of Interior of the Slovak Republic***

Zdeňek Bělonožník, Czech Republic

Both the objectives and the methodology of the GOVAC project fully correspond to one of the principles held by the Czech Republic concerning migration policy: migration management can only work effectively when it is based on access to full and exact information about migration flows. The cooperation of governmental authorities and the academic sector promoted within GOVAC definitely contributed to such a sound "information management". While state authorities possess statistical data from official datasets, researchers can complement/correct it by qualitative data from their own specific research, suggest interpretations of particular statistical trends, or place national phenomena in wider – regional or global – contexts. On the other hand,

research in migration is only reasonable when it truly understands the roles and the motivations of all actors involved, including governmental authorities, who are bound by the full spectrum of the nature of factors of political, economic, legal, security and international policy.

Education is another area where both – Government and Academia – points of view could be joined. Systematic and standardised professional education of governmental officials dealing with migration substantially increases the capacities of the staff, allowing them to approach daily tasks with an understanding of the broader contexts. Indeed, it is this broader knowledge which in particular helps to effectively solve non-standard situations that exceed daily routine. Moreover, a system of professional education constitutes a certain institutional guarantee of a stable quality of services provided in a situation of great fluctuation of staff, which can often be observed in the government sector.

The Czech Ministry of Interior is happy to have been able to share through this project its experience with the establishing and running of an interagency analytical centre for migration and border protection in a project which we find a good lesson in the holistic and interdisciplinary approach to migration phenomena. There are also examples of cooperation of our Ministry with universities, in organising "summer schools on migration" or during the establishing of Migration and Development as an official subject of study at university. Nevertheless, when it comes to interaction between Government and Academia, the experience of GOVAC in Moldova and Georgia remains inspiring and will be further learned from by the Czech Republic.

Mr. Zdenek Belonoznik,

***International Relations and COI Unit,
Department for Asylum and Migration Policy, Ministry of Interior,
Czech Republic***

Mariam Keburia, Georgia



I was privileged to participate in the Migration Curriculum training arranged in Kachreti, Georgia, from 5 to 7 December 2012, as a trainee, and later as a trainer.

Through my communication with the international experts working in the field of migration and with my Georgian colleagues, I gained awareness of the goals and achievements of the GOVAC project, the experience and challenges in Moldova, and the vision of all the devoted people who put their efforts into the project. I also believe that the main objective of the project – the establishing of cooperation between Government and Academia with the purpose of creating mutually supported migration policy, strengthened by academic research and participation – is important for Georgia as well.

As part of the workshop, we were equipped with all the necessary knowledge and skills which are crucial for delivering training, and were strongly encouraged to transfer our knowledge to the students in attendance. I am convinced that the format of the activity was very successful since it built a dialogue between the representatives of the governmental organisations and the representatives of the academia. Our activities were highly interactive and included the exchange of information and ideas.

I am also grateful to my colleagues from different governmental institutions who attended the above mentioned workshop. We had a great opportunity to exchange knowledge from the perspective of each governmental institution regarding our activities in relation to migration management.

In terms of organisation, I can only underline that the GOVAC team did a great job in providing for our smooth and productive interaction. The fact that the training was arranged

outside the capital was an additional motivating factor for me – and probably for other participants, too – to get fully involved in the issues discussed during the meetings.

I do hope to see the Migration Curriculum successfully implemented at Georgian universities and governmental institutions, and wish to see GOVAC commitment resulting in the advancement of our country's migration policy.

Ms. Mariam Keburia,

***Office of the State Minister of Georgia
for Diaspora Issues***

Ketevan Gorgoshidze, Georgia

- ***What were your personal lessons learned from your participation in the GOVAC project?***



Through the project, I got a deeper understanding of Georgia's standpoint in terms of its migration policy, development, and structure of migration institutions. The project made me see the importance of sharing experience and knowledge and the value of cooperation among different stakeholders. I also learned different training methodologies and techniques that are very valuable for my experience.

- ***In what activities did you participate?***

The kick-off conference in Moldova; the Knowledge Transfer Workshop in Tbilisi, Georgia; the Summer School in Grigoleti, Georgia; and the Training of Trainers in Kachreti, Georgia.

- ***If you knew that such a project would be implemented again, what would you suggest to change or add to the programme?***

I wouldn't suggest changing a thing. In my opinion, the project was well thought through, correctly planned, with the right focus, and was context-tailored.

- ***In general, what is your personal impression of the implementation of the GOVAC project?***

My personal encounter with the GOVAC project was exciting and challenging, mainly because this was a brand new approach to migration management in Georgia. The main aim of the project was to bridge government and academia on migration issues, making them cooperate and come up with a joint result. The fact that these parties would have to collaborate made the outcome of the project unpredictable for me at first. However, the implementation process showed very successful results. The level of engagement of all counterparts was very high and fruitful. Although the scope of my work included technical and organisational support of the project, at some point I found myself as engaged and interested in the whole process as the beneficiaries. I can see now that with accurate planning and in-depth analysis, such a smooth and successful implementation of an ambitious idea is absolutely viable.

- ***Was there something specifically interesting/important for your work in the GOVAC activities/programme?***

It was very interesting to participate in the process of developing a migration training curriculum, in the training sessions of Government and Academia, in sharing a working environment with international professionals in the field of migration, observing the formation of a migration training manual, and working with the amazing GOVAC project team, who did an enormously commendable job.

Ms. Ketevan Gorgoshidze,

***GOVAC project team member,
Danish Refugee Council, Georgia***

Orest Tarita, Moldova



In my point of view, the GOVAC project was a successful and useful exercise.

Most of all, I would like to mention the high level of organisation of the workshop in Vadul-lui-Voda (Moldova) in October 2012, in which I participated. Furthermore, the issues that were addressed during the seminar were interesting, as was the methodology applied during the workshop and unusual ways of participant communication and collaboration.

We were given the task of elaborating our presentations for pilot training during the preparatory session. Together with Ms. Valentina Ungureanu, Head of Section at the Ministry of Labour, Social Protection and Family, I was responsible for a presentation on “Access to the labour market in the Republic of Moldova based on the existing legislation”, where we also spoke about the possibilities of foreign citizens to integrate themselves in our labour market. This preparatory work, as well as the piloting during the last day of the workshop, helped me a lot in my practical activities, which are mainly related to lecturing on issues of demography and migration. It is highly desirable to organise similar activities in the future.

Wishing the GOVAC team good health and success, I would like to express my highest compliments for their dedicated work.

Mr. Orest Tarita,

***Chair of Political Sciences and International Relations Department,
Academy of Public Administration,
Office of the President of the Republic of Moldova***

Nino Japaridze, Georgia



My participation in the workshop in Kachreti (Georgia) in December 2012 was the very first time that I participated in a project of this kind. I would emphasise that each exercise and activity conducted during the workshop was very important and memorable for me, giving me specific experience and knowledge in the migration field. I participated in the train-the-trainer session, as well as preparing and making a presentation on consular protection of citizens abroad during the piloting session of the workshop.

The work environment during the activity was very pleasant, not only for me, but for all participants involved. I could not think of anything that should be changed in the programme and methodology: everything was very well-organised.

Ms. Nino Japaridze,

***Consular Department,
Ministry of Foreign Affairs of Georgia***

Valentina Ungureanu, Moldova



During the implementation of the project, I participated in two activities which were impeccably well-organised and which confirmed the level and value of the other project activities.

Given the project goal – to provide training and develop independent and institutional capacities to improve migration management, to develop sustainable and effective cooperation between Academia and Government – the activities of the workshop in November 2011 on elaboration of a professional Migration Curriculum achieved their objectives.

During the project, the key players from academia and government were identified and encouraged to cooperate in order to improve the knowledge and expertise in the area of research and training on migration issues. A draft Migration Curriculum including respective modules was developed within the multidisciplinary environment enabled by the project. The sharing of best practices offered in the workshop should also be mentioned as an important exercise.

Another activity, the workshop on training of trainers and piloting of the Training Manual, which took place in October 2012, deserves special appreciation for several reasons, including the professionalism of the international experts and their ability to keep the audience interested and constantly involved. In addition, the instructional materials and methods completely captured the participants, and in this way, the workshop also enhanced cooperation between governmental institutions and academia, as well as their abilities to give lectures and presentations. Thus, knowledge transfer capacities have been strengthened and a professional team of trainers has been created.

Considering the lack of systemic knowledge on migration in Moldova, the project also contributed to the development of the legal and institutional framework, and improvement of services to migrants, citizens, and foreigners (basic human rights, security measures, access to justice, legal migration opportunities, possibilities of integration and reintegration assistance, etc.). In my point of view, the continuation of such activities is necessary and appropriate, with the special focus being on providing support to:

- The development of education concepts on migration in academia and attracting young people to know the challenges and identify possible solutions to solve them;
- Involving specialists from the state institutions in the educational process at universities;
- Strengthening involvement of all actors at the local level, including civil society, by familiarising them with possible challenges related to migration.

Ms. Valentina Ungureanu,

***Chief of Migration Policies,
Ministry of Labour, Social Protection and Family of Moldova***

Contact Information of GOVAC project team (ICMPD)

The “**Building Training and Analytical Capacities on Migration in Moldova and Georgia**” (GOVAC) project, implemented by the International Centre for Migration Policy Development (ICMPD), the Danish Refugee Council (DRC) in cooperation with several EU MS and funded by the European Union, has been completed in May, 2013. The GOVAC project has established a model of building a bridge between government and academia – decision-making and knowledge-producing actors in the field of migration as well as applied an innovative methodology for the development of cooperation between state institutions and universities: joint elaboration of educational and training migration curricula, round table discussions on research needs and priorities, a summer school, joint implementation of applied migration research, piloting of newly developed migration course, etc.

Although the project is completed, ICMPD and other project partners are looking forward to possible follow-up. For further references on the GOVAC project, this report and other project materials, the project implementation team members from ICMPD can always be contacted:

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Lessons Learned: Academia and Government in Action

International Centre for Migration Policy Development, 2013

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