

Social Cohesion and Integration

A presentation of methods for violence prevention and conflict transformation in development cooperation as a possible contribution to the integration of refugees

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Introduction

Background

Almost two thirds of the partner countries of German development cooperation are affected by conflict and violence. In many of these countries, people decide to leave their homes in order to escape from the resulting dangers. The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) aims to reduce the causes of displacement, while supporting refugees, internally displaced people and host communities.

As part of its internal Network International Cooperation in Conflicts and Disasters (NICD), GIZ has established a working group on violence prevention. The document you are now holding was produced by that working group. It aims to demonstrate how some of the approaches and methods used in the development cooperation context for the prevention of violence could also be beneficial in the development of socially inclusive communities coping with an influx of refugees.

Above all, it addresses those social aspects of integrating refugees that are directly related to the topics addressed by the respective GIZ programmes. It refers only briefly to other areas, such as legal-political aspects (e.g. questions of citizenship, work permits, recognition of qualifications, etc.) or

economic aspects (access to the labour market, financial security, etc.). Other GIZ projects and programmes have gathered useful experiences in these areas, which will not be described in greater detail here.

The text is aimed at development cooperation experts who want to contribute to the integration of refugees, and at other key actors in that integration process. It should help improve the availability and usefulness of the extensive experiences accrued in the field of development cooperation related to violence prevention, conflict management, social cohesion and the integration of hitherto marginalised groups. The target group includes colleagues, partners and other actors working for the integration of refugees, who also want to ensure social cohesion within the communities. The document should inspire exchanges between experts in GIZ programmes working for violence prevention and the integration of refugees.

The text draws mainly on the literature and websites cited as sources, and on GIZ's lessons learned, where these have been systematically recorded. This is complemented by interviews conducted with GIZ experts, with diverse actors involved in refugee integration, and with unaccompanied refugee minors.

Participatory planning in a refugee camp.



Context

Never before have so many people around the world been forced to flee their homes. According to UNHCR, in 2015 more than 60 million people were displaced. (Of these, 19 million were refugees outside their home countries.) The total number of all the displaced people might actually be higher. The huge increase in the demand for accommodation, sustenance and integration for the displaced people presents the host communities with big challenges. It is an enormous task for the host countries and communities to put in place the necessary conditions for integrating refugees, and to offer them inclusive and equitable participation in the future.

The continued need to overcome language barriers is not the only shortcoming. Various factors threaten the peaceful co-existence that should occur in the communities. On the one hand, parts of the population in many countries greet the refugees with openness, showing great willingness to help and to volunteer their services. In some circumstances, important economic actors welcome the arrival of migrants and displaced people – provided, in the case of foreign refugees, that they have permission and opportunities to work. However, there is also a tendency for citizens to react to the new situation with insecurity, fear and anger, even if there is often a lack of information regarding the context and the challenges. This not only undermines the integration, but it also weakens the social cohesion in a society where different groups should feel a sense of belonging and acceptance. Further consequences of this can include radicalisation, polarisation, acts of violence against displaced people, and a significant rise in right-wing extremist crime.

On the one hand, there is a growing tendency in the public discourse to assume integration is a one-way debt owed by the migrants and refugees ('the refugees should adapt themselves to us'), rather than as a collective effort that provides an opportunity for a society's positive development. On the other hand, more and more policymakers are coming to understand that migratory movements are a part of our contemporary reality and that, if immigration is to be managed successfully for everyone involved, appropriate capacities (competences, standards and institutions) need to be created. Until now, a lack of funding for integration measures in local communities has often presented a major challenge.

Social cohesion is the highest collective goal

Exclusion is an expression of violence in itself, and it can lead to manifest, physical forms of violence. Conversely, therefore, integration helps to prevent violence. Integration and prevention result in respect and the appreciation of diversity, as well as a feeling of belonging. This is demonstrated time and again, above all in the partner countries of development cooperation which are sometimes extremely polarised.

Primary prevention

The GIZ programmes mentioned above are predominantly interested in primary means of violence prevention. This analysis therefore builds on a similar understanding of prevention. Unlike secondary or tertiary prevention, primary prevention is not specifically aimed at people at risk, or at people who have already become victims or perpetrators. In general, it aspires to prevent possible threats by revealing and changing the conditions and risk factors that support violence, or by strengthening the target group or actors by promoting social competences, asserting their rights, encouraging dialogue between groups, and through empowerment. It is about opening up and highlighting new life prospects for people. As such, pointing out parallels between (primary) prevention and integration is not in itself stigmatising, either from the point of view of the refugees, or with reference to groups within the host communities.

In many local authorities and communities, there are already a large number of initiatives and projects working to dismantle prejudices and fears, to transform conflicts by means of improved communication between the actors, and to establish a level of social coexistence. With respect to refugees, it is also important to establish a dialogue, a common understanding and a basic consensus in line with the rights and duties under the respective constitution. In this context it is the purpose of prevention measures to preempt uncertainty and ignorance, to address fear and anger with educational activities, and to provide the space for communicative approaches to conflict transformation. By achieving these things, they will contribute to a sustainably inclusive and socially coherent society.

Social cohesion

This term is used to signify the social solidarity within a society. Efforts to achieve inclusion and integration are part of this, and they counteract exclusion. All people are entitled to participation, in an equitable manner and with their respective competences. Social cohesion has both a material significance (e.g. fairness of incomes) and a non-material significance (e.g. 'community spirit', a sense of belonging and togetherness, and shared convictions, values and rules as a 'social capital').

At the same time, prevention creates opportunities for social, political and economic participation on the part of marginalised people, for example youth who have few prospects. Their sense of belonging and identification with society is strengthened. They become more resilient in the face of radical groups and violent actors, such as jihadists or right wing extremists. Moreover, preventive and inclusive local planning helps counteract segregation and the formation of ghettos. As such, prevention measures can forestall processes of stigmatisation, criminalisation or radicalisation, both among the youth of the host communities and on the part of the new arrivals in the country.

In this respect, the aim is to shape a society in which as many people as possible feel appreciated and represented.

Example scenarios of integration and social cohesion in communities

The following example should demonstrate briefly how social cohesion can develop in different scenarios at the community level. A worst-case scenario, a realistic scenario and an ideal scenario are used to illustrate more clearly the potentials and risks affecting successful integration, which provide entry points for development cooperation methods. The method used to develop the scenarios was borrowed from the approach described later in this document for assessing conflict situations.



Example: Inadequate information about support services

Marginalised groups in a community feel it is unfair when support is provided to refugees, and active opponents of asylum seekers often reinforce them in the impression that such support is provided at a cost to them (example: 'Luxury accommodation for asylum seekers'). If there is no parallel communication strategy to clarify the situation, for example with properly moderated information events, justifiable support services might contribute inadvertently to a worsening of resentments and conflict.

Scenarios

„**Worst case**“: The local administration views the new arrivals rather as an additional problem and a disruptive factor. The provision of refugee accommodation is enforced in a way that is not transparent. Civil society is weak and is, to some extent, pressurised by radical right-wing groups. There are also strong reservations in clubs and societies: people do not want to accept 'foreigners'. No efforts are made, therefore, to promote or coordinate integration measures. At the same time, groups offering support to the refugees are intimidated. A climate of fear prevails, both among the citizens of the host communities, and among the refugees themselves. Mutual mistrust and anger increase. The refugees are stigmatised and excluded from all areas of public life. Isolated cases of violence occur. Among the refugees, above all the youth, frustration builds up. Instances of failure play a more important role in their perceptions of the new life. It seems that protection, understanding and consolation are only available within their own ethnic group – those with whom they also share a language. Social networks also play a large part in this. Many of the younger refugees enter into a parallel world, communicating almost exclusively with their own compatriots on with their home country itself. Some of them establish contacts with extremists. Meanwhile, in the community, the interest in right-wing groups starts to grow among adolescents as well.

‘**Most likely**’: The local administration has an ambivalent attitude to the refugees. Accordingly, its external communications are contradictory. Although a committee is formed with responsibility for integration, time, money, motivation and capacities are all largely missing for the coordinated pursuit of an effective strategy. Responses are limited to diverse initiatives by isolated organisations, associations and individuals. Meanwhile, many of the stakeholders and citizens in the host community view integration as a debt of obligation on the part of the refugees, who they feel should adapt. While the community becomes more polarised, there is no immense shift to the right. Acts of violence against refugees do not occur, but many of the new arrivals experience rejection and exclusion, and have the feeling they are treated badly. They would like to move to a city where there are more people from their own country. At the same time, local medium-sized enterprises are happy to see vacancies for apprenticeships being filled.

‘**Best case**’: The local administration and civil society view the new arrivals as an opportunity and decide to invest more resources in their integration. Sports and leisure clubs, as well as the refugees themselves, along with their carers, contribute actively to the coordination meetings. Based on external advice, a communication strategy is developed and imple-

mented. Moderated discussion events are held in districts where many of the citizens harbour resentment against migrants. Many citizens acquire a more realistic picture of the conditions in which refugees are living. Right-wing groups find it increasingly difficult to mobilise citizens, not least because the latter feel they are included in the decision-making and because the refugees are integrating themselves well in community life, in schools, companies and clubs. Numerous friendships develop between community members and the newcomers. Many of the latter are quick to learn the local language (where necessary); they move around with growing confidence and independence, and they are receptive to the cultural norms communicated to them. In the medium and long term, immigrants with different levels of education contribute to an upturn in the local economy, either as employees or as entrepreneurs.

The following table provides examples of methods which can contribute to social cohesion as part of the integration of refugees, based on experiences of violence prevention and conflict transformation in GIZ programmes:

GIZ prevention programme	Example method
VPC – Inclusive Violence and Crime Prevention Programme, in South Africa https://www.giz.de/en/worldwide/17705.html	Participatory situation analysis; planning and implementing measures for community safety
PREVENIR – Regional programme: Preventing youth violence in Central America (El Salvador, Honduras and Guatemala) https://www.giz.de/en/worldwide/13494.html	Non-violent communication between schoolchildren, parents and teachers
JOSY – New prospects through academic training for young Syrians and Jordanians, in Jordan https://www.giz.de/en/worldwide/37925.html (website in German)	Support and training for young refugees and local youths
FOSIT – Promotion of integral civil security and transformation of social conflicts, in Guatemala https://www.giz.de/en/worldwide/28443.html	Letters from women – Communication-based transformation and prevention of violence
FASPAR – Strengthening the social participation of Palestinian refugees in Jordan https://www.giz.de/en/worldwide/360.html	Participatory improvements in the living conditions of refugees
Strategies for context sensitivity and the evaluation of conflict situations. These are considered key prerequisites for the implementation of development cooperation measures, and as such will be discussed in a special chapter related to the integration of refugees. Relevant contact points within GIZ are the Competence Centre Peace and Emergency Aid, within the Division Governance and Conflict of the Sectoral Department; and the sector programme 'Peace and Security, Disaster Risk Management', https://www.giz.de/en/ourservices/security_reconstruction_and_peace.html	

Participatory situation analysis; planning and implementing measures for community safety

For the integration of marginalised youths, such as young refugees, personal interaction with figures of attachment in their immediate social milieu play an important role. Such people have a decisive influence on a young person's decisions, and on the systems of identification and reference to their individual living environment.

For this reason, for prevention and integration alike, it is highly significant to include people such as neighbours, teachers, parents and training supervisors. To be able to develop a synergetic effect, these people should be taken into consideration when planning and carrying out measures.



Example: Dialogue and participation in the planning of measures

A shelter for refugees is to be established in a local authority area. The citizens and interest groups are invited to attend several moderated civic dialogue and planning meetings, where they are actively involved in organising the integration of the new arrivals. As a result, the local people are generally positively disposed towards the refugees and their shelter.

In a different community, residents are presented with a prearranged solution, without their involvement. The increasingly conflictual communication between the different groups lacks any structures or facilitation. The situation escalates and culminates in violent confrontations.

To achieve the kind of integration in the community that promotes social cohesion, it is necessary to be familiar with the social groups involved, in the context of their living conditions. The significance of the needs of both the host community and the refugees are often underestimated. Without a deeper understanding of the characteristics and circumstances of the groups involved, it is hardly possible to devise measures appropriate to the situation or to initiate a successful collaboration. Their only involvement is very important. It is therefore an option to conduct a participatory analysis of the environment and social milieu in the course of the strategy formation and the implementation of measures.

Comparable steps were taken in most of the GIZ programmes presented in this document. Here, they will be illustrated using the example of the toolkit for participatory planning and violence prevention measures in South Africa.

Presentation of the methods, their objectives and results

Introduction

As part of a violence prevention programme in South Africa, neighbourhoods and public spaces that were previously extremely insecure and dangerous are now collectively redesigned, managed and maintained by residents and important municipal actors. To this end, practitioners are introduced to the systemic planning of violence prevention at the local authority level.

The safety of public spaces has a big impact on the citizens' quality of life and on their ability to contribute to public life and development processes.

This builds on participatory and interactive problem analyses and planning processes, and it assumes the following premises: If the main actors and victims themselves play an active role in developing the safety of their communities, this will bring a sustainable change in their own behaviour. The people involved identify themselves with the development; they demonstrate a sense of responsibility for the neighbourhood and for other community members. Communication improves and becomes more constructive.

This approach was taken, for example, in the upgrading of public parks in Johannesburg, which had previously been perceived as being chaotic and unsafe, with, for example, muggers and drug dealers. For more information about the park upgrade project: (www.saferspaces.org.za/blog/entry/designing-for-safer-inner-city-parks-in-johannesburg)

Background: The example of South Africa

In South Africa, a good 20 years after the end of apartheid, large sections of society still feel excluded from progress. In the larger cities, the consequences of the old municipal policies of segregation are still tangible. Extreme inequality and densely built settlements lacking in public amenities go hand-in-hand with high unemployment and a paucity of future prospects, especially among the youth. This encourages crime and violence. The municipalities lack the necessary resources and expertise to promote greater security in their communities. It is one of the core tasks of GIZ's Violence and Crime Prevention Programme (VCP) to deploy violence prevention measures in order to improve the underlying conditions for the creation of safe communities:

- Key actors receive support for coordination and the clarification of their roles.
- Due to the provision of advice by GIZ, relevant government programmes are taking on board the topic of prevention.
- To embed the idea of safety as a communal task, the GIZ programme is promoting various platforms and networks, including the online knowledge site www.saferespaces.org.za, as well as the Urban Safety Reference Group, a coordination platform for urban safety.
- Young people are encouraged to be agents for positive change, and to propose their own ideas.
- The programme uses pilot projects to promote exchanges between municipal administrations and civil society.

Approach

There follows a detailed description of the processes of participatory planning and the design of safe spaces in South Africa, with an explanation of the important steps.

1. Creating the conditions for participation

An essential component of the overall process is the use of appropriate democratic and interactive facilitation methods in workshops. Processes which draw on participatory methods do not have predefined results, but are rather open ended. This makes it possible for people to play an active part in decisions that affect their lives.

In the first phase, participatory instruments are introduced as a clear and interactive means of communicating the basic concepts of violence prevention. These participatory instruments ensure that no abstract concepts are taught, but that activities always connect directly to the lives and experiences of the participants. Those involved learn to present their own points of view, but at the same time to listen to one another.

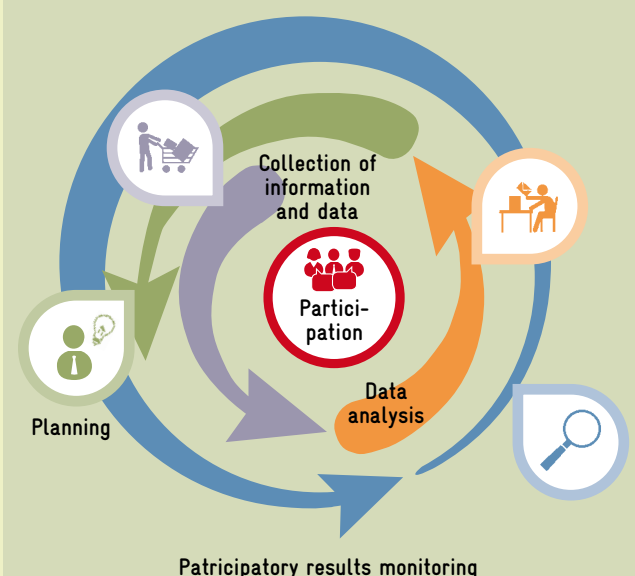
2. Collecting data and information

The tools used at this stage enable the participatory collection of data and information that are relevant to the current safety situation within the community. It is a matter not only of treating symptoms, but also of understanding the context, causes and consequences of violence and insecurity in a person's particular sphere of life.

This involves, for example, an examination of the key actors as well as the living conditions; also the causes of violence, the resources that could increase the community's resilience in the face of violence, and the risk and protection factors.

Following this step, the people involved will have at their disposal a document that presents the collected data in a structured manner. Moreover, they have already become part of a participatory process which enables them to analyse the situation, to find their own solutions and to become active.

Diagram: Illustrating the different steps in participatory planning





Local residents meet in a public space.

3. Analysing the security situation

The next step is to analyse the data. At this stage, strategic entry points are identified. Underlying risk and protection factors are identified, which enable a deeper understanding of the social interactions. The extent to which groups are stigmatised and marginalised becomes clear, and how that influences the perceptions of insecurity.

In this context, it is important to create awareness for the fact that marginalised groups require a supportive environment if they are to use their chances and opportunities. At this stage, efforts should also be made to reinforce the proactive attitude of the participants, in order to ensure change processes are addressed collectively.

4. Planning prevention initiatives

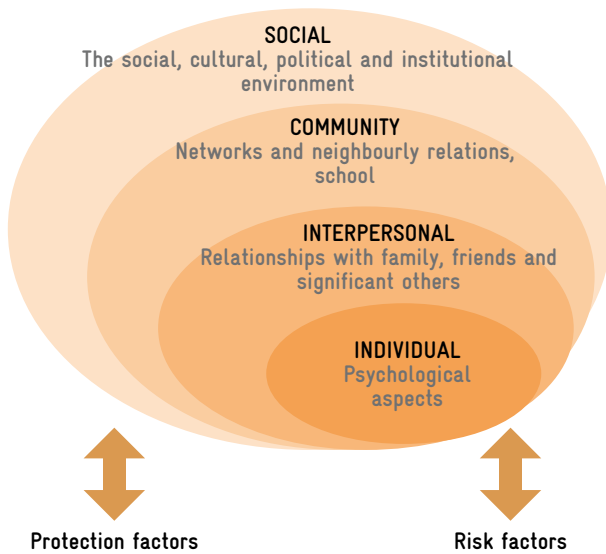
Building on this, it is possible to establish a medium-term strategy, including objectives and lines of action. The main activity at this stage is the planning of prevention measures, whether they are individual initiatives or more extensive security plans. The objectives are described in terms of desired behavioural changes on the part of the affected actors, which contribute to a supportive environment for marginalised people, while reducing risk factors and boosting protection factors.

The greater the inclusion of affected people, the higher the likelihood that people involved will identify with the measures and put them into effect. A further objective at this stage is thus to strengthen the commitment of the actors.



Example: Socialisation and interaction within the systems of actors

A systemic approach is taken to the analysis of protection and risk factors with which residents, for example the youth, are confronted – at the individual, family, neighbourhood and community levels. Here, the ‘significant others’, who interact with young people and influence their behaviour, play a central role. Examples might include their teachers, parents, immediate neighbours and peers. They could also be local politicians or police officers. Their actions open the way to opportunities and prospects of social, non-violent and productive relationships, or they can compound the risks. The behaviour of the significant others is, in turn, also influenced by social relationships which are linked together systemically.



The interactions that influence the behaviour and decisions of disadvantaged young people at different levels, for example, lay the foundations for the planning of activities that will ultimately lead to changes in the environment. Seen in this light, the focus of the intervention is no longer on ‘problem youth’ and their behavioural change, as it was in traditional models.

‘We do not see young people as the victims of the perpetrators of violence. Rather we are attempting to establish a new view of them as active agents of change, who perform an important role in the creation of safe communities.’

Linda Zali, psychologist and skills facilitator in Port Elizabeth, South Africa

Accordingly, in the context of integration, efforts would not concentrate solely on the integrative performance of refugees, but rather on the behaviour of all the relevant actors that encourages integration (protection factors) or makes it harder (risk factors). The consolidation of this approach has a correspondingly de-stigmatising effect on the integration process.

5. Participatory implementation, monitoring and evaluation

For measures intended to achieve social change within the community, it is necessary to establish an appropriate monitoring and evaluation system which enables those involved to observe and guide the development. This is about identifying behavioural changes on the part of those involved.

With the collaboration of key actors, the current state is described – that which needs changing – as well as the expected and desired future state (e.g. changes in the approach to integrating refugees, or with respect to the relevant actors’ groups in the community). ‘Progress markers’ are then identified (increments of change to be achieved, which signify progress).



Example: Possible progress markers in the context of integrating refugees in the community:

Expect to see: local key actors set up an interdisciplinary integration committee that meets on a regular basis.

Like to see: participating organisations plan at least five integration measures, which they carry out collectively.

Love to see: an average of at least 20 refugees and 20 from the host community take part in these measures and actively support other measures.

In regular participatory monitoring workshops designed to promote a permanent learning process, efforts are made to track the extent to which the progress markers are being achieved, and how the practices and measures can be geared to achievability.

Likewise, when it comes to monitoring and evaluation, a key element is the inclusion of the relevant actors and the local authority. GIZ’s VCP programme also uses information platforms to get residents involved. This has a generally positive impact on local governance because it not only increases the transparency and legitimacy of the measures, but also enhances the sense of identification and ownership on the part of the residents.

Results achieved so far

- Preservation, improved safety and better use of public spaces
- Numerous activities initiated by community and youth organisations
- Events that bring the residents together, for instance through games and collective learning (e.g. ‘meet your neighbour’ events)

- Cooperation between a wide variety of public institutions and civil society in the context of violence prevention measures and the prevention of gender-based violence
- Development of structures for the collective management of public spaces (public institutions and residents)
- Numerous contributions to the redesign and use of public spaces

How can we use this method for the integration of refugees?

Such an approach could conceivably be applied in different contexts, not only in the design of public spaces for the shared use by residents with differing backgrounds. It would indeed be well worth considering comparable methods when planning the accommodation for refugees in local communities. They could serve to de-escalate conflicts with residents, while instead highlighting things that the different groups have in common.

Key success factors derive, on the one hand, from the systemic perspective (analysis of protection and risk factors in different systems of interaction, including the family, schools, neighbourhood, community et cetera), but also from the participating inclusion of all the main stakeholders.

With respect to the replicability of the methods, it is important to note that there is always a need for facilitators and trainers who have experience of using participatory and interactive methods, and who are familiar with the systemic approach to social change processes.

The tools can be adapted flexibly to the respective needs, and applied across the available timeframe.

The VCP programme in South Africa has developed a Toolkit for Participatory Safety Planning, which explains in detail the methods described here as well as the participatory instruments for the design of workshops. It is available from the following website: <http://www.safer-spaces.org.za/learn-how/entry/building-safer-communities-toolkit>

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Non-violent communication between pupils, parents and teachers

Many displaced minors, as well as children and adolescents from the families of asylum seekers and refugees experience frustration and setbacks in school. They feel marginalised and misunderstood by the teachers.

A number of the young people interviewed feel themselves to be treated unjustly in school, and they say this is due to the colour of their skin, their origins or their status. For example, they always get the blame when conflicts arise.

When young people attend integration classes, they often have no contact to the other classes. Moreover, the schools themselves rarely encourage or initiate exchanges. As a result, youths of the same nationality or with a common language group together during the school breaks, which does little to promote integration.

Example: When separation is the solution

In one school, the classes for refugees and those of other pupils have separate break times, a move justified by the school management on account of a 'safety risk'. As a result, there is hardly any contact between groups. While some parents raise their voices against 'too much interaction', the parents' council and many pupils are calling for shared breaks and more contact.

In primary schools, refugee children are directly integrated, but they often have to contend with teachers who are over-stretched and ill-prepared for the situation, who have little understanding of their role and who lack the appropriate skills for the integration and encouragement of such children. In addition, the teachers have to deal with the concerns of the other parents, who feel their own children's learning performance is being put at risk due to the growing demands of integration.

In some cases, this leads to the exclusion of the refugee children, whose potential is not sufficiently promoted.

Example: Helpless and speechless in families and classrooms

The teachers in one primary school want to rid themselves of a schoolboy with an Arabic background. His parents are refugees who can barely speak the language of the host society. The boy is performing very badly at school, except in sport, where he also gets on well with the teacher. Some of his fellow pupils tease him; he has few friends, and on several occasions has drawn attention to himself with extremely aggressive behaviour when angered. His class teacher cannot cope with his behaviour at all. She feels that he's distracting her from teaching important material to the rest of the class. She mainly resorts to punishment, because her warning talks with the parents do not seem to bear fruit. The boy feels despondent and would prefer not to go to school at all.

Experiences gained by GIZ through a project in Central America clearly show how it is possible to systematically shape the communication between parents, pupils and teachers in a more constructive manner, while encouraging empathy.

Presentation of the methods, their objectives and results

Introduction

In Honduras, Guatemala and El Salvador, a method known as Miles de Manos (English: 'Thousands of hands') is being used to strengthen the educational and communication skills of teaching staff and parents, as well as their cooperation for the benefit of the schoolchildren. Miles de Manos is being implemented as part of GIZ's regional programme, Preventing Youth Violence in Central America (PREVENIR). Training units comprised of a series of meetings and events help the adults to better appreciate their role as key figures in the lives of the children and young people.



Miles de Manos participants, including parents, teachers and school pupils.

In this method, important stakeholders at the national level are the decision-makers in the education ministry, as well as the teacher training institutions, universities and non-state organisations in the education sector. Their role is to embed the method sustainably in the education strategies and curricula. At the district level, employees of the education ministry and local NGOs receive training as multipliers. The training programme itself is aimed at teaching staff and parents.

The purpose of Miles de Manos is to motivate teachers and parents to interact with children and young people in a respectful, responsible, constructive, democratic and non-violent manner. This not only means critically questioning traditional and authoritarian education methods, but also being more aware of their roles as important attachment figures.

Background: The example of Central America

In Central America, in the countries that form the so-called northern triangle (Guatemala, El Salvador and Honduras), development has been marred by a high level of violence. Its common manifestations include domestic violence, whose victims are often young women, child abuse, violence related to drug dealing and consumption, and kidnapping for ransom. In particular, young men aged between 15 and 30 have few prospects of economic, social or political inclusion, and they are affected by the extremely high rates of violence, both as victims and as perpetrators.

Neither the Central American Integration System (SICA) – the immediate partner of the PREVENIR programme – nor the national governments have yet implemented or incorporated any tested, intersectoral violence prevention approaches in their strategies to an adequate extent. In this context, the GIZ programme aims to facilitate the uptake by the national governments of locally piloted and successful intersectoral violence prevention measures, while also using SICA to support exchanges and share experiences.

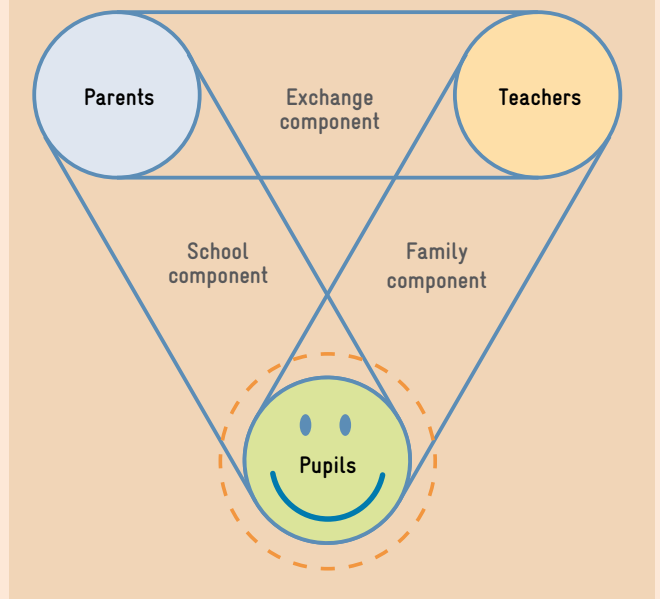
To achieve this objective, PREVENIR operates at several levels and supports different sectors relevant to prevention. At the regional level the project advises SICA on the implementation of its safety strategy. At the national level, in each of the three countries, it advises the ministries of security, education and labour, as well as the police and the state-run youth institutions. At the local level, the project contributes to capacity building for the actors involved, and supports their networking and coordination.

Approach

Miles de Manos is based on various different educational prevention models which have been scientifically proven to reduce risky behaviour among children and youth. These models were assessed, combined and then adapted to the local conditions in the countries involved. National committees were formed, involving key actors from the education sector, which supported the educational provisions, provided feedback and prepared the ground for their inclusion in the national teacher training and school curricula. Finally, three specific training components were developed for parents, teachers and mixed groups (parents and teachers) – see diagram.

After this, the project provided training for the Miles de Manos trainers, and then supported the implementation of the training modules in selected pilot schools. The gradual implementation of Miles de Manos at pilot schools in the different countries and the continuous discussion of the results meant it was possible to keep fine-tuning the approach. The lessons learned were transferred to school networks and new schools, and were fed into an up-scaling strategy. Results monitoring is a fixed element of the model.

Diagram : Components and actors of the Miles de Manos method



The Miles de Manos meetings are supported by trainers or facilitators whose primary task is to establish a trusting and cooperative atmosphere. The participants should feel they are free to raise unpleasant experiences and conflicts in child education, and to analyse these together. The methods which they learn help them to express clearly their expectations of the children. Apart from that, they are shown how they can strengthen desirable behaviour in the children, set boundaries and establish the consequences for undesirable behaviour.

At the close of one of the meetings, one teacher described it thus: 'We have learned step-by-step, from different examples and experiences. I've recognised my own strengths and weaknesses. We should eliminate the "culture of no" from our thoughts, and put positivity into practice.'

The meetings offer the participants an opportunity, for example through role-play, to reflect on their situations as parents and teachers, and to try out new forms of interacting with children. The parents and teachers are given practical tools with which they can better fulfil their roles as 'promoters' of protection factors for the children. In practising the new techniques, firstly within the group and after that as 'homework' (to be assessed at the subsequent meeting), a direct connection is established to the participants' own lives.

Results achieved so far

- More than 200 trainers (employees of education ministries, school psychologists and selected teachers) have received training, and now apply the methods at over 400 schools in Honduras, El Salvador, Guatemala and Nicaragua. Many of them act as multipliers for the methods' use in other schools.
- Many parents and teachers become aware for the first time that they represent protection factors for growing young people in a society burdened by violence.
- The feedback from the participants demonstrates an increased need for practical activities along the lines of Miles de Manos. Parents and teachers see the model as a unique form of support in establishing a harmonious coexistence, both in the family home and at school.
- Thanks to Miles de Manos, many teachers have been able to improve the way they communicate with their pupils, which has produced a more harmonious atmosphere in classrooms and schools.
- Evaluation results have shown that the children of parents and teachers who took part exhibit reduced levels of antisocial or aggressive behaviour.
- In Honduras and El Salvador, Miles de Manos is now a fixed component of state-run training for parents and social learning programmes in schools. In Guatemala, the first steps have been taken to integrate the method into teacher training courses.

Example: Participation and cohesion in school communities in Guatemala

In the GIZ project FOSIT (Promotion of integral civil security and transformation of social conflicts) in Guatemala, efforts are made to promote a culture of peace and to protect children in schools and communities. Schoolchildren, parents and teachers learn to transform conflicts constructively. To this end, the project organises a participatory situation analysis in the communities and schools, in order to identify conflicts as well as the forms and causes of violence. Teachers and other actors form child protection committees, which then swap mutual advice in a peer-to-peer approach, pursue training and undertake collective actions. Children and young people form organisations according to their own main interests, e.g. working groups for conflict transformation and the training of conflict mediators, theatre groups or graffiti groups. Working together, young people, parents and teachers organise peace festivals at the schools. The schools involved established centres for peace education on a day-to-day basis. These not only provide space for training events; they are also available for the daily discussion and management of conflicts, and for exchanges between pupils, parents and teachers on questions of non-violent communication and peace education.

How can we use this method for the integration of refugees?

Projects like Miles de Manos and the project described above for social cohesion in schools in Guatemala would undoubtedly also promote solidarity in schools in other cultural contexts. They could be used not only for the integration of refugee schoolchildren, but also to strengthen marginalised families overall because, by encouraging a cooperative culture of communication, they would also reinforce the self-confidence of children and parents. Many subjects would be raised which the people involved were currently unaware of due to the lack of communication – perceptions of people's roles, for instance, and the existing conflicts and learning barriers. This would contribute, for example, to greater empathy skills on the part of some teachers and parents, and to the creative transformation of problems and conflicts.

The systemic approach represents a success factor since it makes possible a constructive, democratic exchange between the main stakeholders, and it includes the interplay between school and family-based communications. Furthermore, the process of adapting the methods to the respective context, which is complex but necessary, should be viewed as a key element, because specific factors have to be taken into consideration in every cultural context. The creation of national support committees is likewise a success factor as this enables the broad-based application of the method and its inclusion in cross-cutting strategies.

If the method is to be used in other contexts, there is a need for facilitators and trainers who have experience in the use of participatory and interactive methods, in providing systemic advice, and in non-violent communication in schools.

The process of developing the Miles de Manos method lasted for two years, not least because of the international dialogue between the experts involved in the process. It is reasonable to expect, therefore, that it will take just as long in other cultural contexts, allowing for the piloting of the method in several school communities.

You can find more information about the Miles de Manos method and the regional programme PREVENIR via the following links:

www.gizprevenir.com/milesdemanos/ (Spanish)

<https://www.giz.de/en/worldwide/13494.html>

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Support and training for young refugees and local youth

In local authority areas in Germany, for example, thanks to the involvement of citizens' initiatives, non-governmental organisations (NGOs), and church-based and state agencies, there are varying numbers of usually highly committed supporters and carers. These people help the refugees with orientation, and they contribute to the management of a wide range of conflicts as well as everyday questions of integration. Sometimes, this work is also done by mentors who come from a similar background to the refugees, but who do not necessarily have experience of counselling work.

Nevertheless, there often seems to be a lack of capacities or appropriate instruments for the provision of comprehensive, coordinated and complementary support in specific areas, from the creation of employment prospects to the treatment of possible trauma cases. To seek assistance for trauma, refugees must often be prepared to travel long distances.

Example: When interaction is missing...

The manager of a church-based support centre for unaccompanied refugee minors has an idea for a project to promote employment among refugees, but she has no idea how to obtain project funds. Employees of the local administration have the right experience in this area and they have contacts to the possible donors, but there are no exchanges between the two sides. The manager knows of the existence of a working group on this topic in the local authority (a member of her staff occasionally attends the meetings). However, she doesn't know what the group's activities involve, nor how much added value she will get on behalf of her young adults by taking part.

Impressions from interviews

Caregivers are often the most important contact persons for young refugees, especially when their own families are not there to provide direct points of reference. The unaccompanied refugee minors interviewed for the production of this document assessed the importance of the support they receive as particularly high. This covers areas such as the discussion of their everyday concerns, the negotiation of conflicts, for instance with teachers, and forming contacts, for example in clubs. The people expressed a wish to receive psychosocial support, when they are sad about the absence of their families or the loss of family members, as well as support for training and employment. The latter is connected to the long-term primary wish to secure a livelihood.

Meanwhile, the voluntary and professional caregivers interviewed suggested there is a considerable scope to expand the support capacities for the refugees:

- The relationship to supported individuals sometimes manifests itself in paternalistic forms, which compromises the self-reliance of the refugees.
- Many caregivers feel themselves overwhelmed by the situation ('thrown in at the deep end').
- There are few opportunities for caregivers to benefit from systematic training or supervision; nor can they participate in exchanges that would allow them insights into other people's cultures or to reflect at a meta-level on their own roles.
- In many cases, there is only sporadic networking and cooperation between the key actors of integration and the caregivers. In the eyes of many of those involved, the situation is overly complex ('Who is responsible for what?')

In different contexts, a need exists for effective exchanges and coordination between local authority experts, and for local agreements, strategies and resources for the systematic integration of refugees. The approaches can lose their penetrating power as a result, leading to a lack of sustainability. This happens at the expense of competence development.

Work has only just begun on establishing cooperation systems, knowledge management platforms and openings for exchanges, by means of which existing strategies and concepts can be bundled and new projects developed (e.g. the website <http://www.pufii.de/nano.cms/english>).

In the light of this, it is possible to view the building of capacities and skills for the delivery of support as a necessary development. Instruments need to be introduced which enable a holistic and coordinated range of support services.

The following example of a method used in Jordan illustrates such solutions in a development cooperation context.

Background: CAPACITY WORKS – GIZ’s general model for managing complex processes

The integration of refugees should be understood as a complex process which involves a wide range of different actors who have to cooperate with one another to ensure a high level of success. The management and steering of complex processes is not just about providing technical solutions and services; it is also about supporting societal, political and economic transformations.

GIZ has systematically organised its experiences of managing complex cooperation systems and made them available in the form of its Capacity WORKS model. Capacity WORKS is applied in all GIZ projects and programmes. Its main object is the cooperation between actors from the state, civil society and private sector who want, collectively, to effect sustainable changes in society.

For more information on Capacity WORKS, visit the website: <https://www.giz.de/expertise/html/4619.html>

Presentation of the methods, their objectives and results

To enable young people to pursue a university education, which many of them could not otherwise afford, GIZ is disbursing full grants in Jordan. The recipients include Syrian refugees and needy Jordanians, in equal measure. Half of them are women.

The project uses a range of integrated support services to assist the grant holders. They are given a contribution to their monthly living costs, and the GIZ project pays for their course fees at their local university. Besides attending language courses and preparatory lessons, they can deepen their knowledge of specific topics in special extra classes. Tutors are available to help them with any extra tuition needs. The Syrian grant holders pass through a three-month preparation course in readiness for their studies at a Jordanian university.

To enhance its sustainability, the GIZ project promotes not only the networking of grant holders amongst themselves and with other refugee initiatives, but also the development of a stakeholder network in the field of university education for refugees. The latter undertakes the wider distribution of a practically tested support strategy covering the essential aspects of ‘studying as a refugee’.

Background: The example of Jordan

The civil war in Syria has driven the population to flee. Almost five million people have so far left the country. To date, neighbouring Jordan has provided shelter for more than 630,000 Syrian refugees. Many of them are young adults who, having suffered the traumatic experiences of war and displacement, are now hoping for a new start in life. More than 80 per cent of the refugees live outside the refugee camps, within the host communities. Neither the young Syrian refugees nor the poorer members of the Jordanian host population have any reliable prospects for the future:

- Many young Syrians have been forced to curtail their vocational training or university studies, or they have been prevented from starting to study at all. The refugees want to pursue their education, but their residence status, missing documents and lack of language skills prevent them from taking up studies in Jordan. Without prospects, many of the refugees see the situation as hopeless. Moreover, many have been traumatised by their experiences of war and displacement.
- Due to the influx of refugees, the number of people living in Jordan has risen by 10 per cent in just a few years. Above all the poorer population groups find it difficult to accept the presence of refugees, as they compete with them for resources such as school places and water, and, not least, for jobs. In many places, the younger generation of Jordanians also face a paucity of opportunity.

The GIZ project, New Prospects Through Academic Training for Young Syrians and Jordanians (JOSY), is most active in the region around Jordan’s capital city, but is also working in other host communities. It aims to improve the life prospects of young women and men, in districts of Jordan which are accommodating refugees. In order to counteract competition and the related social tensions, and to reinforce things they have in common, the project provides its support for education to Syrian refugees and young Jordanians alike, for whom access to academic training is otherwise hardly possible.

To this end, GIZ is cooperating with the German Academic Exchange Service (DAAD), and with four Jordanian universities in Amman and Irbid. The project is part of a special initiative of the German Federal Ministry for Economic Cooperation and Development (BMZ) to reduce the root causes of displacement and support the reintegration of refugees in regions affected by sustained crises.

http://www.bmz.de/en/what_we_do/issues/Sonderinitiative-Fluchtursachen-bekaempfen-Fluechtlinge-reintegrieren/deutsche_politik/aktionsfeld_1/index.html

Besides the study assistance and networking elements, the psychosocial support component also plays an important role. This is explained in greater detail below.



Grant holders at a conflict analysis workshop.

Approach

Grant holders benefit from the close support of the local project staff. Often, the individual counselling is intended to help them cope with their personal day-to-day challenges. The psychosocial support for the young academics should enhance their self-esteem and independence, while explaining different courses of action they can take. Stress factors should be reduced and protection factors built up. Identifying and planning for all the support needs entails a participatory process.

- The project supports the Syrian and Jordanian grant holders in developing social projects related to their particular fields of study, and implementing these in their communities. These projects should strengthen the social cohesion between Jordanians and Syrians, and should serve to prevent or constructively transform conflicts. At the same time, the participants' self-confidence increases; they benefit from work experience, assume a role within their community, and they contribute actively to shaping their immediate environment.

- The psychosocial support for the grant holders is particularly important. This is provided by psychologists who work with either groups or individuals and, when necessary, provide counselling for traumatic experiences. This role is taken on by both international and national psychologists.
- The grant holders attend regular, specially tailored extracurricular training measures in which they learn life skills and self-management, as well as conflict and change management, and communication skills. This strengthens their self-help capacities and increases their future employability. Safe spaces are provided for the participants – places in which they can practise their newly acquired skills and reflect together on their personal behaviour. In this they provide each other with mutual support in the spirit of peer learning.

- Furthermore, the grant holders get support for life and career planning, a process which includes individual coaching and support from mentors. At the same time, the students also develop a ‘buddy system’ – a network for mutual support in the future.
- The project also facilitates access to regular sporting activities for the grant holders, and it maintains an emergency fund to cover the cost of personal emergencies.

Illustration: Components of the integrated support services for the grant holders

- Masters degree**
- Full grants (monthly financial assistance)
 - Payment of tuition fees
 - Preparatory course
 - Intensive English course prior to studies
 - Specially tailored extra courses
 - Tutor for catch-up tuition

- Psychosocial support**
- One-to-one mentoring and coaching
 - Extracurricular training measures for 21st-century skills/life skills/self-help capacities
 - Access to psychologists
 - Emergency fund and interest-free loans
 - Regular access to sporting activities
 - Career planning
 - Provision of safe spaces
 - Social projects
 - Peer learning and buddy system

- Network**
- Knowledge exchange
 - Knowledge transfer
 - Systemic processing of existing know-how
 - Lobbying

Results achieved so far

‘Today I helped an almost blind student during his final exams. I was very happy because he asked me where I came from. I said to him, “from Syria”, and I felt proud. I feel good because I’m helping people and I’m also giving them a good impression of the Syrians.’

(Syrian student on carrying out his social project, January 2016)

- Up till now, 80 young people have been given the chance to start studying for a masters degree. The first 38 of these are enrolled for the academic year 2015/16. They are studying 20 different subjects at four universities. 95 per cent of them achieved the requisite number of points in their exams after the first semester. In March 2016, a further 42 grant holders were selected to begin studying in October. For the 2016 academic year there were more than 400 applicants for the highly prized grants.
- Alongside their studies, 70 per cent of the grant holders are engaged in a total of 17 social projects run by local or international organisations. For example, they support the non-violent coexistence of Jordanians and Syrians in the host areas, they provide psychosocial support for Syrian refugees, and they organise play afternoons for orphans or computer courses for students.
- In the long term, it is not only the young women and men who will benefit from their studies and extracurricular activities. The well educated Jordanians will also be able to contribute to their country’s further development, while the Syrian graduates can help their host communities and support the reconstruction of their own country.

Background: Psychosocial support – the GIZ approach

Neglecting to acknowledge and treat psychological suffering at either the individual or the collective level will have long-term adverse impacts on social cohesion in a society and on its economic productivity. This applies to refugees in Germany as much as it does to the victims of war and violence in the partner countries of development cooperation. In this context, we talk of traumatisation if a person's individual capacity to cope with everyday life has collapsed due to existential experiences of fear, destruction and loss.

In providing support for different healing processes, a number of GIZ projects target particularly vulnerable groups, including ex-combatants, women, children, youth and refugees. Many of those affected are able to recover from the traumatic events, either on their own or with relatively little support. The main factors for success are social support and the restoration of a person's sense of purpose in life. For this, their basic needs must be provided for, and their relationships and networks strengthened. It should be possible for them to communicate and process what they have experienced. As a large group is usually affected, the healing processes cannot take place in individual therapy settings. Instead they can be encouraged through social activities and other measures with a broad reach.

Services provided by GIZ in this context include:

- Sensitisation and training of multipliers, imparting basic skills for psychosocial assistance and crisis intervention
- Structural promotion of psychosocial care and counselling services, and further training for local experts
- Network development
- Development of supervision structures

Another example in this respect is the GIZ project "Strengthening Psychosocial Support for Palestinian Refugees" in Lebanon. This promotes the integration of a systemic and resource-oriented approach to psychosocial support in schools and health centres, and in the activities of social workers. It also aims to improve psychosocial services provided by civil society organisations in selected refugee camps. The objective of the project is the improvement of psychosocial support structures and the development of new options for action to deal with the sustained crisis situation. It is achieving this by providing training for healthcare personnel, counsellors, teachers and social workers, and by developing peer supervision systems and networks with civil society actors. <https://www.giz.de/en/worldwide/22721.html>

How can we use this method for the integration of displaced people?

GIZ's expertise gained from the experiences described here, could be useful in creating interventions, geared to the needs of refugees, that link up support activities to ensure their optimal impact, and which operate together in a system of cooperation that does not compromise the independent activities, above all of volunteer initiatives.

Key success factors of this method are the holistic view of the support needs of the young Syrian refugees, the skills development measures for those involved, and the context-sensitive approach with respect to possible conflicts between Syrians and Jordanians. It is for this reason that disadvantaged Jordanian youths are also included in the support activities.

It is difficult to assess the replicability of the grants system as a means of financially supporting students, because different countries have different social and financial conditions for such support, especially as it applies to refugees. On the other hand, it would seem possible to transfer to other contexts, not only the context-sensitive approach (inclusion of young people from the host communities) and the development of integrated support services with a holistic perspective, but also the coordinated activities of different actors which acknowledge the point of view of affected people.

You can find out more about GIZ's experiences of supporting young Jordanians and Syrians on the following website: <https://www.giz.de/en/worldwide/37925.html>

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Letters from Women – Communication-based transformation and prevention of violence

In different cultures, the understanding of gender roles presents different challenges to the success of integration and social cohesion.

In many Arab countries, for example, it is men who are responsible for interactions in the public sphere. This results in a challenge to the integration of many women refugees:

In interviews, female volunteer helpers explain that it is often very difficult to include women from Arab countries such as Syria in integration measures, whereas it is much easier to establish contact with the men. The interviewees suggest this has more to do with internalised roles and related habits, than with coercion. Many women seem to feel most comfortable within their own four walls.

Thus the needs and the interests of women refugees rarely become a subject of general public awareness. They are also overlooked by the key actors of integration.

In this light, it would seem especially difficult to address the specific trauma experiences of many women – the treatment of which is already difficult enough.

One method that has been applied by, among others, GIZ projects in Ecuador, Peru, Bolivia and Guatemala could prove helpful in this context, paving the way for women to make themselves heard and achieve recognition, and to address their experiences through communicative therapies.

An encouraging example: Dare to play football

She wouldn't have thought it possible herself, just a few months ago: a 17-year-old Eritrean playing with an all-girls football team – successful and motivated. In fact she's rather shy and she talks only unwillingly about her difficulties and conflicts. Thanks to the psychosocial support that she now receives, together with other refugee girls, from a trained social psychologist, she is finding the courage to express her needs, and to act on these with self-confidence.

Presentation of the methods, their objectives and results

Introduction

In the method 'Letters from Women', girls and women receive support in writing letters to the general public, in which they report about their own experiences of violence. The campaign is intended to draw attention to violence against women and make the consequences of such violence visible to all. It is implemented by state and non-state organisations.

The women are encouraged to write the letters in participatory workshops and psychosocial counselling sessions. Public activities are also organised as part of the campaign (media campaigns related to the letters, exhibitions, events, etc.). The anonymous letters are then discussed and evaluated using participatory methods. Having systematically recorded the experiences of violence, the participants develop proposals for policymakers on violence prevention. Finally, new measures are introduced to improve the situation of women and girls.



Women drop their messages into the project's letterbox.

Background: The example of Guatemala

Almost two decades after the signing of its peace accord (1996), Guatemala is still among the countries with the highest rates of violence in the world. Since the end of the civil war, violence has increasingly been perpetrated by private actors, such as drug cartels and youth gangs. To date, only modest progress has been made in improving the safety of citizens, while most of the structural causes of conflict remain unresolved. The inadequate presence and professionalism of the state security organisations, combined with the fourth-highest murder rate in Central America, a high level of criminal impunity and increasing vigilante activities ensure that civil security and violence prevention remain constant, high-profile domestic policy issues. Violence is also widespread in private and family relationships, with a frighteningly large number of murders carried out on women.

GIZ's FOSIT programme (Promotion of Integral Civil Security and Transformation of Social Conflicts) therefore aims, among other things, to improve people's security – both objectively, and in the perceptions of individual citizens.

To achieve this goal, the programme supports the Government of Guatemala in developing successful violence prevention strategies, and in including all interest groups in the implementation prevention measures. The programme promotes strategies and measures intended to prevent violence against children, adolescents, young adults and women, and to prevent armed violence. At the same time, it supports civil society actors such as non-governmental organisations and business associations in developing dialogue mechanisms and coordinating collective measures. In this way, violence prevention and peaceful conflict transformation become shared tasks for all social and ethnic groups.

Approach

To be able to adapt successful violence prevention measures to the Guatemalan context, the GIZ programme evaluated various different campaigns in the field of violence against women in Latin America, and discussed its findings in the respective programme regions.

Background: 'Letters from Women' campaign

This process included the presentation of a 'Letters from Women' campaign, which a regional GIZ programme (Combatar la Violencia contra las Mujeres – ComVoMujer) had previously developed for use in Ecuador, Peru and Bolivia. In that campaign, in order to overcome the victims' feelings of isolation, prompt a discussion within society and raise public awareness, more than 13,000 letters written anonymously by women to describe their experiences of domestic violence had been collected and discussed, and some of them published. The campaign was also used as a means of promoting participation, coordination and cooperation on the part of different sectors (private and public sectors, and civil society). The needs expressed in the letters were systematically processed and fed into measures to prevent violence against women.

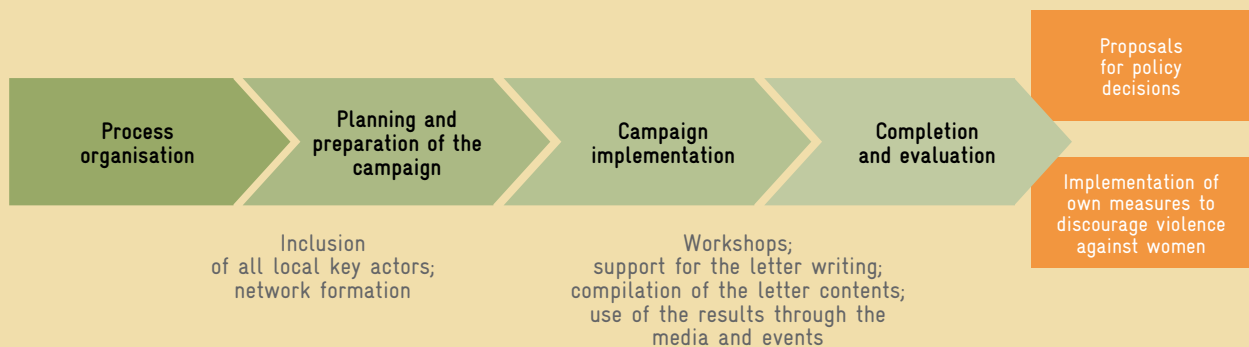
Subsequently a number of initiatives were established in Guatemala by governmental organisations, local administrations and civil society groups, including women's organisations, in order to transfer the experiences from other countries to their own situation and to implement similar activities with the support of GIZ.

The main objective of the Letters from Women campaign in Guatemala was to expose the violence that indigenous and other women are subjected to at the community level. In so doing, it attempted to transform the writing of letters into an instrument of violence prevention.

The campaign was conducted over the course of a year in two communities (Baja Verapaz and El Quiché). This was part of the efforts to implement the National Policy for Violence Prevention at the Local Authority Level. To carry out the campaign, coordination committees were set up consisting of state institutions and private, civil society organisations. A number of women's rights organisations are involved in these committees. They include organisations which support the rights of indigenous women, as well as the Presidential Secretariat of Women's Affairs, diverse non-governmental organisations and associations of women entrepreneurs.

The committees have developed a methodological plan involving the following four phases:

Diagram: The various stages of the 'Letters from Women' campaign



To begin with, workshops were held in the two communities to train facilitators, who then repeated the workshops as multipliers for their communities. For the most part, these facilitators were women from the various different community organisations charged with supporting the letter writing.

The workshops were carried out in an open and flexible way that gave the participants scope for collective reflection on violence against women. The women were encouraged to write letters or to draw pictures as a means of presenting their experiences of violence. The same time, they were prompted to think about the different forms of violence that women are subjected to in the course of their lives. The participants were sensitised and their active involvement in prevention measures was encouraged.

In a few cases, men, adolescents and children also wrote about their experiences of domestic violence against their mothers, sisters, girlfriends etc.

To inspire women and other actors to get involved, additional activities were linked to the campaign, for example events to mark International Women's Day, as well as radio and television broadcasts.

In the workshops, as well as in public places such as town halls and the women's offices of local authorities, in clinics, universities, parks and businesses, special letterboxes were installed for the women to post their reports. In the two local authority areas, a total of 669 letters were collected.

In the next step, the content of the letters was thematically organised. This enabled those involved to identify different forms of violence occurring in different phases of women's lives and in different places. In particular the women talked about the everyday violence exercised by their partners, which society still finds largely acceptable. Alongside violence within families, violence in public spaces, for instance harassment on the street or in the workplace, also plays a significant role.

Especially for women who are unwilling to speak about their experiences, writing or drawing was an entirely new form of expression in this context – even an act of liberation. On the other hand, it became clear that the very fact that so many girls and women are unable to read and write is in itself a form of structural violence. After all, those affected by this are severely restricted in their development opportunities.

The women's committees have archived the letters and continue to use them for awareness raising activities among the population for the prevention of violence against women. Some of the contents are incorporated into public murals, or they are exhibited during public events.

Results achieved so far

- At national and local levels alike, and with the participation of women, specific concerted strategies for civil security and violence prevention have been implemented, and valuable experience gained.
- Intersectoral coordination of the local women's committees has been strengthened. Consequently they are a consistent source of new prevention measures.
- The prevention of violence against women is firmly on the agendas of the local authorities involved, and of the local media. One of the local authorities has already issued an integrated policy on women (Política Integral de la Mujer).
- The civil participation of women in the community organisations has increased.
- The awareness that women must contribute to efforts to overcome violence in society has been strengthened among all key actors (the state, civil society, private sector).

How can we use this method for the integration of displaced people?

Writing letters as a means of talking about experiences of violence, conflicts or everyday problems can have a liberating effect on people, who are otherwise barely able to open up in conversations. The format of the letter provides new ways of reflecting upon and dealing with experiences, while the associated workshop is a new option for sharing. In this respect, the method could represent an interesting component in the psychosocial support for displaced men and women, especially when they are traumatised. It is important to ensure that no re-traumatisation occurs.

In some circumstances, letters that have been written in the refugee's mother tongue and then translated can help reduce the barriers to spoken communication.

If the letters are used in public campaigns, this can create a general awareness of the needs of refugees, especially those of women. They can help sensitise people about the causes of displacement and the conditions in which the refugees live, thereby contributing to greater empathy with them and reducing stigma. It is important to ensure that the refugees' expectations with respect to the positive effects of the campaign are not set too high.

A key success factor for the method is the full participation of all those involved, and above all the development of adequate forms of expression for the men and women affected by violence or adversity. The systematic processing of successful experiences of prevention, which can then be copied and adapted to one's own context, is a further success factor.

This method appears to be replicable at different levels and with different expenditure of resources. It is possible to imagine it being used in a school context, in an urban neighbourhood or in a local authority area, but also as a larger, regional-scale campaign accompanied by the mass media. Whatever is undertaken, it would seem advisable to involve trainers and facilitators with experience of psychosocial counselling and of communicating campaigns.

On the following website you can find more information about GIZ's experience using the 'Letters from Women' method:

<https://www.giz.de/en/downloads/giz-2013-en-carta-demujeres.pdf> (in English, general information on experience gained in Ecuador, Peru and Bolivia)

<http://cartasdemujeres.blogspot.de/> (in Spanish, specific information on experience gained in Quito, Ecuador)

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Participatory improvements in the living conditions of refugees

In shelters for asylum seekers, quarrels between the residents are not uncommon, and in isolated cases these can become violent and destructive. On the one hand, this derives from the stressful circumstances in which they live, the extreme overcrowding and their dissatisfaction with their living quarters, the lack of prospects and the forced inactivity. At the same time, however, prejudices and a shortage of communication mechanisms also play a role, as they make it harder for the refugees to exchange ideas and positive experiences, or to pursue peaceful conflict transformation.

There is not much chance of them working together to improve their living situation in a self-determined manner. In the light of this, the residents are often perceived as a burden and disruptive factor in their immediate environment, rather than as a potential source of support and positive developments.

Example: When there is a lack of personal initiative and exchanges

There are several keen musicians living in a shelter for asylum seekers, but they have no instruments and nowhere to rehearse. The local neighbourhood youth club has a rehearsal room and instruments, but the musicians do not know about the youth club and the club doesn't know about the musicians. In the shelter itself, there are several rooms which could potentially be used, but the musicians cannot imagine they'll be allowed to use them, nor whom they could approach for support. In the end, the idea evaporates and lethargy takes hold amongst them.

Carers interviewed at a shelter for unaccompanied refugee minors in Germany report the occurrence of provocations and insulting behaviour between refugees. They suggest this often increases the extent to which some people feel they are viewed as inferior, especially girls and people with darker skin. The interviewees all claim that the carers and administrative personnel in shelters frequently lack the appropriate skills for dealing with the residents. One example given is the often highly rigid approach to social norms that are new and difficult to understand for most of the refugees. Changes in the shelter are often presented as 'accomplished facts', and the residents are not sufficiently involved in the planning of such measures. In some cases, a paternalistic understanding of the carers' roles at the shelter undermines the independence of the refugees.

Instruments promoting a participatory and interactive planning culture, as tested in cooperation with GIZ programmes and projects, provide possible entry points for efforts to improve conditions in shelters for asylum seekers, to manage conflicts constructively, and to reinforce social cohesion. In this context it is also important to build competences for designing balanced exchange and planning processes, in which all the stakeholders feel included.

This is illustrated below using the example of a project in Jordan, Lebanon and the Palestinian territories. The participatory method presented here for producing Camp Improvement Plans (CIPs) was originally developed by UNRWA¹, which then developed it further in cooperation with GIZ. It is intended to empower the camp communities, who acquire the capacities to improve their immediate living conditions, in and around the camp.

Participation is directly linked to the idea of 'empowerment':

Empowerment means supporting disadvantaged groups in activating their own strengths and potential, so that they can solve problems, crises and stressful situations through their own efforts.

¹ United Nations Relief and Works Agency for Palestine Refugees www.unrwa.org

Presentation of the methods, their objectives and results

Introduction

A GIZ project in Jordan, Lebanon and the Palestinian territories is empowering Palestinian refugees and their organisations at the local level (community initiatives, camp committees, umbrella organisations for refugees) to develop and implement initiatives in a participatory manner, to improve the living conditions in refugee camps. This intervention pays particular attention to the needs of women and young people, and directly encourages their social participation by supporting self-help initiatives. The suitably adapted capacity development measures include, for instance, training in participatory planning, project management, conflict transformation and communication. This ensures that all the people involved can adequately formulate, present and assert their interests.

In relation to this, the project supports the implementation of the participatory Camp Improvement Plans (CIPs), which some camps have already developed with the assistance of UNRWA.

Moreover, these activities also enable the residents to shape their social coexistence constructively and peacefully. Prejudices are dismantled while dialogue, interactions and cohesion are strengthened.

At the same time, the GIZ programme improves exchanges at national and regional levels between refugee committees and relevant institutions, and it seeks to turn them into more important institutional contributors to decision making processes.

Background: Palestinian refugees in Jordan

The future of the Palestinian refugees remains one of the central, unresolved issues of the Arab-Israeli conflict. Many of the displaced people have sought refuge in the Palestinian territories, Jordan, Syria and Lebanon. United Nations Resolution 194 of 1948 asserts the right of return for Palestinian refugees. At present there are more than five million registered with UNRWA. Of these, around one third live in the 58 refugee camps administered by UNRWA. In comparison to their neighbours, the refugees' lives are characterised by greater poverty, worse infrastructure, higher unemployment rates, lower levels of social participation and codetermination, and a higher incidence of violence. Social cohesion within the refugee camps is low, being marred by political and social fragmentation. The local-level organisational structures are unrepresentative and without power, which means the needs of the refugees are under-represented. A lack of clarity about roles and responsibilities, as well as inefficient structures give rise to tensions and conflict between the organisations and within the camps. In this context, the refugees and the organisations that represent them can do little to help improve their own situation.

The GIZ programme Participatory Improvements in the Living Conditions of Refugees (FASPAR) aims to increase the social participation of the refugees and their (representative) organisations in relevant processes for the improvement of their living conditions.

The programme is mainly active in the Palestinian territories and in Jordan, where it supports its partner UNRWA. It is working to bolster refugees' social participation in three areas:

- within the refugee camps and the refugee community
- between refugees and the host societies
- in relevant dialogue and mediation processes at national and regional levels.



Two generations working together to create a green roof.

Approach

Activities to improve the camps require a holistic approach that encompasses social, economic and environmental conditions. The active involvement of the refugee communities in the overall process ensures that any measures taken address the needs of the communities, and that the residents can identify themselves with the process and its results. Thus, if appropriate, tailored solutions are to be developed for specific challenges and needs, every camp and every shelter must be viewed as a separate case.

The planning process for the improvements involves several steps:

1. **Initial contact and formation of a working group** to coordinate the rest of the process.
2. **Integrated needs analysis:** Each CIP process begins with a participatory assessment of needs, including studies and expert appraisals, as well as focus groups and workshops with different social groups.
3. **Creation of a holistic list of priorities:** A list of priority needs and demands drawn up by different social groups allows the members of the community to articulate and prioritise their specific needs and wishes regarding the camp, independently of one another.
4. **Medium-term strategic planning:** Based on the needs analysis and expert assessments, each community develops a plan for the improvement of its respective camp. This is accomplished in themed planning workshops in which the participants identify locally appropriate improvement measures. As a rule, the plans include both infrastructure measures and social interventions.
5. **Action planning:** Action plans are developed which build on the general strategic objectives. These plans entail the development of several interconnected and complementary projects over a timescale of two to three years, and include the allocation of responsibilities as well as the necessary resources and costs.

6. **Implementation:** The measures in the action plan are carried out in a coordinated manner by a partnership involving the refugees and other governmental and non-governmental key actors. The involvement in project implementation can take different forms, ranging from advice and consultation, to active partial contributions and pure self-help.

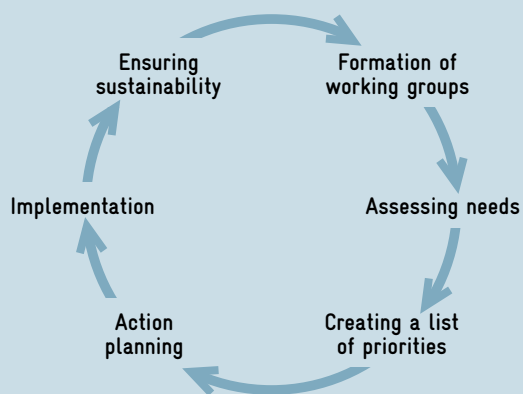
7. **Ensuring sustainability:** The improvement projects are only effective and sustainable if the refugees assume ownership of them, involve themselves in them intensively and keep them going for the long term. Participatory monitoring and evaluation measures are therefore important as a way of feeding lessons learnt into the overall development of the camp. Furthermore, a structure is established for managing the improvement processes.

It is necessary to establish participatory decision-making mechanisms and methods for each of the steps in this cycle. Training and education measures play an important role in building the appropriate individual and organisational capacities. These address, for example, aspects of self-help, group organisation, the management of project processes, budget administration, private and public contracts, etc.

Especially important for the participatory process is the adequate representation of all social groups in the camp, with special emphasis on gender equality, youth involvement, and the inclusion of vulnerable groups.

The improvement plans not only address infrastructural needs; they also include social aspects which the community regards as important, for example care and support for elderly people.

Diagram: Planning and implementation cycle of camp improvement measures



Results achieved so far

- The self-help and self-organisation processes supported by the programme are bringing objective improvements to the conditions in the camps.
- The refugees now benefit from the improved provision of basic services.

Families working in a rooftop garden in a camp.



- Conflicts are now managed increasingly constructively. This has increased the level of cohesion within the camps, while at the same time bringing tangible improvements to relations between refugees and the host populations.
- The more effective conflict transformation and the refugees' heightened self-esteem have helped reduce frustration and violence in the camps.
- Alongside conventional measures like building schools and clinics, a number of innovative projects have also been set up, such as the greening of the camps and the creation of youth clubs and centres for the elderly.
- Women and young people feel more self-assured and better motivated to contribute to the camp:
'I'm not the same person I was three or four years ago. I was shy and nervous if I had to talk to other boys or even work. Since then I've become much more self-confident.'
Hala, Talbieh Camp, Jordan

How can we use this method for the integration of displaced people?

It is possible to imagine using a similar procedure for refugee shelters in other contexts, in order to improve difficult living conditions and prevent conflicts from developing between residents. Collective methods for situation analysis and for planning measures, such as those applied in the refugee camps of Jordan, Lebanon and the Palestinian territories, would undoubtedly contribute to greater cohesion. It is important to remember, however, that some of the Palestinian refugee camps are more like urban neighbourhoods, and the people have been living there for decades. As such, it is a very specific context.

Nevertheless, the method would empower people living in shelters to present their needs in a peaceful and constructive way, to understand and accept challenges and different points of view, and to negotiate compromises for the sake of achieving change. They would have an opportunity to shape the shelters according to their own needs and perhaps to develop unconventional but appropriate solutions to problems.

The use of the method could bring important benefits by enhancing the relationship of trust and the cooperation between residents and other actors who have something to do with the respective shelter – e.g. administration of the shelter, carers or local authorities.

The success factors for the participatory improvement of the camps derive from:

- the development of a detailed and comprehensive understanding of the respective challenges and needs in the different camps
- a broad-based process of inclusion in which the camp communities prioritise the improvement measures and organise the implementation process for themselves, together with key actors.

In all, this would seem to be a good method to transfer to other contexts, above all for shelters where residents are to be accommodated for longer periods. However, the availability of resources for implementing the improvement plans presents a considerable challenge in terms of the replicability. It is important to avoid creating excessive expectations on the part of the refugees through the participatory planning process – expectations which cannot be met in the subsequent implementation. As such, the feasibility of the plans is a key criterion.

On the following website you can find more information about GIZ's experience using the 'Participatory Improvements in the Living Conditions of Refugees' method:

<https://www.giz.de/en/worldwide/32628.html>

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In Toolkit for the CIPs in English is available from:

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Context sensitivity and assessment of conflict situations

If conflicts and risks are disregarded, refugee integration measures planned with a great deal of expertise can have unintended adverse impacts. This is especially true when dealing with refugees from polarised societies. In certain circumstances, well-meaning interventions can even produce the opposite effect. Here are a few examples of results that were not intended.

Examples:

At the micro level: when the context is not analysed

An employee of an organisation that supports refugees takes four of the young people in his care to a local village football club, without first discussing this with the trainer and the football team. At the next training session, a large part of the usual team doesn't turn up, sending the message that they'll join in again when the 'black guys have gone'.

At the community level: when divisive factors are insufficiently considered

To counteract ethnic tensions and to accommodate refugees, the local authority houses them in ethnically or modulus groups. Moreover, the shelters are concentrated in one particular district. As a result, certain groups show little readiness to learn the language. There is a danger that mono-ethnic subcultures will develop.

At societal level: when violence prevention causes stigmatisation

Another example of unintended adverse impacts would be if secondary or tertiary violence prevention measures are targeted in a blanket and generalising way at refugees, and at displaced young people in particular. This would stigmatise them as being 'at risk' or having criminal tendencies, which in turn would implicitly affirm the prejudices of xenophobes and anti-asylum seekers.

Short description of the method

The peace and conflict assessment (PCA)

German development cooperation aims to fight the causes of displacement and to support refugees and host communities. To fulfil this ambition and to be able to implement measures purposefully and effectively, it is important to understand the phenomenon of displacement in detail, and in the respective context. BMZ has a general instrument – the PCA – which can help improve a project's capacity to act in areas affected by conflict, fragility and violence, and thus increases the effectiveness development projects and the extent to which they achieve their objectives. In refugee context, a PCA can analyse the following elements: the main factors in the conflict, war, flight or displacement, and the need for peace and security; the relevance of the development measure for peace and security; the approach to risks in the context of war, conflict, and forced displacement; context-sensitive results monitoring. The next section looks more closely at the last of these elements.

In a context of crises and conflicts, besides the systematic analysis of conflict, the 'do-no-harm' approach elaborated by Mary B. Anderson provides important orientation for development cooperation activities. It is used to avoid or minimise unintended adverse impacts or any results that might worsen a conflict. So as not to risk unintentionally worsening the situation of any population groups whose living conditions the project is actually trying to improve, that project should do all it can to pursue a systematically context-sensitive approach. It should instead encourage results that promote peace and bridge the differences between conflicting parties.



'Do No Harm' workshop in Honduras.

Conflict-sensitivity means taking into consideration the interplay between significant social conflicts and the project's own measures, with the aim of preventing results that might intensify a conflict, while instead strengthening the factors that support de-escalation and cohesion.

In order to judge and to understand the positive and negative impacts that interventions can have on target groups such as refugees, development projects and programmes working in conflict situations systematically analyse 'dividers' (conflict potentials) and 'connectors' (peace potentials) related to their activities.

As a methodological approach, do-no-harm consists of seven steps intended to serve as an aid for development organisations working in contexts of conflict, violence and fragility, to strengthen the sensitivity of their actions.

1. Properly understand the conflict situation.
2. Analyse the 'dividers' and tensions.
3. Analyse the 'connectors' and the local capacities that contribute to peace.
4. Analyse the programme or project in detail (who, what, when, where, how?).
5. Analyse the programme or project's positive and adverse impacts, deriving from its measures and use of resources, and from its implicit ethical messages.
6. Identifying new options: strengthening the connectors; weakening the dividers
7. Select the best options and adapt them strategically to the programme.

The following questions, among others, can help to ensure context-sensitivity:

- What groups and actors are involved in our measures? Who are the winners, and who the potential losers? (E.g. refugees vis-à-vis weak social groups in the host community)
- Are there any implicit ethical messages that we are unintentionally communicating through our intervention, or through the selection of specific project partners, target groups, regions or methods? (E.g. ‘Refugees are the priority recipients of our assistance.’)
- What current local dynamics or previous events and experiences should we bear in mind and/or include for strategic reasons? (E.g. high numbers of unemployed in a community/city in which refugees are to be accommodated)
- Are we deepening the divide and worsening the polarisation between conflicting groups?
- Could our measures have an adverse influence on the security situation or on people’s perceptions? (What role do the neighbours of the shelter play in this, or the police?)
- What groups might feel disadvantaged, threatened or pushed into a corner due to our measures, with a resulting tendency to behave with violence? (E.g. what role is played by xenophobic groups in a community or city?)
- Are we causing some actors to hold high expectations which we cannot ultimately satisfy? (E.g. regarding rapid integration into the labour market)

To check where measures might touch on the dynamics of conflict or influence the actors, it is possible to draw on the results of previously conducted participatory situation analyses.

The monitoring systems of integration projects should also allow for regular reflection on potentially negative unintended impacts.

Background: ‘Do No Harm’ analysis

The GIZ programme, New Prospects Through Academic Training for Young Syrians and Jordanians, for example, builds on a do-no-harm analysis in order to explicitly target, not just young refugees from Syria, but also marginalised youth in Jordan. This serves to reduce stigmatisation and conflict potential.

How can we use this method for the integration of displaced people?

This method can be used in workshops, for example, with refugee committees or councils, with municipal administrations, or with other actors who plan and implement integration measures for refugees. It will enable them to identify and avoid unintended negative impacts or the escalation of conflicts in the context of their programmes. At the same time, it could favour positive developments that promote peaceful coexistence.

Success factors: the necessity for a participatory analysis involving diverse groups of actors; regular critical reflection on aspects and factors identified as sensitive in the context, and also on the impacts and reach of a project’s own methods.

A context-sensitive approach should be a basic precondition for all development measures, be they in the field of international development cooperation or aimed at the local integration of refugees. It is useful to recruit advisors and facilitators who are familiar with context-sensitive concepts, methods and practice.

More detailed information about the lessons learned through development cooperation activities, with respect to context-sensitivity, PCA and the analysis of fragile contexts is available from the Competence Centre for Peace and Emergency Aid, which is part of the Governance and Conflict division of GIZ’s Sectoral Department, or from the sector programme Peace and Security, Disaster Risk Management, in the Governance, Crisis Management, Construction division of the Sector and Global Programmes department.

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GIZ, violence prevention and the integration of refugees – what conclusions can we draw?

As has been shown, the experiences of GIZ programmes whose objectives include social cohesion and constructive conflict transformation can be relevant and useful for the successful integration of refugees.

Many communities are no doubt already including the aspects discussed below, in one form or another, in their activities to integrate refugees. It is advisable to take a systematic approach that links the concepts together, thereby contributing to the ideal conditions for success.

Substantive relevance of the methods

The reasons for a lack of social cohesion are multifaceted and complex. That is why a systemic, integrated approach is necessary, which supports the active cooperation of different actors. Different sectors should exploit their synergies to collaborate in the integration of refugees. This means sectors such as sport, culture, security, health, education, employment, justice etc. must be strategically included in the measures used.

The dialogue between a wide range of actors – including, for instance, partnerships between the private sector, the state and non-governmental organisations – has a prominent part to play in the transition to greater social interaction, also in the context of refugee integration. At the local level, networks involving state and civil society actors are important success factor. Facilitated exchanges of ideas and the formation of socially mixed committees and roundtables will aid the process of identifying constructive and sustainable solutions to social problems and conflicts.

It is of the utmost importance that facilitation, mediation and communication skills are combined with the preparation, planning, implementation and monitoring of measures, above all for the participatory inclusion of relevant social groups, and marginalised groups in particular.

Relevant core competences of GIZ

As illustrated here, GIZ's violence prevention programmes have accumulated useful experiences in the dissemination of approaches to quality management in complex processes involving many different actors and systemic levels, as well as in innovative methods for the participatory and coordinated planning and implementation of measures for social integration.

At the same time, GIZ mainly seeks to provide capacity development. This is understood to mean the development of capacities for people, organisations and systems, enabling them to achieve their own objectives sustainably. Advisory and support components developed in this context could prove very useful for strengthening the systems of actors involved in the integration of refugees.

As a result there is great potential to provide advice to partners – including schools, local administrations and integration officers, as well as committees and platforms such as local authority working groups on asylum seekers – about topics relevant to violence prevention and integration, such as participatory planning, coordination and unifying mechanisms, dialogue processes, skills development for psychosocial counselling, and conflict transformation.

What recommendations can be made regarding the use of the practical lessons learned in projects and programmes for violence prevention?

Actors working for the integration of refugees, who hope to add value to their activities by learning from the programmes described here, can take the following steps:

- Get in touch directly with the programmes. They can then refer you to other advisors and relevant projects at the interface between refugee integration and violence prevention.
- Invite experts and advisors from the relevant GIZ programmes to talk at forums, training workshops and other events where ideas are discussed about what could work for the integration of refugees.

- Try out one or more of the approaches and methods described in this document, and adapt them to your own context.
- Consult additional websites such as <http://www.pufii.de/nano.cms/english> (platform for Preventive Support for Integration Initiatives) and http://www.epo.de/index.php?option=com_content&view=article&id=1755&Itemid=150 (website on development policy, which also deals with activities to support the integration of refugees).

A supplementary overview: Further examples of relevant GIZ measures to support the integration of displaced people

As was mentioned at the beginning, this brochure focuses on GIZ's experiences related to violence prevention and coexistence in society. It does not describe any of the GIZ methods that might be relevant for the economic and political-legal integration of refugees. Here, we will at least mention a few examples of such approaches.

For further information:

<https://www.giz.de/en/workingwithgiz/36527.html>

Integration at the legal-political level

GIZ supports, for example, an exchange of experiences between local administrations in Morocco, Turkey and Germany. Among other things, this looks at ideal processes in questions of citizenship, the issuing of work permits and the development of asylum systems, and it examines legal-political advice, information and orientation (e.g. job placement and recognition of qualifications), and the political inclusion of refugees, for instance in local councils.

Integration at the economic level

A number of GIZ projects assist the reintegration of refugees by advising and supporting them in business ideas when they relocate to their home countries. A different example would be Make it in Hamburg!, a collective project by GIZ, the city of Hamburg and the society 'Arbeit und Leben' (Work and Life). Make it in Hamburg! offers training, information and advice to migrants and their life partners, aimed at promoting employment. At the same time it addresses local companies. The idea is to bring these companies together with qualified employees from abroad, thereby encouraging comprehensive culture of welcome. <https://hamburg.arbeitundleben.de/index.php?s=4&id=75&clang=en>.

Social integration

How can you encourage migrants and their organisations to get involved in the integration effort? Training of peer-to-peer advisors is an interesting and innovative approach. This entails teaching refugees who have been in their host communities for some time to give advice to new arrivals. Although the migrant-counsellors have already gained their own experiences of life in the new country, they often lack the relevant counselling skills. GIZ also supports programmes for the training of mentors and has had positive results in this area.

Self-determined life

Knowledge transfer Reducing risk factors

Psychosocial support Livelihoods

Employment skills Empowerment

Belonging Dialogue and exchanges

Better accommodation Educational achievement

Integration & social cohesion

Participation Multipliers/change agents

Psychological care Self-help capacity

Building up protective factors Life skills Experiential learning

No lost generation Managing conflicts

Prospects Sustainability

Cohesion

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