

Skills for Reintegration

Target-Group-Specific Approaches to Reintegration for Education and Technical Vocational Education and Training in Fragile and Conflict-Affected Contexts

Contents

1	List of Abbreviations	5
1	Context	7
1.1	Methodology of the Study	9
2	Introduction	11
2.1	Forced Displacement: Facts and Figures	12
2.2	Education, Technical Vocational Education and Training, and Forced Displacement	13
2.3	The Responses of the German Government and her Development Cooperation	14
3	Reintegration	17
3.1	The Reintegration Context	18
3.2	Understanding Reintegration	19
3.3	The Reintegration Process	20
3.4	Stakeholders, Partners and Coordination	23
3.5	Strategic Frameworks and Approaches	25
3.5.1	Comprehensive Refugee Response Framework	25
3.5.2	Regional Refugee Response and Resilience Plan	26
3.5.3	Three-Track-Approach of the United Nations	27
3.5.4	Early Recovery Framework	28
3.6	Challenges	30
4	Target Groups in Reintegration	33
4.1	Vulnerability and Resilience	35
4.2	Returning Refugees	39
4.3	Internally Displaced Persons	42
4.4	Ex-combatants	45
4.4.1	Children Associated with Armed Forces and Groups	50
4.5	Other Vulnerable Groups	55
4.5.1	Women and Girls	55
4.5.2	Children	58
4.5.3	Youth	59
4.5.4	Persons with Disabilities	61

5	Education and Technical Vocational Education and Training in Reintegration	63
5.1	The Role of Education and Technical Vocational Education and Training in Reintegration	64
5.1.1.	Planning and Coordination	65
5.1.2	Challenges in Reintegration for Education and Technical Vocational Education and Training	66
5.2	Formal and Non-Formal Education and TVET Approaches	67
5.2.1	Examples of Programme Approaches	70
5.3	Cross-Cutting Issues and Wider Approaches	84
5.3.1	Safe Schools and Learning Environments	84
5.3.2	Child-Friendly Spaces	85
5.3.3	Life Skills Education	87
5.3.4	Social Cohesion	87
5.3.5	Peaceful Coexistence	89
5.3.6	Rehabilitation, Reconciliation and Reintegration Activities	91
5.3.7	Inclusive Education	93
5.3.8	Sport for Development	95
6	Lessons Learned	99
7	Recommendations	105
7.1	Policy and Strategy Level	106
7.2	Institutional and Organisational Level	107
7.3	Operational and Programme Level	108
II	Glossary of Terms	111
III	Bibliography	121

I List of Abbreviations

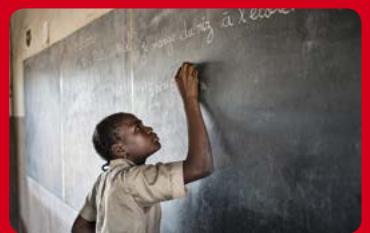
AA	<i>Auswärtiges Amt</i> Federal Foreign Office
AFDP	Asian Football Development Project
ALP	Accelerated Learning Programme
BMZ	<i>Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung</i> , German Federal Ministry for Economic Cooperation and Development
CFS	Child-Friendly Spaces
CRRF	Comprehensive Refugee Response Framework
CTA	Community Technology Access
DAFI	<i>Deutsche Akademische Flüchtlingsinitiative Albert Einstein</i> Albert Einstein German Academic Refugee Initiative
DDR	Demobilisation, Disarmament and Reintegration
DRC	Democratic Republic of Congo
DVV	<i>Deutscher Volkshochschul-Verband International</i> Institute for international cooperation of the German adult education association
EQUIP	Education Quick Impact Project
EU	European Union
FAL	Functional Adult Literacy
FAO	Food and Agriculture Organization
GBV	Gender-Based Violence
GDC	German Development Cooperation
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
GPPI	Global Public Policy Institute
HPG	Humanitarian Policy Group
IASC	Inter-Agency Standing Committee
ICRC	International Committee of the Red Cross
ICT	Information and Communication Technologies
IDMC	Internal Displacement Monitoring Centre
IDP	Internally Displaced Person
ILO	International Labour Organization
INEE	Inter-Agency Network on Education in Emergencies
KfW	<i>Kreditanstalt für Wiederaufbau</i> German Development Bank
LRRD	Linking Relief, Rehabilitation and Development
MDG	Millennium Development Goal
MHPSS	Mental Health and Psychosocial Support

NGO	Non-Governmental Organisation
NRC	Norwegian Refugee Council
ODI	Overseas Development Institute
OECD	Organisation for Economic Co-operation and Development
PCBS	Palestinian Central Bureau of Statistics
PEP	Peace Education Programme
QiP	Quick Impact Project
ReAct	Rehabilitation, Reconciliation and Reintegration
RECOM	Reintegration of Ex-Combatants
SDG	Sustainable Development Goal
STPP	Support of Measures to Strengthen the Peace Process
TEC	Technical Education Centre
3RP	Regional Refugee and Resilience Plan
TVET	Technical Vocational Education and Training
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNOSDP	UN Office on Sport for Development and Peace
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
USAID	United States Agency for International Development
ÜH	<i>Übergangshilfe</i> Transitional development assistance
VET	Vocational Education and Training
WFP	World Food Programme
WHO	World Health Organization
YDF	Youth Development through Football
YEP	Youth Education Pack



1

Context



In 2014, the Federal Ministry for Economic Cooperation and Development (BMZ) commissioned the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) Sector Programme *Education* and the GIZ Sector Project *Technical and Vocational Education and Training* (TVET) to develop a comprehensive study titled '**Education and Vocational Education and Training (VET) in Fragile and Conflict-Affected Contexts**'. The aim of this study was to review, update and develop concepts, approaches and tools for the promotion of education and VET in these contexts.

The study took into account the following subtopics:

1. Development of conflict-sensitive and peacebuilding systems in education and VET in fragile and conflict-affected contexts
2. Peacebuilding approaches to employment promotion in education and VET in fragile and conflict-affected contexts
3. Target-group-specific approaches to reintegration in education and VET in fragile and conflict-affected contexts
4. Sector-specific peace and conflict assessments in education and VET in fragile and conflict-affected contexts
5. Sector-specific approaches for context analysis, planning and monitoring and evaluation in education and VET in fragile and conflict-affected contexts
6. Human development concept for education and VET in fragile and conflict-affected contexts.

The research study is part of a larger programme implemented by the GIZ Sector Project *Technical and Vocational Education and Training* (TVET). Some of the major milestones were:

- Background study on 'Vocational Education in Fragile Contexts', commissioned by BMZ and the German Federal Foreign Office (AA) (published by Global Public Policy Institute (GPPI), September 2013)
- Joint Mission of BMZ, AA and GIZ to Lebanon and Jordan in the context of the Syrian crisis (November 2013)
- Expert Meeting on 'Education and Vocational Education in Fragile Contexts' by BMZ and AA, Berlin (December 2013)
- GIZ Sector Project, TVET kick-off workshop for the study 'Education and Vocational Education and Training (VET) in Fragile and Conflict-Affected Contexts', Eschborn, (August 2014)
- Stakeholder workshop 'Education and Vocational Education and Training in Fragile and Conflict-Affected Contexts' (presentation and discussion of study results), Bonn (November 2014).

The studies were kept in working versions without being published widely.

At the beginning of 2017, the GIZ Global Project *Skills for Reintegration* was commissioned by the BMZ Department for *Return and Reintegration*. It aims to increase the employability of refugees, internally displaced persons (IDPs) and the local population in host communities through additional needs-oriented qualification activities.

Skills for Reintegration supports a peaceful reintegration for voluntarily returning refugees and internally displaced persons (IDPs) into their respective communities, or rather their communities in the host country. It will contribute by providing information and preparation for a successful reintegration. This includes, for example, the offer of employment opportunities and assistance and concrete possibilities for support, etc.

The Global Project *Skills for Reintegration* selected this study to be updated and published in the context of their work. The study gives an overview of up-to-date knowledge on reintegration with a special focus on education. This turns out to be fundamental for the new project. Jürgen Wintermeier as the coordinator of the overall study, 'Education and Vocational Education and Training (VET) in Fragile and Conflict-Affected Contexts', and as the author of the study 'Target group specific approaches to reintegration in education and TVET in fragile and conflict-affected contexts' was commissioned to undertake the update and reediting.

1.1 Methodology of the Study

This study is a research study to review and revise sector concepts, strategies and approaches in a reintegration situation. With this overview of existing instruments and methods, it aims to strengthen practical development support towards countries and communities facing reintegration challenges.

It argues that successful reintegration of displaced populations forms a key element in post-conflict recovery, reconstruction and peacebuilding situations, and that within the reintegration context, education and TVET are cornerstones and key sectors in rebuilding societies and sustaining peace.

The study is divided into seven chapters:

- Chapter 1** provides the reader with some background information that led to the commissioning of the study.
- Chapter 2** introduces the topic of forced displacement and the German government responses and provides some general information on education and TVET.
- Chapter 3** provides the reader with an understanding of the reintegration concept.
- Chapter 4** introduces the different target groups to be supported in their efforts to reintegrate into society.
- Chapter 5** addresses the role of education and skills development in reintegration by looking at selected formal and non-formal, as well as cross-cutting and wider, approaches.
- Chapter 6** summarises some lessons learned from past interventions and tries to find out what has worked and what has not worked by analysing the reasons for success and failure.
- Chapter 7** concludes the study by making recommendations on the three levels of policy/strategy, institutional/organisational and operational/programme.

In conclusion, the study shows the importance and necessity of increasing support to the reintegration of displaced populations as a contribution towards post-conflict recovery and reconstruction as well as future peace and stability. It further emphasises the need for a response specific to target group and situation and underlines the crucial role of education and TVET in rebuilding livelihoods and socio-economic reintegration, supported by a large number of field practices. In doing so, practitioners have to adhere to some key principles and need access to a variety of instruments and tools in order to improve contextual analysis, programme planning, quality of services and targeted interventions for the wide range of beneficiary groups identified as being in need of sustainable return and reintegration.



Introduction

2



2.1 Forced Displacement: Facts and Figures

We are presently witnessing the highest levels of displacement on record. According to the United Nations High Commissioner for Refugees' (UNHCR) *Global Trends – Forced Displacement* in 2017¹, an unprecedented 68.5 million people around the world have been forced from their homes as a result of persecution, conflict, violence, or human rights violations. This displacement can be divided into the following groups: 40.0 million internally displaced persons (IDPs), 25.4 million refugees (19.9 million under UNHCR's mandate and 5.4 million Palestinian refugees registered by the United Nation Relief and Works Agency for Palestine Refugees in the Near East (UNRWA)). In addition, 3.2 million have sought for asylum. Over half of the refugees are under the age of 18.

The *Global Trends Report*² further states that developing countries host around 85 per cent of the 25.4 million refugees. Among the top hosting countries in 2017 were Turkey (3.5 million), Pakistan (1.4 million), Uganda (1.4 million), Lebanon (998,900), the Islamic Republic of Iran (979,400), Germany (970,400), Bangladesh (932,200) and Sudan (906,600).

It is estimated 10 million stateless people around the world have been denied a nationality and hence, access to basic rights such as education, healthcare, employment and freedom of movement.

In contrast, numbers of returnees remain relatively modest. 667,400 refugees returned to their countries of origin in 2017. These returns continued to represent only a small fraction of the refugee population (3 per cent). The majority of refugees returned to Nigeria, the Central African Republic, Syria, and Afghanistan.³ Around 4.2 million IDPs returned, accounting for 11 per cent of the overall IDP population.⁴

In a world where nearly 31 people are forcibly displaced every minute as a result of conflict and persecution, the international community faces political, economic and social challenges that urgently need to be addressed in order to find durable solutions.

How to address forced displacement, particularly in fragile and conflict-affected contexts in an efficient, well-coordinated, and sustainable way has become one of the major challenges of the international community in present times.

It is estimated that more than 1.5 billion people globally are living in fragile contexts and are suffering from armed conflict, violence or natural disasters. General and widespread poverty is typical for these contexts and according to the World Bank, forced displacement is emerging as an important developmental challenge.⁵ Not one of these fragile states that include Afghanistan, Syria, Somalia, Yemen and South Sudan, to name only a few, achieved the Millennium Development Goals (MDG) that ended in 2015 and were replaced by the Sustainable Development Goals (SDG).

According to the Global Report on Internal Displacement by the Internal Displacement Monitoring Centre (IDMC)⁶ in 2018 there were 11.8 million new internal displacements associated with conflict and violence in 2017.

The number associated with conflict almost doubled, from 6.9 million in 2016 to 11.8 million. Syria, Democratic Republic of Congo and Iraq accounted for more than half of the figure. All three countries are experiencing major humanitarian crises. While new waves of violence brought the Central African Republic (CAR),

1 United Nations High Commissioner for Refugees (UNHCR). 2018. *Global Trends – Forced Displacement in 2016*. Switzerland: Geneva. [Web page - <http://www.unhcr.org/5b27be547.pdf>].

2 Ibid.

3 Ibid.

4 Ibid.

5 World Bank. 2017. *Forcibly Displaced – Toward a Development Approach Supporting Refugees, the Internally Displaced, and their Hosts*. United States of America (USA): Washington, D.C. [Web page - <https://openknowledge.worldbank.org/bitstream/handle/10986/25016/9781464809385.pdf?sequence=11&isAllowed=y>].

6 The Internal Displacement Monitoring Centre (IDMC). 2018. *Global Report on Internal Displacement 2018*. Switzerland: Geneva. [Web page - <http://www.internal-displacement.org/global-report/grid2018/downloads/2018-GRID.pdf>].

El Salvador and Somalia among the ten worst-affected countries, Yemen dropped off this list because of insufficient data, despite remaining one of the world's largest and most severe humanitarian crisis.⁷

Low- and middle-income countries endure the most internal displacement every year. The majority of new displacements occurred in high-risk environments characterised by low coping capacity, high levels of socio-eco-nomic vulnerability and man-made hazards.

Witnessing a steep increase in conflict, displacement and destabilisation of countries and entire regions in our present context, it is no longer enough to fine-tune existing policies, strategies and implementation tools. It is necessary to rethink humanitarian and development approaches and respond to these new dramatic challenges in appropriate and innovative ways. In the process of peace building, recovery, reconstruction and reconciliation, education is one of the key sectors as it contributes to the creation of conditions for social and economic change. This also applies to reintegration scenarios in post-conflict situations when people go home following displacement and expect support in restarting their lives.

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2.2 Education, Technical Vocational Education and Training, and Forced Displacement

In times of forced displacement, all forms of education have to be addressed according to the needs of different target groups and to prepare people who are willing and able to return home to be successfully reintegrated and restart their lives in peace and dignity.

In the context of education and TVET, conservative estimates put the global number of children and youths that are unable to go to school or attend any form of skills training because of armed conflict and violence at approximately 28 million.

Within the scope of the Sustainable Development Goals (SDGs) and the universally shared common global vision of progress towards a safe, just and sustainable space for all human beings, the global community is aiming to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG Goal 4 “Quality Education”).

‘Refugees are five times more likely to be out of school than non-refugee children. At least 3,2 million refugee children and adolescents remain out of school. Only 1 in 3 refugee children are enrolled in primary school, and only 1 in 4 are enrolled in secondary school. Less than 1% of refugee students are enrolled in tertiary education’.⁸

⁷ The Internal Displacement Monitoring Centre (IDMC). 2018. Global Report on Internal Displacement 2018. Switzerland: Geneva.

⁸ Inter-Agency Network for Education in Emergencies (INEE). 2017. Education and Forced Displacement. United States of America (USA): New York. [Web page – <http://www.ineesite.org/en/forced-displacement>].

Therefore, SDG 4 contains a commitment to support people and countries affected by conflict, and to ensure that education is provided during emergency, conflict and post-conflict situations. It explicitly commits to education for refugees and IDPs, which will help to ensure that displaced children become systematically more visible and accounted for in education planning and monitoring in the coming years.

Children and youths will thus be at risk of being deprived of a human right, namely that of education and skills development, and be obstructed from developing their full potential.

Forty-two per cent of all children are at risk globally and these are increasingly being referred to internationally as a ‘lost generation’ if not addressed urgently.⁹ Children and youth are losing prospects at various individual and collective levels, in learning and professional practices, socially and in terms of their protection, in security. Deprivation of a safe learning environment increases forced migration and the risk of a recurrence or continuation of violent conflicts.

2.3 The Responses of the German Government and her Development Cooperation

Besides the commitment to the Agenda 2030 and the SDGs, the major goals and objectives of the German government in supporting education in fragile contexts and countries suffering from conflict and violence are to:

- overcome the causes of armed conflict, fragility and violence, for example through the support of inclusive and conflict-sensitive education and VET systems, prevention of youth violence programmes, and through measures aimed towards youth employment;
- strengthen competence in non-violent conflict management, for example through curricular and extra-curricular activities such as conflict prevention and peace education, sport and culture, and by supporting research at universities;
- reduce the impact of violent conflicts through the establishment and improvement of psychosocial counselling systems for children, youth and education personnel as well as through the reintegration of child soldiers and the creation of education opportunities for refugees and IDPs.

To achieve these aims the German government has three principal instruments at its disposal for its engagement in ‘fragile and conflict-affected countries’. These are:

- humanitarian assistance provided by the German Federal Foreign Office (AA),
- transitional development assistance provided by the German Federal Ministry for Economic Cooperation and Development (BMZ),
- Special Initiative on Forced Displacement (“Addressing root causes- reintegrating refugees”) by BMZ and
- bilateral development cooperation provided by BMZ to its partner countries.

These instruments are also applicable in a reintegration context where all four instruments of German cooperation are relevant in contributing to post-conflict recovery and peace building and assisting returnees in providing education opportunities and sustainable livelihoods as key elements of any reintegration process.

Measures to address forced displacement are a matter of top priority for German development policy. In 2016 alone, BMZ provided more than EUR 3 billion to tackle the structural causes of displacement, to assist refugees and IDPs and stabilise host regions.

⁹ The international community launched the ‘No Lost Generation’ Initiative in 2013 to address education challenges in the context of the Syrian crisis.

In the overall context of the German Development Cooperation (GDC), BMZ supports return and reintegration through a variety of policies, strategies and programmes. Among these, the strategy paper on Germany's transitional development assistance¹⁰ names the reintegration of refugees as one of its areas of intervention.

Furthermore, it stresses the importance of including the local host communities to sustainably increase social cohesion. In the framework of context-specific preventive measures, interventions have to ensure the strengthening of local capacities for peaceful conflict management. Transitional development assistance focuses on measures to reintegrate displaced people (refugees and IDPs), through the creation of economic opportunities (livelihood activities), providing support to host communities and building capacities for conflict transformation.¹¹

The BMZ special initiative 'Tackling the root causes of Displacement – Reintegrating refugees' (since 2014) aims to make a substantial contribution to the reduction of the root causes of forced displacement and to minimise its negative impact. At the centre of the initiative lies the improvement of living standards for people living in crisis and conflict situations and the reduction of factors leading to displacement. The initiative aims to minimise the impact of displacement on host countries and neighbouring regions through a range of stabilisation measures. Finally, the initiative contributes to the international effort of providing refugees with a chance for a new beginning, either through local integration in the host country or through reintegration into their country of origin upon return.

In their guidelines on the division of responsibilities, both ministries – BMZ and AA – refer to the reintegration of refugees and IDPs as one of the main intervention areas for Germany's humanitarian aid and transitional development assistance.¹²

When it comes to education and TVET in fragile and conflict-affected contexts, the German development cooperation seeks to mainstream education as a key area of it. Thereby, they are focusing by simultaneously addressing:

- systems, e.g. strengthening education systems in their entirety in all areas and forms of education,
- people, e.g. maintaining a holistic perspective with the individual at the centre and also by imparting everyday life skills, and
- actors, e.g. increasing cooperation and collaboration with others based on a more effective and efficient division of labour.¹³

Nevertheless, challenges are manifold and complex when education and TVET programmes and projects are implemented in violence fragile and conflict-affected context. BMZ prioritises four main intervention areas in its support for fragile and conflict-affected countries:

1. Dysfunctional state institutions in need of reconstruction and support in the planning, coordination, administration, financial management and governance aspects of basic education, vocational and higher education at all levels (national and local).
2. The absence of qualified education staff requiring the development and improvement of training and further training systems to train and upgrade education personnel, including teachers, trainers and administration managers.

¹⁰ Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (BMZ). 2013. Strategie der entwicklungsfördernden und strukturbildenden Übergangshilfe (ESÜH) – Resilienz stärken, Übergänge schaffen. Germany: Berlin and Bonn. [Web page – https://www.bmz.de/de/mediathek/publikationen/archiv/reihen/strategiepapiere/Strategiepapier330_06_2013.pdf]. This strategy paper is only available in German.

¹¹ Ibid.

¹² Auswärtiges Amt/Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung. 2012. Leitfaden zur Erläuterung der Aufgaben des Auswärtigen Amts (AA) und des Bundesministeriums für wirtschaftliche Zusammenarbeit und Entwicklung (BMZ) in den Bereichen der Humanitären Hilfe und der entwicklungs-fördernden Strukturbildenden Übergangshilfe. Germany: Berlin. This strategy paper is only available in German. [Web page – https://www.bmz.de/de/zentrales_downloadarchiv/themen_und_schwerpunkte/umwelt/Leitfaden_AA_BMZ_Humanitaere_Hilfe_Uebergangshilfe.pdf].

¹³ Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (BMZ). 2012. Vocational Education and Training in German development policy. BMZ Strategy Paper 8. Germany: Bonn and Berlin. [Web page – https://www.bmz.de/en/publications/archiv/type_of_publication/strategies/Strategiepapier326_08_2012.pdf].

3. Rehabilitation and improvements to damaged or destroyed education infrastructure in order to achieve quantitative and qualitative objectives. Besides buildings, these include gender adequate sanitation facilities, safe schools and classrooms, necessary equipment for learning and teaching materials, laboratories, libraries, computers, etc.
4. A generally poor quality of education needs to be improved through the development of adapted curricula as well as learning and teaching materials that respect minority groups, combined with the offer of multi-language teaching, adjusted exams, certification, accreditation and general school

development programmes. Linkages to the local labour markets are especially important for vocational and academic education as well as the integration of peacebuilding aspects into the pedagogical approach.

The BMZ strategy paper on Education (July 2015)¹⁴ aims to create equitable opportunities for quality education. The Ministry states that it will spend an annual amount of EUR 400 million on this key sector of its development cooperation, with basic education, TVET and higher education forming the main three support pillars. The strategy further prioritises support to countries affected by fragility and conflict, with particular reference to the refugee crisis.

Also, important in the context of German cooperation and development impact is the BMZ policy paper on 'Vocational education and training in German development cooperation' (2012). This policy paper outlines the German government's position and strategic approach. It provides a framework of reference for German actors in this sector. TVET in the context of conflict, fragile states and violence is one of four priority areas. It comprises initial and continuing education and training intended to enable individuals to escape poverty and vicious conflict cycles by acquiring special abilities and skills for employment. For example, the policy paper underlines the importance of reintegration in the case of reintegration of former combatants into society. It also recommends measures of job orientation and placement, functional literacy and professional qualifications. In addition, the policy paper promotes a multi-sector approach that has shown positive results in fragile and crisis countries as they aim to reintegrate marginalised population groups not only economically, but also politically and socially. According to the policy paper, psychosocial activities and steps towards increased political participation – especially for groups prone to violence – are also key to success.¹⁵

¹⁴ Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (BMZ). 2015. BMZ-Bildungsstrategie – Gerechte Chancen auf hochwertige Bildung schaffen. Germany: Berlin and Bonn. This strategy paper is only available in German. [Web page – http://www.bmz.de/de/mediathek/publikationen/themen/bildung/Strategiepapier315_1_2012.pdf].

¹⁵ Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (BMZ). 2012. Vocational Education and Training in German development policy. Position paper. BMZ Strategy Paper 8. Germany: Bonn and Berlin.



3

Reintegration



The following chapter gives a broad overview of the concept of reintegration and aims to provide a better understanding of the topic. Firstly, it will describe the context in which reintegration takes place. Secondly, it will address the multitude of challenges for those working in reintegration scenarios and look at the different stages of the reintegration process. This includes a review of the various strategic frameworks and approaches in existence and identification of stakeholders and partners as well as coordination mechanisms.

3.1 The Reintegration Context

Displacement across the world continues to grow and generates enormous costs in the form of economic, social and political impacts for the country of origin, host countries and communities and displaced persons. It also offers opportunities by drawing on the resilience and capacities of displaced populations as key to mitigating negative consequences and fostering development. Displacement is both a cause and an effect of fragile environments, and maintaining an explicit focus on displacement is a precondition for addressing the underlying drivers of conflict and instability.

The refugee population in sub-Saharan Africa increased by 1.1 million during 2017, mainly due to the crisis in South Sudan. Therefore, Sub-Saharan Africa hosted almost one-third (31%) of the world's refugee population. In the Asia-Pacific region, the refugee population increased up to 21 per cent, largely due to the arrival of refugees from Myanmar in Bangladesh.

Turkey hosted the largest number of refugees, which is up to 17%, while other countries on the European continent hosted around 14%. Meanwhile, the number of refugees in the Middle East and North Africa remained fairly constant (14%). The Americas region hosted around 3 per cent, a 6 per cent decline from the previous year.

Fifty-three per cent of all refugees worldwide come from only five countries: Syria (6.3 million), Afghanistan (2.6 million), South Sudan (2.4 million), Myanmar (1.2 million) and Somalia 986.400.¹⁶

Providing international protection, finding durable solutions that enable displaced people to rebuild their lives and live in dignity and peace remains the core challenge for the international community. According to UNHCR, durable solutions include voluntary repatriation, followed by reintegration, resettlement to a third country, and local integration.¹⁷ These approaches are still valid but a large number of people still remain with limited protection or hope of a durable solution in the future.

Experience has shown that return and reintegration is not a simple reversal of displacement, but a dynamic process involving individuals, households and communities that have changed as a result of their experience of being displaced, often for protracted periods. One or more generations may have been born and raised in exile. Worldwide, the average years of refugee displacement lies at 20 years according to UNHCR¹⁸ where women are likely to have taken on new roles as heads of families and breadwinners. Returnees may not speak the local language, and may have absorbed a range of cultural influences viewed as 'foreign' by receiving communities.

Reintegration consists not only of 'anchoring' or 're-rooting' returnees in either their places of origin or their previous social and economic roles. Conflicts and crises have differing impacts on people due to inequalities in control over resources and power. At the centre of humanitarian and development responses, and therefore at the centre of any reintegration activity, must be the affected population and a specific target group, as well as the host community ('Do-No-Harm'). Former refugees and IDPs who have experienced urban or semi-urban lifestyles during their period of displacement may well move to towns and cities upon their return. Such forms of mobility should not be regarded as a failure of the reintegration process per se. Similarly, rape survivors may

¹⁶ United Nations High Commissioner for Refugees (UNHCR). 2018. Global Trends - Forced Displacement in 2017. Switzerland: Geneva.

¹⁷ United Nations High Commissioner for Refugees (UNHCR). 2018 (updated). Durable Solutions. Switzerland: Geneva. [Web page - <http://www.unhcr.org/uk/solutions.html>].

¹⁸ United Nations High Commissioner for Refugees (UNHCR). 2016. Missing Out - Refugee Education in Crisis. Switzerland: Geneva. [Web page - <http://www.unhcr.org/57d9d01d01>].

often avoid returning to areas where they were victimised. If returnees, for whatever reason, are unable to establish new livelihoods or benefit from the rule of law in their areas of origin, but settle in alternative locations, then these choices should be respected. Rapid and unplanned urbanisation is a key feature of many societies emerging from conflict, and the reintegration process frequently unfolds within this broader context.¹⁹

3.2 Understanding Reintegration

The ultimate aim of any reintegration process is the removal of differences that set returnees apart from their local counterparts and receiving communities. The willingness and capacity of the state to reassume responsibility for, and respect the rights and well-being of, its citizens will determine how sustainable reintegration will be in the long run. Good governance, the establishment or existence of an efficient and independent justice sector and of a functioning rule of law system are similarly important aspects in providing protection and security. Both are imperative for the sustainability of any reintegration process and need to be addressed in parallel with socio-economic development. They shape individual initiative, support entrepreneurial attitudes and the resilience of returnees and their communities to bring about the changes necessary to live productive lives and contribute to building and maintaining peace.

In this regard, the reintegration process is one of the key elements of post-war recovery, reconstruction and peace building by supporting populations displaced by conflict and violence to return home and to reintegrate peacefully and in social harmony with the local communities. However, this process is very delicate and not free of potential conflict, as communities who endured deprivation and suffered from long-term stress in a conflict zone, or those who have become perpetrators of violence themselves during conflict, might not welcome returnees in their midst. Returnees might be seen as placing an additional burden on local services and as competitors for scarce resources such as food, water, social services, including education and health, as well as rare employment opportunities in the labour market.

At the same time, it should be stressed that host communities in areas of return could benefit a great deal from returnees. They bring new skills, resources and have acquired higher standards in regard to education, health and other services provided during displacement.

The best scenario for successful reintegration is the universal enjoyment of full political, civil, economic, social and cultural rights for all returnees. Ideally, reintegration is a collective responsibility under government leadership, supported by the international community. Humanitarian agencies may play a lead role in the earlier stages, while development agencies need to play a greater role in the future reintegration process by making humanitarian interventions sustainable and to link and possibly incorporate reintegration activities into broader development plans.

Reintegration may take place in the community of origin, in areas where displaced persons take refuge, or in another part of the country. Each return context is unique and needs to be systematically analysed before designing responses and assistance programmes that are specific to the context and target group.

UNHCR defines reintegration as a process involving the progressive establishment of conditions which enable returnees and their communities to exercise their social, economic, civil, political and cultural rights, and on that basis to enjoy peaceful, productive and dignified lives.²⁰

Furthermore, reintegration is understood as a gradual, often long-term, process of reducing the consequences of displacement and of rebuilding one's life. It refers to a process in the country (with regard to refugees) or place (with regard to IDPs) of origin in which displaced people are reintegrated back into society. It addresses the socio-economic processes by which returning people build economic livelihoods and, perhaps most importantly, rebuild social connections within the community. This includes rebuilding self-consciousness and a person's

¹⁹ United Nations High Commissioner for Refugees (UNHCR). 2008. Policy Framework and Implementation Strategy - UNHCR's Role in Support of the Return and Reintegration of Displaced Populations. Switzerland: Geneva. [Web page - <http://www.unhcr.org/partners/guides/4c2203309/policy-framework-implementation-strategy-unhcrs-role-support-return-reintegration.html>].

²⁰ United Nations High Commissioner for Refugees (UNHCR). 2014. Practitioner's Handbook for Reintegration. Switzerland: Geneva. [Web page - <http://www.solutionstoolkit.org/>].

identity in society. Nevertheless, it is important to mention that there are underlying dynamics that affect all returning people similarly – no matter which target group they are part of.

3.3 The Reintegration Process

The reintegration process takes place on different levels. It starts at an emergency stage and leads up to a development stage. Key elements are the spontaneous return or voluntary repatriation of displaced people back home and their reintegration into communities and society, as well as rehabilitation and the long-term recovery and reconstruction phase.

In the case of refugee and IDP return, humanitarian and development actors need to work closely together with responsibilities for each stage based on their respective mandates, expertise and resources.

There are four main aspects of any reintegration process:

Legal: access to legal processes, including land, property rights and housing

Political: stable government and governance, full participation in political processes, gender equality in all aspects of political life, e.g. freedom of thought and expression and protection from persecution, recognition of human rights

Economic: access to productive and financial resources, e.g. micro-credits, land, agricultural inputs and livestock

Social: access to services, security, absence of discrimination, community-level dispute resolution and conflict management.²¹

The key principles and practices that apply to all sectors of reintegration, including education and skills development, are:

- national responsibility and ownership
- rights, justice and reconciliation
- participatory, integrative and community-based approaches
- comprehensive situation analysis
- early preparation and planning
- pragmatism and flexibility
- integration into broader recovery programmes, and
- sustainable funding.²²

Factors that determine how agencies assist reintegration include the:

- **character of the state** and the context of the breakdown in national protection (reasons for displacement and whether the state can be characterised as weak, contested, repressive or fragile)
- **nature of the conflict** (the extent of the damage to property and infrastructure, the duration and intensity of the conflict and the level of militarisation)
- **length and nature of exile** (extended periods in exile can make reintegration more challenging)
- **dynamics of displacement** (both internal and external, including the characteristics of the displaced);
- **provisions of the peace agreement** (the extent to which agreements – where they exist – address underlying grievances that led to the conflict), and
- **return process** (which may either facilitate or endanger the reconciliation process and will, if badly managed, undermine peace building).²³

21 United Nations High Commissioner for Refugees (UNHCR). 2004. Handbook on Repatriation and Reintegration Activities. Switzerland: Geneva. [Web page - <http://www.unhcr.org/411786694.pdf>].

22 United Nations High Commissioner for Refugees (UNHCR). 2008. Policy Framework and Implementation Strategy – UNHCR's Role in Support of the Return and Reintegration of Displaced Populations. Switzerland: Geneva.

23 United Nations High Commissioner for Refugees (UNHCR). 2004. Handbook on Repatriation and Reintegration Activities. Switzerland: Geneva.



Social networks form another important element of reintegration, as these contacts can accompany returnees through the reintegration process by welcoming them back to the community, providing them with information and social capital, and providing safety nets during difficult situations.²⁴

Given the complexity of the factors above, it is evident that there is no single or simple model for reintegration; each situation must be analysed and addressed individually. A proper understanding of these dynamics is essential for peace building, as ill-conceived reintegration efforts can be detrimental to peace.

24 European University Institute. 2011. Return Migration and Development Platform. Italy: Florence. [Web page - <http://rsc.eui.eu/RDP/>].

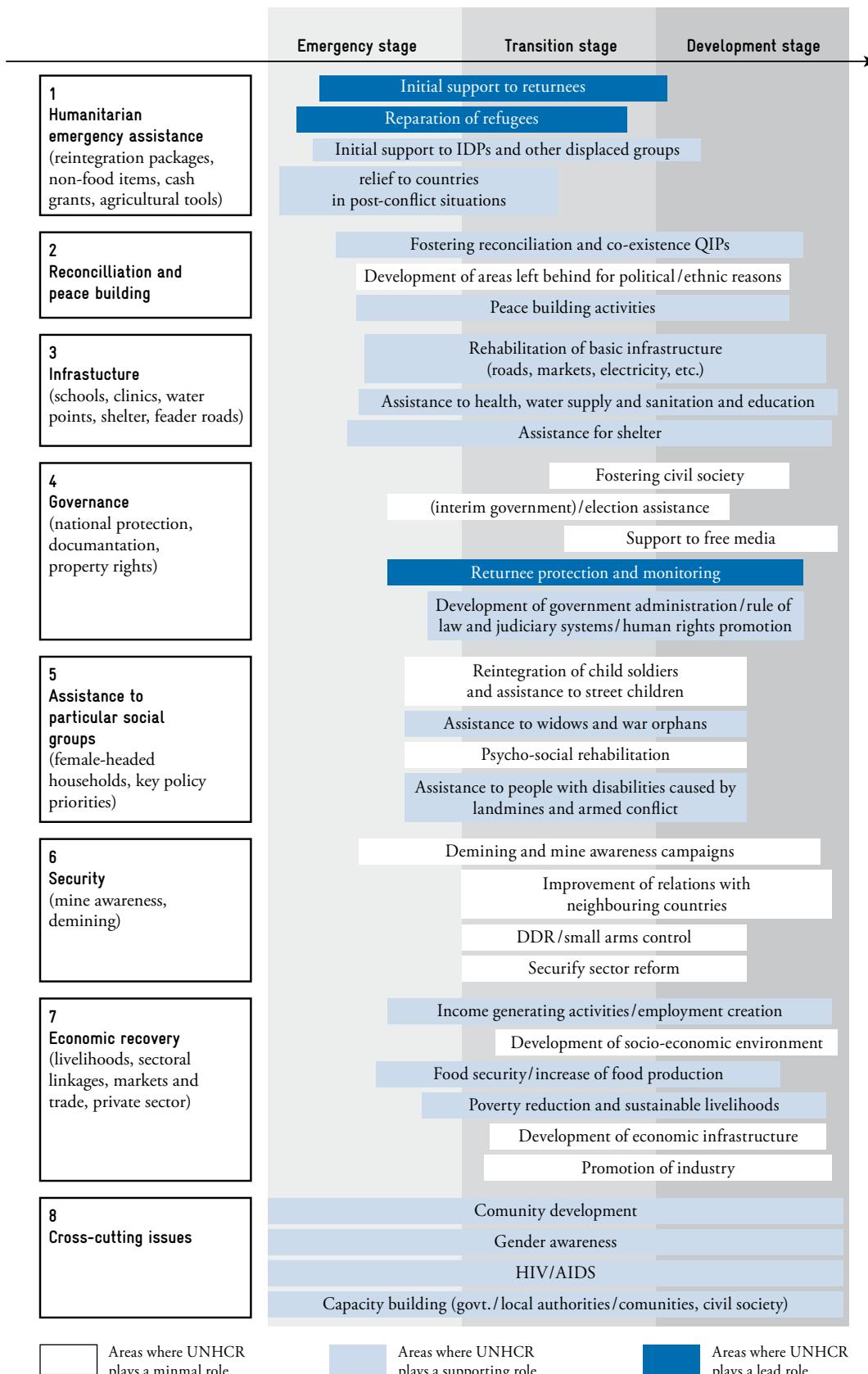


Figure 1: Examples of interventions linking repatriation with reintegration, rehabilitation and reconstruction from the emergency stage through transition to development.²⁵

25 United Nations High Commissioner for Refugees (UNHCR). 2004. Handbook on Repatriation and Reintegration Activities. Switzerland: Geneva.

According to UNHCR are there key intervention areas identified. It shows the concrete activities either spanning the three stages (emergency – transition – development) or specifically allocated to one or two of these stages. As a result, it demonstrates the importance of integrated planning that connects areas and stages of the reintegration process right from the outset to avoid breaks in the support continuum and ensure sustainability. Therefore, it is important to bring humanitarian and development actors together right from the start of interventions through joint assessments and planning, defining their different roles and responsibilities and clearly identifying exit strategies for each partner relevant to their different mandates, resources and expertise.

3.4 Stakeholders, Partners and Coordination

No organisation can deliver assistance and services to returnees alone, especially when they return in large numbers to under-resourced major areas of return. It is therefore crucial to form strategic and operational partnerships in reintegration that may lead from joint assessments and planning to working together on the implementation of programmes as well as undertaking joint monitoring and evaluation activities. Humanitarian and development actors, in cooperation with relevant national stakeholders, are increasingly challenged to interlock and create synergies in order to close the gap between short-term relief and long-term development.

It is important to be reminded that national governments play a lead role in reintegration. National governments are responsible for providing protection and services to its citizens. Where they are unable to do so, they rely on the international community to support and supplement their own efforts. This is the reason why all reintegration interventions have to be directed at building or strengthening local capacities and resilience to make reintegration efforts sustainable and in line with local development plans.

Providing protection and assistance to refugees and IDPs is primarily the responsibility of the state and its institutions. The international community has an important role to play when the national authorities lack the capacity (or are unwilling) to ensure an effective response to humanitarian crises affecting their own populations. This requires a coordinated effort that can involve humanitarian, developmental, political, security and other actors. Collaborative response mechanisms include:

- The Emergency Relief Coordinator, and also the UN Under-Secretary-General for Humanitarian Affairs who is responsible for the coordination of inter-agency humanitarian action.
- The Inter-Agency Standing Committee (IASC), chaired by the Emergency Relief Coordinator, as the principal inter-agency forum for coordination and decision-making on issues of humanitarian action.

Establishing local ownership through participation and partnership is fundamental for success and sustainability. Therefore, it is necessary to work directly with community-based organisations, local Non-Governmental Organizations (NGOs), farmer associations, youth and women's groups, education committees and self-help organisations identified or formed during the reintegration process.

Reintegration Partners and their Roles

Reintegration partners	Role in reintegration
Governments	National governments should take a leading role in the reintegration process with the support of the international community.
Returnees and Receiving Communities	Returnees and receiving communities are primary stakeholders with skills, knowledge and experience to contribute to reintegration operations. It is important that returnees are encouraged to be actively involved in planning and delivering reintegration activities, as part of a participatory approach.
Humanitarian Actors	A range of humanitarian actors, including UN agencies and NGOs, assist in the emergency phase following large-scale return movements led by the Resident Coordinator/Humanitarian Coordinator at the UN level.
Political and Security Actors	Political and security actors, such as UN peacekeeping and political missions, are responsible for preserving humanitarian space, and for the protection and security of returnees.
Development Actors	Development actors support early recovery during the humanitarian phase and recovery during transitions from conflict to peace, generally with long-term development objectives in mind for their interventions.
NGOs and Civil Society	A large number of NGOs and community groups provide assistance in reintegration situations, often as UNHCR's operational or implementing partners. Building the capacities and skills of NGOs and civil society is crucial in transition situations to enable them to take increasing responsibility for reintegration in the longer term.
National Academia	Ensuring involvement of (national) academia and research institutions further strengthens national ownership, but is also vital for capacity-building and knowledge-sharing on the challenges and opportunities of the reintegration process. Research and academic institutions can play important roles in the assessment process and subsequent monitoring by acting as information repositories and important sources of information on the local/national context.
Private Sector Partners	The private sector plays an increasingly important role in reintegration programmes and partnerships. They can provide valuable assistance in reintegration activities such as funding and technical expertise, particularly in the area of skills training and livelihoods. A common United Nations framework for working with business partners can be found at http://www.unglobalcompact.org .

Source: United Nations High Commissioner for Refugees (UNHCR). 2014. Practitioner's Handbook for Reintegration. Switzerland: Geneva.

3.5 Strategic Frameworks and Approaches

Even though the SDGs provide the overall framework, a number of gaps in post-conflict transitions nevertheless emerge. The following aspects can influence effective implementation of frameworks and/or approaches to rehabilitate or reconstruct societies.²⁶

- **Institutional:** Agencies have different operating modalities and priorities and often the coordination mechanism between humanitarian and development actors are quite weak.
- **Financial:** Although various multilateral funding instruments – including pooled funding arrangements – have been established to address the challenges of post-conflict transition and recovery, there remains a risk that funding gaps will appear or corruptive practices will undermine good intentions.
- **Temporal:** Gaps can appear immediately after a crisis subsides and widen when emergency assistance declines and before long-term development activities begin.
- **Protection:** Gaps in the restoration of national protection can exist even when peace agreements are signed.
- **Political:** There may be differences or a lack of clear political goals among actors.

The effects of these gaps to achieve sustainable development are particularly detrimental in the context of the reintegration of populations displaced by conflict. Experience in many countries has shown that existing ad hoc cooperation or organisational approaches cannot effectively bridge the gap between emergency relief and development, nor can any one of the organisations involved deliver the necessary results on their own. The existence of gaps suggests that national actors from government to civil society must respond more coherently and effectively in partnership with external actors, including development and humanitarian agencies, donors and international NGOs. In most cases, a more effective response entails not simply ‘doing more’, but rather ‘doing things differently’.

3.5.1 Comprehensive Refugee Response Framework

In September 2016, the *New York Declaration for Refugees and Migrants*²⁷ lays out a vision for a more predictable and more comprehensive response to the refugee crises. The New York Declaration “reflects that the protection of those who are forced to flee, and support for the countries that shelter them, are a shared international responsibility – a responsibility that must be borne more equitably and predictably”²⁸. To achieve this, the *Comprehensive Refugee Response Framework* (CRRF) is a unique opportunity to strengthen the international response to large movements of refugees (both in protracted and new situations) by including humanitarian and development actors.²⁹

The CRRF “specifies key elements for a comprehensive response to any large movement of refugees. These include rapid and well-supported reception and admissions; support for immediate and on-going needs (e.g. protection, health, education); assistance for local and national institutions and communities receiving refugees; and expanded opportunities for solutions”³⁰. With one of its four objectives to ease pressures on host countries, the CRRF eschews short-term responses in favour of a sustainable approach involving development assistance in addition to humanitarian action.³¹

²⁶ Osborn, D., Cutter, A. and F. Ullah. 2015. Universal Sustainable Development Goals – Understanding the Transformational Challenge for Developed Countries. Stakeholder Forum. United Kingdom: London. [Web page – https://sustainabledevelopment.un.org/content/documents/1684SF--SDG_Universality_Report--May_2015.pdf].

²⁷ Following referred as New York Declaration.

²⁸ United Nations High Commissioner for Refugees (UNHCR). 2018. Bringing the New York Declaration to Life: Applying the Comprehensive Refugee Response Framework (CRRF). Switzerland: Geneva. [Web page - <http://www.unhcr.org/57e4f6504>].

²⁹ Ibid.

³⁰ Ibid.

³¹ Ibid.

It is the aim and the main idea of the CRRF that refugees

should be included in the communities from the very beginning. When refugees gain access to education and labour markets, they can build their skills and become self-reliant, contributing to local economies and fuelling the development of the communities hosting them. Allowing refugees to benefit from national services and integrating them into national development plans is essential for both refugees and the communities hosting them, and is consistent with the pledge to 'leave no one behind' in the 2030 Agenda for Sustainable Development.³²

The CRRF is not a new coordination mechanism, but rather builds on existing mechanisms such as humanitarian response plans, refugee response plans, the Refugee Coordination Model, as well as development processes pursued by the UN (such as the UN Development Assistance Frameworks), by Member States, regional organisations and international financial institutions.³³

UNHCR is presently implementing the CRRF in consultation with governments and other stakeholders in a number of selected pilot countries, such as Djibouti, Ethiopia, Somalia, Guatemala, Nicaragua, Panama, Uganda and Tanzania.

3.5.2 Regional Refugee Response and Resilience Plan

The Syrian crisis has displaced 6.3 million Syrian refugees to Turkey, Lebanon, Jordan, Germany, Iraq, Egypt, Sweden, Austria and the Netherlands; and there are an estimated 6.2 million IDPs within Syria itself.³⁴ Refugees from Syria are losing hope that a political solution will soon be found to end the bloodshed in their homeland, while they still struggle to meet their basic needs in countries of asylum in the region.

The *Regional Refugee and Resilience Plan* (3RP), entering its fourth year in 2017, combines a humanitarian response focused on alleviating the suffering of the most vulnerable, addressing basic needs and preventing large numbers of refugees from falling deeper into poverty, with longer-term interventions bolstering the resilience of refugee and host communities, while also empowering national systems. The 3RP has mobilised the combined knowledge, efforts and resources of five states, more than 200 partner agencies, and an increasing number of donors.

The 3RP combines two interlinked components – the refugee protection and humanitarian component, and the resilience/stabilisation-based development component.³⁵ From these two components, a number of strategic directions set the high-level parameters of the 3RP response. These directions are designed to enhance the protection of vulnerable persons and to create the conditions and opportunities for dignified lives and better futures for refugees and host communities.³⁶

The 3RP is a nationally led, regionally coherent strategy, which builds on the national response plans of the countries in the region affected by the Syrian crisis and seeks to increase the integration of humanitarian and development planning.

It brings together almost 200 humanitarian and development partners, including governments, UN agencies, and national and international NGOs. This unique and coordinated initiative aims to bring about a scaling-up of resilience and stabilisation-based development and humanitarian assistance to cope with the crisis. It is hoped that such a coordinated regional response will serve as a model when Syrian refugees will one day be able to go home and be reintegrated.³⁷

32 United Nations High Commissioner for Refugees (UNHCR). 2018. Bringing the New York Declaration to Life: Applying the Comprehensive Refugee Response Framework (CRRF). Switzerland: Geneva.

33 Ibid.

34 United Nations High Commissioner for Refugees (UNHCR). 2018. Global Trends - Forced Displacement in 2017. Switzerland: Geneva. [Web page - <http://www.unhcr.org/5b27be547.pdf>].

35 Regional Refugee and Resilience Plan (3RP) in Response to the Syria Crisis. 2018 (updated). Regional Strategic Overview. Jordan: Amman. [Web page - <http://www.3rpsyriacrisis.org/the-3rp стратегический обзор/>].

36 Ibid.

37 Ibid.

Launched in 2013, the United Nations Children's Fund (UNICEF) -coordinated 'No Lost Generation' initiative is an ambitious commitment by humanitarians and donors to combine strategic efforts across sectors in support of children and youth affected by the Syrian and Iraqi crises, recognising that their safety, well-being, and education – and as a result, their futures – stand to be decimated by over five years of war. The initiative has increasingly mobilised support from policy-makers and donors for all three of its pillars: education, child protection and adolescent and youth engagement. In the case of education, this has been particularly successful, making it one of the best-funded sectors in the 3RP, and has placed the sector at the forefront of the 3RP response in the five host countries.³⁸

3.5.3 Three-Track-Approach of the United Nations

In the context of a post-conflict peacebuilding process, the UN developed a 'three-track approach', with the reintegration track placed in the continuum of immediate stabilisation of the situation as Track One and the transition stage as Track Two, eventually leading to sustainable development, employment creation and decent work:

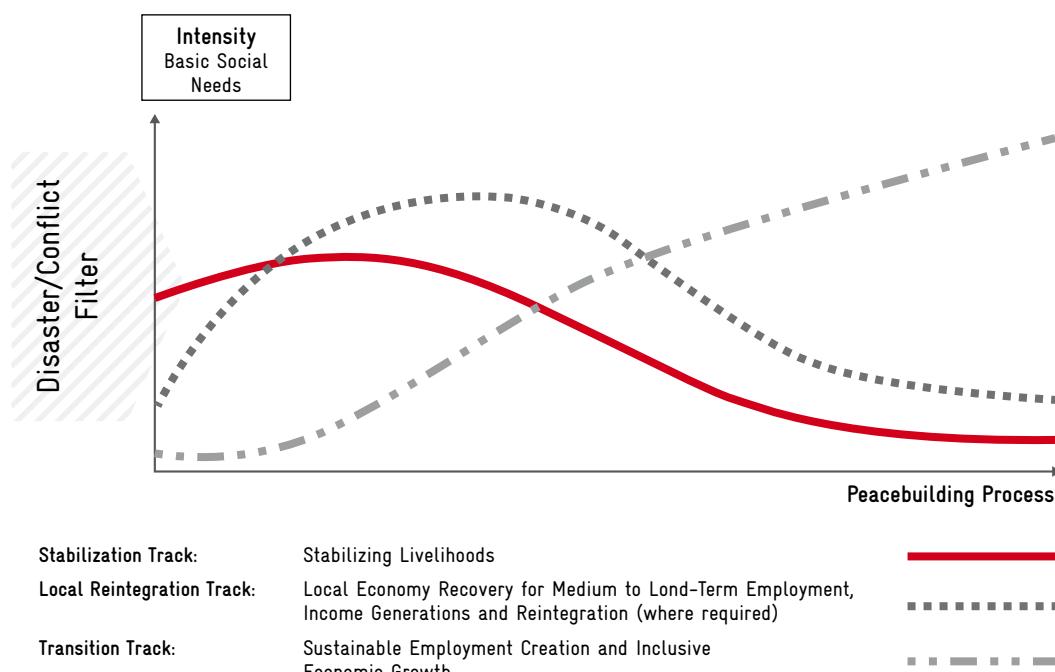


Figure 2: Timing and Intensity of UN Three-Track-Approach

The UN Development Programme (UNDP) has adapted a three-track approach for its own livelihood and economic recovery programming in crisis and post-crisis situations. Here, UNDP programming responds first to the urgent needs of crisis-affected groups with interventions to stabilise income generation and emergency employment (Track A). The Local Reintegration Track in UNDP programming focuses on medium- to long-term local economic recovery, including interventions to create employment opportunities and facilitate reintegration (Track B). Programming under the Transition Track focuses on sustainable employment creation, decent work and inclusive economic growth (Track C). Interventions in Track C help to strengthen the national systems and policies that are needed in order to sustain the progress achieved in Tracks A, B, and C. Interventions under the three tracks are complementary, and some of the activities in all three tracks, such as skills training, are cross-cutting.³⁹

38 Regional Refugee and Resilience Plan (3RP) in Response to the Syria Crisis. 2018 (updated). Regional Strategic Overview. Jordan: Amman.

39 United Nations Development Programme (UNDP) Bureau for Crisis Prevention and Recovery. 2013. Livelihoods and Economic Recovery in Crisis Situations. Executive Summary. United States of America: New York. 2013.

UNDP works closely with UNHCR, the International Labour Organization (ILO), the World Bank and other members of the IASC Cluster Working Group on Early Recovery to ensure a holistic response to the specific needs of displaced persons while facilitating the establishment of frameworks for longer-term recovery and development.

UNDP favours an area-based approach to the reintegration of displaced persons and their livelihoods, with local governments and affected communities at the heart of the process. Within a specific geographical area – for example major return areas – inclusive and participatory processes of assessment, programme development, implementation, and monitoring can ensure local ownership and leadership.

3.5.4 Early Recovery Framework

In the context of transition, early recovery is often mentioned as the stage where development partners start to play an important role, with interventions building on immediate relief assistance provided by humanitarian agencies in the early post-conflict stages. Early recovery is usually defined as the application of development principles to humanitarian situations in order to stabilise local and national capacities from further deterioration so that they can provide the foundation for full recovery and stimulate spontaneous recovery activities within the affected populations.

Early recovery in the context of transition, with reintegration of returning populations, covers the entire transitional phase as it includes aspects of relief and recovery and leads to sustainable development.

In summary, early recovery can be understood as a tool for a broader stabilisation process, in that it seeks to lay the foundations for wider recovery from conflict, as well as being a component of the peacebuilding agenda, through creating visible peace dividends. To the extent that early recovery efforts build national capacities, support political settlements and are informed by development principles, such efforts overlap with state-building and development approaches.

Building and sustaining peace – usually following peace agreements in post-conflict contexts – is key for the recovery process and is often mentioned as part of the reintegration process.

Early recovery and peace building are the main drivers in achieving the overarching goal of state-building. The box below illustrates the inter-linkages between humanitarian, stabilising (or transitional) and development activities in the continuum from conflict to peace, with peacebuilding at its centre.

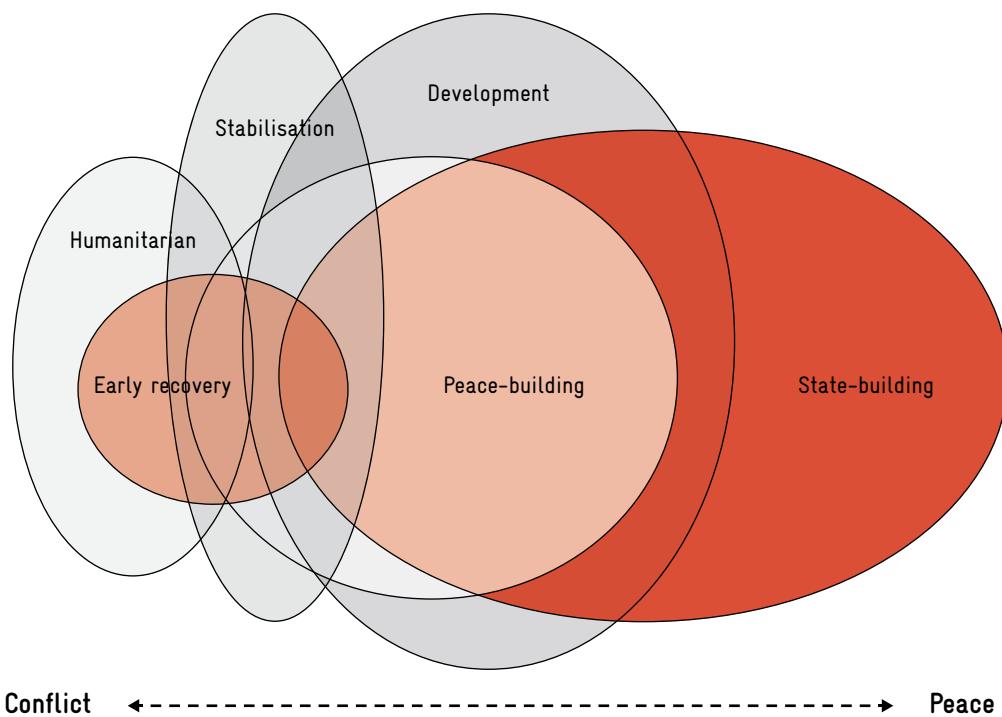


Figure 3: Approaches to responding to conflict and promoting peace and recovery⁴⁰

Reintegration therefore has to be seen and placed in this broader recovery and peacebuilding context where all efforts aim at state-building in the aftermath of conflict and where different actors with different mandates and responsibilities face the challenge of making all interventions at different stages of the process sustainable.

The international community, and more prominently the UN, has developed these strategic frameworks and approaches as part of the overarching objective to find durable solutions after displacement. A durable solution is achieved when displaced persons no longer have specific assistance and protection needs linked to their displacement and can enjoy their human rights in dignity and without discrimination.

⁴⁰ Humanitarian Policy Group (HPG)/Overseas Development Institute (ODI). 2009. Early recovery: an overview of policy debates and operational challenges – HPG Working Paper. United Kingdom: London. [Web page – <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/5638.pdf>].

3.6 Challenges

Reintegration contexts are mostly unpredictable and fragile, usually situated in post-conflict locations or return areas that are undergoing a period of transformation from conflict to peace. This period of transformation is known as *transition*. Transitions are by nature non-linear, fluid and prone to slipping back and forth between stability and instability. The various facets shaping transition processes – political, social, economic, peacebuilding-related, humanitarian and developmental – exist simultaneously at changing levels of intensity. Reintegration as part of this transition process is also subject to diverse influences.

Many obstacles stand in the way of a smooth and lasting reintegration process. Returnees often go back to remote and isolated areas that may be affected by chronic poverty and instability. In such circumstances, the reintegration process may be slow and suffer from periodic setbacks. This is more likely if refugees and IDPs go home in large numbers and in a short period of time, and are obliged to compete for scarce resources and public services. IDPs are often more numerous than returning refugees, and are particularly likely to return spontaneously, in ways contrary to organised return processes. As such, monitoring their return and providing appropriate reintegration support may present particular challenges.

Those who remained back home during the conflict have often suffered enormously. The reintegration of ex-combatants is particularly challenging because they were part of the conflict. The relationship may be tense and full of mistrust. Communities therefore might not be able or willing to invest heavily in assisting such returning population groups. Discussions of programmes to benefit former combatants typically refer to a ‘return to civilian life’. However, in most conflict contexts, violent action in armed conflict has shattered or badly affected the social and economic fabric. Thus, ex-combatants do not have a ‘normal’ community life to which to return. Frequently, ex-combatants, particularly youths, were too young to establish livelihoods prior to entering the conflict, and therefore possess few skills that prepare them for a civilian life.⁴¹

It is thus widely recognised that assistance to receiving communities has to address various population segments and that bringing about positive change in community conditions and interactions will facilitate reintegration⁴². Therefore, one of the challenges is to preserve reintegration as a transformative process, in which both returnees and local communities benefit from each other.

Nevertheless, as already mentioned, reintegration is a complex and multidimensional process, which involves multiple challenges in finding sustainable solutions. The following challenges were identified by a research project on internal displacement from the Brookings Institution (USA) and the University of Bern (Switzerland)⁴³:

1. **Human Rights Challenge:** Finding sustainable solutions is about restoring the human rights of returning populations that have been affected by displacement, including their rights to security, property, housing, education, health and livelihoods. This restoration may entail seeking the right to reparation and access to justice in order to obtain closure for past injustices. A further human rights challenge concerns equal rights, especially women’s rights. As returnees tend to go back to traditional social structures, young unmarried women, single women and/or widows who return are particularly vulnerable to attack. Where legal systems lack efficiency and social norms have broken down, vulnerability to sexual and gender-based violence – against men and women – may also be high.
2. **Humanitarian Challenge:** In the course of achieving sustainable solutions, returnees often have continuing humanitarian needs. They may need temporary shelter until destroyed houses are rebuilt; food rations until the first crops are available; emergency health services until the health system has been re-established or emergency education until the education system is functional again.

⁴¹ U.S. Agency for International Development (USAID). 2006. Community-Focused Reintegration. United States of America: Washington, D.C. [Web page - http://pdf.usaid.gov/pdf_docs/PNADF305.pdf].

⁴² Ibid.

⁴³ Inter-Agency Standing Committee (IASC)/Brookings Institution. 2010. Framework on Durable Solutions for Internally Displaced Persons. United States of America: Washington, D.C. [Web page - https://www.brookings.edu/wp-content/uploads/2016/06/04_durable_solutions.pdf].

3. **Development Challenge:** The achievement of sustainable solutions requires the identification of, and responses to, key development issues. These include, for example, providing access to livelihoods, education and health care in areas of return or other settlement areas; helping to establish or re-establish local governance structures and the rule of law, and rebuilding houses and infrastructure, including schools and learning institutions.
4. **Peacebuilding and Reconstruction Challenge:** The achievement of sustainable solutions for returnees after conflict, generalised violence and, in some cases, large-scale natural or man-made disasters, is not possible without local and national political, economic and social stabilisation.⁴⁴
5. **Political and Governmental Challenges:** Governments may promote and select certain areas for refugee return and/or express or proclaim sectoral preferences that may neither be a priority for the communities in question nor provide viable long-term solutions. Such policies may contradict the fundamental rights of those of voluntarily repatriating refugees. Furthermore, political uncertainty and renewed violence may displace returnees back across the border.
6. **Challenges of multiplicity of UN agencies, NGOs and other actors:** Overlapping mandates of various UN agencies, NGOs and other actors often complicate the planning and coordination of reintegration activities. They also put great pressure on limited government capacity. In some cases, the level of integration or synergy of the different activities may be less than optimal. Therefore, the high expectations of assistance from the international community may lead to high levels of frustration or tensions or is considered insufficient due to the fact that the needs of the target groups are normally greater than available resources.

Key conflict risks in relation to socio-economic reintegration are:

- I **Addressing Socio-Economic Causes of Conflict:** In many conflict-affected countries, frustrations at perceived or actual socio-economic exclusion plays a significant role in fuelling conflict and motivating some people to join armed groups or engage in other types of violence. This is especially important in post-conflict contexts, where goods, jobs and services are scarce, and where socio-economic dynamics are characterised by the exclusion of certain groups. In addition, political leaders or warlords often exploit existing feelings of injustice as a way to underpin their mobilisation efforts. Efforts to rebuild post-war societies must, therefore, be based on an understanding and acknowledgement of people's underlying frustrations and insecurities and include an element of change in order to tackle them. This is certainly true for reintegration programmes, which, by offering support such as training and employment opportunities, have the potential to contribute to a reduction in some previous socio-economic exclusion. Returnees often repatriate to remote, marginal and poor areas and communities. Returnee areas are frequently affected by policies that limit access to agricultural lands and natural resources such as water. Their former homes might be occupied and land titles to prove their rights might be lost or non-existent. An inadequate absorption capacity of areas of return can further jeopardise reintegration.
- I **Risk of undermining human security:** Human security refers to the security of the individual as opposed to the security of states. Putting individuals and communities at the centre of analysis has implications for assessment, planning, implementation, evaluation of security, and peacebuilding initiatives. All these require in-depth knowledge of the situation and context-specific solutions. The human security approach is not only centred on people as objects of interventions, but also as providers of security in their own right. This takes into consideration the needs of the populations – in our case, of returnees – their capacities and, fundamentally, their judgement. Sustainable human security is therefore not only the responsibility of states, but also of citizens and local communities.

⁴⁴ Inter-Agency Standing Committee (IASC)/Brookings Institution. 2010. Framework on Durable Solutions for Internally Displaced Persons. United States of America: Washington, D.C.

Consequently, international efforts should support local capacities and leadership to enable local response strategies as much as possible.⁴⁵

- **Overcoming Barriers to Economic Activity:** In addition to international organisations, donors and local civil society, reintegration programmes need to work with business communities to create an enabling environment for reintegration. Most jobs are created in and by the private sector. However, there are many challenges and constraints in attracting and engaging the private sector in reintegration: the lack of capital to restart or expand, high levels of investment risk and high costs of doing business characterise conflict-affected economies, reducing economic growth and related job creation. This increases the risk of further conflict as high numbers of unemployed youth (ex-combatant or civilian) provide a fruitful ground for violent outbreaks and criminality, and ultimately a return to armed conflict. Reviving local economies, expanding opportunities and improving prospects for employment are vital to successful reintegration and can prevent regression to instability. These actions are difficult where areas of return are inaccessible. The task of stimulating the recovery of the local economies is often a long and slow, but desirable, process.
- **Engaging the Private Sector:** Even where jobs in the private sector do exist, business people are often unwilling to give these to returnees. This may be because they mistrust the motives of returnees to seek employment, doubt their reliability and skills, or perceive them as a potential security threat in their workplace or as competitors in the local labour market. In addition, reintegration programmes designed by the international community may not adequately incentivise or reach out to private businesses. Therefore, reintegration programmes often face challenges in mobilising the private sector effectively. Designing and implementing targeted economic projects, and actively involving the local private sector in the implementation of projects that have the potential to boost local economies, will ensure benefits and the subsequent acceptance of returnees by the communities.⁴⁶

Host community needs are not systematically addressed when programming for refugee needs. Historically, displacement and development have been dealt with in parallel, rather than holistically. They fall under different mandates and operational approaches. Host communities are often neglected in district plans as they are expected to be taken care of by UNHCR and partners and often fall between the cracks. However, refugee situations cannot be seen in isolation. Firstly, the impact on the host community must be addressed, and secondly, it should be recognised that addressing the needs of the host communities will enhance and protect the asylum space. There is a tremendous political and socio-economic pressure on the host country, which threatens asylum space if host community and broader needs are not met.⁴⁷

In a nutshell, this shows that reintegration situations are often fluid and have an impact on the timing of return, the degree to which returnees can be successfully reintegrated, and how well security, governance, human rights, protection, economic rehabilitation and revitalisation, and reconciliation are re-established. Reintegration as a long-term process therefore tries to address all the above challenges through a variety of programming approaches and activities in a number of sectors, including rehabilitation of damaged or destroyed local infrastructure (buildings, roads, bridges, electricity, etc.), water and sanitation and social services (mainly education and health). Immediate short-term humanitarian aid is combined with longer-term development assistance, addressing the specific needs of different target groups. In this continuum between relief and development, transitional assistance is an important bridging tool.

⁴⁵ The Civil Society Network for Human Security/Global Partnership for the Prevention of Armed Conflict (GPPAC)/IKV Pax Christi. 2013. The Human Security Approach in Conflict Prevention and Peacebuilding – Civil Society Position Paper. [Web page – <https://www.peaceportal.org/documents/130226273/130473583/GPPAC+Position+Paper+on+Human+Security+April2013/25d000da-597e-4c78-ae4e-fbdee183a56e>].

⁴⁶ International Alert. 2010. Peacebuilding essentials for economic development practitioners – Socio-Economic Reintegration of Ex-Combatants. Strengthening The Economic Dimensions of Peacebuilding – Practice Note Series. United Kingdom: London. [Web page – https://www.enterprise-development.org/wp-content/uploads/InternationalAlert_ExCombatants.pdf].

⁴⁷ United Nations High Commissioner for Refugees (UNHCR)/World Bank. 2016. ReHoPE Strategic Framework – Refugee and Host Population Empowerment. United States of America: New York.



Target Groups in Reintegration

4



This chapter takes a closer look at the most important target groups in the reintegration process. There are a large number of target groups found in any reintegration context, including returning refugees and IDPs, ex-combatants and children associated with the armed forces and groups, and other vulnerable groups including women and girls, children, youths and persons with disabilities. They are found similarly in communities and countries receiving returnees.

The following looks at each of these different target groups by emphasising the necessity of designing programmes that respond to the specific situation and needs of each beneficiary group. Returnees' needs vary according to their sex, age and family situation, their length of stay in exile, whether they returned spontaneously or were part of an organised return process, and whether their destination is of a rural or urban nature.

Taking a Closer Look at Returnees

In big repatriation and reintegration programmes, returnees are often seen as a homogeneous category.

However, support measures should be differentiated according to the following criteria:

Sex, age and family situation. In most cases, the majority of refugee and returnee populations are women and children, and often the returnee families are headed by women; elderly women – mostly widows – are particularly vulnerable. In households headed by men, women usually have no say concerning the decision to return and where to go; they may lose more than their husbands by leaving the camp. The age and level of education of the returnees must also be considered, for the planning of schools, for example.

Length of stay in exile. People who come back after 20 to 40 years in exile or who are born in exile will have different problems and needs from short-term refugees; therefore, they will require different support measures.

Spontaneous return or organised repatriation. In many cases, the number of people returning spontaneously to their home country once the war is over far outnumber those officially repatriated under a UNHCR operation. Generally, they do not benefit from the advantages reserved for those who are repatriated with the help of UNHCR: transport, support packages, food aid, etc.

Rural or urban origin/destination. It is commonly assumed by aid agencies that since the majority of returnees are of rural origin, they are professional farmers and will go back to rural areas once the war is over. Therefore, support packages contain seeds, agricultural tools and animals, but many of the returnees have been out of farming for years. Living in camps and having no access to land, they take up non-farming activities: the women especially turn to trade and food processing/preparation; the men go into towns with the hope of finding a job. After their return, many of them, especially the younger ones, settle in urban areas where they are generally excluded from support measures.

Source: United Nations Development Programme (UNDP). 2000.

Sharing New Ground in Post-Conflict Situations - The Role of UNDP in Support of Reintegration Programmes.

United States of America: New York.

4.1 Vulnerability and Resilience

Before looking at different target groups, all of them falling under the category of vulnerable groups in reintegration settings, there needs to be a closer definition of the concept of vulnerability.

Vulnerability is an important criterion in identifying specific at-risk groups in need of external support. Vulnerability is a characteristic or circumstance that makes people more susceptible to the damaging effects of conflict and crisis. The social, generational, physical, ecological, cultural, geographic, economic and political contexts in which people live plays an important role in determining what vulnerability is.⁴⁸ Depending on context, vulnerable groups may include refugees and IDPs in more general terms, but also, more specifically, women, disabled people, children, girls, child soldiers, the elderly and people affected by HIV/AIDS, or resident populations who were left impoverished during the conflict.

In order to understand how a context influences the vulnerability and resilience of affected populations, reintegration experts and education stakeholders need to consider overlapping and changing vulnerabilities and resilience in their analysis of the local context. In some contexts, people may become more vulnerable as a result of ethnicity, class, race or caste, displacement or religious or political affiliation. These elements can directly affect access to quality services, such as to education and skills development.

Resilience is understood as the ability of an individual, a household, a community, a country or a region to withstand, to adapt to, and to quickly recover from, stresses and shocks. Resilience is understood not as an isolated objective but as an integral part of reintegration. This broad definition of resilience includes the individual level, reflecting the commitment to people-centred approaches and the inclusion of individual (life cycle) risks, which must be addressed if people are to exit poverty and vulnerability and be successfully reintegrated into society.⁴⁹

To reduce people's vulnerability in conflict and crisis it is essential to recognise and strengthen their resilience and capacity and to build on these. Understanding and supporting local responses and building the capacity of local actors are absolute priorities. This general observation also applies to any education and skills development intervention in the context of reintegration.

In conclusion, a comprehensive analysis of people's needs, vulnerabilities, resilience and capacities in each fragile context is essential for effective responses and efficient interventions. Capacity in this context is a combination of the strengths, attributes and resources available within an individual, community, society or organisation that can be used to achieve mutually agreed upon goals.

Many reintegration programmes directly target women, children, people with mental and physical disabilities, unaccompanied minors and separated children, orphans and others categorised as 'most vulnerable'. The list is long and may include survivors of violence, single or female households, the elderly, and ethnic minorities, but for the purpose of this paper women, children, youth and the disabled have been selected as examples of vulnerable groups.

⁴⁸ Inter-Agency Network for Education in Emergencies (INEE). 2012. Minimum Standards for Education – Preparedness, Response, Recovery. United States of America (USA): New York. [Web page – http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1012/INEE_GuideBook_EN_2012%20LoRes.pdf].

⁴⁹ European Commission. 2013. Action Plan for Resilience in Crisis Prone Countries 2013–2020. Belgium: Brussels. [Web page – http://ec.europa.eu/echo/files/policies/resilience/com_2013_227_ap_crisis_prone_countries_en.pdf]

In the discourse on vulnerability, development and humanitarian actors are taking diverse approaches including the use of vulnerability criteria and assessments. Amidst the diversity of approaches, there are four noticeable trends:

- Vulnerability is often defined by categories of people considered to be vulnerable.
- Vulnerability criteria primarily serve to inform targeting and prioritisation and not the design of interventions.
- Different levels of analysis are being considered by different actors.
- Of the criteria reviewed, there is a strong focus on vulnerability with little attention to capacity analysis.⁵⁰

In its most basic form, stakeholders understood vulnerability as the inability to cope with shocks as well as the inability to access basic needs. In order to direct their efforts to returnee households in the greatest need, a trend among humanitarian aid agencies to use a categorical and ‘vulnerable group’ approach to gauge vulnerability and target humanitarian assistance was implemented. Vulnerability is associated with groups of people (e.g. pregnant women, elderly, and persons with disabilities) and characteristics such as large households, children under two years of age, etc. In some cases, criteria across sectors are being used to create a vulnerability ‘score’.⁵¹

Category	Criteria
Health	Disability Demonstrated severe medical condition Demonstrated mild medical condition Psychosocial disorder/trauma
Household	Elderly without family support Elderly with family support More than one family in household ⁵² with no income or only one source of income One family with no source of income or support More than five members in family, Single-parent household
Women	Female-headed households Pregnant women and nursing mothers Women at risk of gender-based violence
Children	Children under 2 years of age Children at risk (child labour, gender-based violence) Unaccompanied minors
Housing	Threat related to place of residence Documented risk of eviction
Legal	Documented debt over 500 Jordanian Dinars Not receiving assistance

Source: Overseas Development Institute (ODI)/ United Nations Development Programme (UNDP). 2014. *Towards a resilience-based response to the Syrian refugee crisis - A critical review of vulnerability criteria and frameworks. Jordan: Amman.*

50 Overseas Development Institute (ODI)/ United Nations Development Programme (UNDP). 2014. *Towards a resilience-based response to the Syrian refugee crisis - A critical review of vulnerability criteria and frameworks. Jordan: Amman.* [Web page – <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9018.pdf>].

51 In many ways, vulnerable groups are identified according to mandates and populations of concern, like UN Women speaking to the general vulnerability of women, FAO of small-scale farmers, UNHCR of refugees, etc.

52 A household here is defined as common living together under one roof, not necessarily family members, whereby a family defines itself through direct relationships (like parent-child) and may happen between several households.

Scorecards and categories of vulnerable persons are pragmatic for targeting, assuming that the intervention is designed based on an accurate understanding of their needs.

Categories, however, do not identify the ‘drivers’ of vulnerability. Drivers of vulnerability are the factors that influence and determine vulnerability. For individuals, gender inequality can be such a driver. For households, these can include a lack of assets, resources and access to power structures. Scorecards and similar approaches can assess that a household is vulnerable because they are in debt and have poor food consumption, but alone do not provide an analysis of the factors that have led to their debt and poor household food consumption.

Thus, such criteria alone are insufficient to design a response that would reduce vulnerability, and indeed their primary use is for determining areas and persons that should receive assistance.⁵³

Closely related to vulnerability is the concept of resilience to overcome vulnerabilities. While not a new concept, resilience has recently become a more common way of framing humanitarian and development challenges and how to address them. Resilience is understood in diverse ways and applied differently across sectors and contexts. However, as a conceptual starting point, resilience fundamentally concerns how an individual, household, community, society or state deals with shocks and stresses. Resilience involves the ability to adapt to stresses while mitigating the negative impact that they have on development progress and humanitarian conditions. Resilience applies in equal measure across sectors and involves components related to livelihoods, governance, the environment, the economy and more. The aim of resilience-oriented programming is to ensure that shocks and stresses, whether individually or in combination, do not lead to a long-term downturn in well-being and further seeks to build the capacity to deal with future shocks and stresses.⁵⁴

Within the above context of the resilience debate, the ‘Vulnerability to Resilience’ (V2R) approach has been developed as a framework for analysis and action aiming to reduce vulnerability and strengthen the resilience of individuals, households and communities. The framework sets out the key factors that contribute to people’s vulnerability; namely, hazards and stresses, fragile livelihoods, future uncertainty and weak governance. It provides detailed explanations of the linkages between these factors as well as ideas for action that could strengthen resilience. The framework was developed to address the need to work in a more integrated way to tackle the causes and consequences of vulnerability.⁵⁵

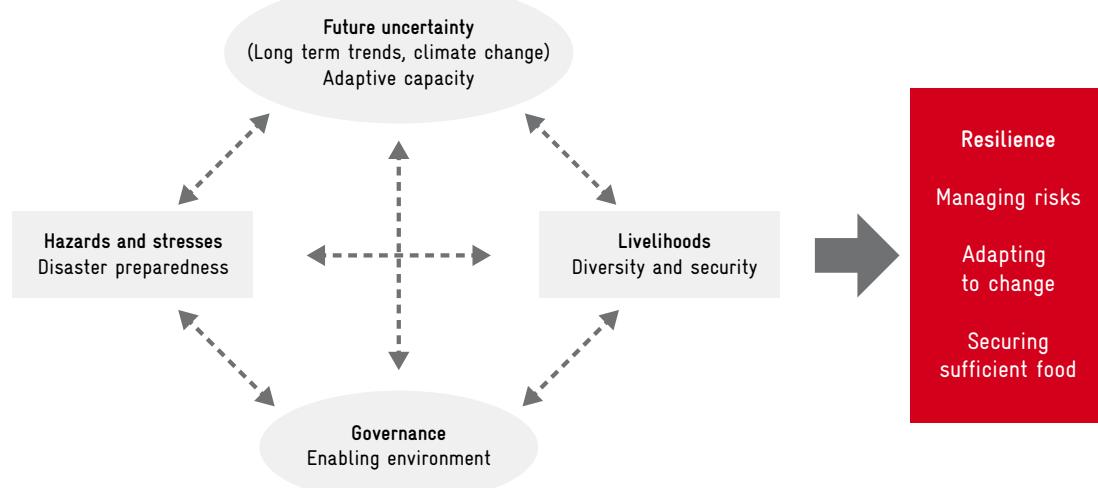


Figure 5: Resilience Framework⁵⁶

⁵³ Overseas Development Institute (ODI)/ United Nations Development Programme (UNDP). 2014. Towards a resilience-based response to the Syrian refugee crisis – A critical review of vulnerability criteria and frameworks. Jordan: Amman.

⁵⁴ Ibid.

⁵⁵ Practical Action. 2011. From Vulnerability to Resilience – A Framework for Analysis and Action to Build Community Resilience. United Kingdom: Warwickshire. [Web page - https://practicalaction.org/docs/reducing_vulnerability/v2r-book.pdf].

⁵⁶ Ibid.

Positive coping strategies are an important aspect of resilience. These are the strategies that households and communities use, based on available skills and resources, to face, manage and recover from adverse conditions, emergencies or disasters in the short term.

Vulnerability Coping Strategy	Resilience Coping Strategy
<p>Vulnerability leads to erosive coping strategies, such as:</p> <ul style="list-style-type: none"> • Selling productive livestock, for example working animals or breeding animals • Eating very little or very unpleasant foods resulting in weakening physical health • Selling agricultural or fishing equipment • Mortgaging or selling land • Borrowing money at very high interest rates • Over-exploiting natural resources 	<p>Resilience leads to non-erosive, or positive coping strategies, such as:</p> <ul style="list-style-type: none"> • Selling excess animals • Consuming less expensive or less preferred food, or gathering wild foods • Drawing on kinship transfers of food or money, or reciprocal labour exchange • Selling non-essential possessions • Casual local work or temporary migration • Drawing on existing savings

Source: Practical Action. 2011. From Vulnerability to Resilience – A Framework for Analysis and Action to Build Community Resilience. United Kingdom: Warwickshire.

For education and skills development in reintegration the vulnerability–resilience nexus has implications on the design and planning of programmes. A comprehensive context analysis needs to look at the causes of vulnerability in the context of return (hazards and stress factors), analyse the political, economic and security environment of return (governance), address the trends and absorption capacities of communities (future uncertainties) and identify livelihood opportunities.



4.2 Returning Refugees

Out of a total of more than 25.4 million refugees, only 667,400 had returned home at the end of 2017, according to UNHCR figures. The majority of refugees returned to Nigeria, the Central African Republic, Syria, and Afghanistan.^{57 58}

It has to be stressed here that in reintegration, well-educated returnees can become ‘agents of development’ and ‘drivers of change’ processes by bringing home knowledge and skills needed for recovery and peacebuilding. Research shows that educated refugees can provide leadership in displacement situations and in rebuilding communities recovering from conflict upon return. Education and technical education and training provide knowledge and skills development that strengthens the capacity of refugees and returnees to be agents of social transformation. It is essential to understand and promote gender equality, sustainable, peaceful coexistence and social cohesion in the reintegration process. In fact, the future security of individuals and societies is inextricably connected to the transferrable skills, knowledge and capacities that are developed through education⁵⁹. Moreover, family members and friends living in the diaspora usually financially support returnees, and remittances sent in support of their reintegration efforts play an increasing role in getting settled, sending children to school and establishing livelihoods.

Therefore, it is necessary to dissolve the myth that refugees are a burden to host countries and the international community. They need to be seen not simply as the beneficiaries of humanitarian aid but as potential contributors to sustainable development – both in their countries of asylum and upon their return home. Peacebuilding, conflict prevention, and sustainable development in fragile and conflict-affected countries such as Afghanistan, Somalia, Sri Lanka, Sierra Leone and eventually Syria, once the situation there allows for return, will not be possible without the engagement of millions of refugees and IDPs themselves. Their productive capacities and human capital are crucial to reintegration and development. The emphasis on transforming refugees from a ‘burden’ to a ‘benefit’ is a way to appeal to both host governments and donors. If refugees can be ‘transformed’ into ‘agents of development’, receiving countries and communities will be more willing to host them for longer periods or even open up for local integration with all the rights attached to a possible future citizen’s status, and donors will not be expected to contribute to costly protracted care and maintenance situations.

⁵⁷ These large-scale returns, whether forced, spontaneous or assisted, have prompted UN agencies and NGOs to warn that significant secondary displacement is likely (See: The Internal Displacement Monitoring Centre (IDMC). 2017. Global Report on Internal Displacement. Switzerland: Geneva.)

⁵⁸ In addition to refugee return, 4.2 million registered IDPs returned home, at the end of local conflicts. Nevertheless, Returns have not kept pace with the rate of new displacements. (See: United Nations High Commissioner for Refugees (UNHCR). 2018. Global Trends - Forced Displacement in 2017. Switzerland: Geneva).

⁵⁹ United Nations High Commissioner for Refugees (UNHCR). 2012. Education Strategy 2012-2016. Switzerland: Geneva. [Web page - <http://www.unhcr.org/5149ba349.pdf>].

Pakistan: Refugee-Affected and Hosting Area Programme, 2009–2018

Pakistan has been home to millions of Afghan refugees for the past 33 years. Despite the repatriation of approximately 3.7 million since 2002, today there are still around 1.7 million registered Afghan refugees living there.

Roughly one million of them live in urban and rural communities, while the remaining 700,000 populate Afghan refugee settlements in the provinces of Khyber Pakhtunkhwa, Balochistan, Sindh and Punjab and the Federally Administered Tribal Areas.

The Governments of the Islamic Republics of Afghanistan, Iran and Pakistan with UNHCR, in a quadripartite consultation process, have agreed upon the implementation of the 'Solutions Strategy for Afghan Refugees to Support Voluntary Repatriation, Sustainable Reintegration and Assistance to Host Countries' (SSAR).

The community-based approach of SSAR-Pakistan complements existing national programmes, such as the Refugee-Affected and Hosting Area (RAHA) programme. The Government of Pakistan and its humanitarian partners have made a commitment to implement the three pillars of the SSAR-Pakistan, which are to support and consider stay arrangements; expansion of the RAHA programme; and capacity-building of the relevant government agencies, Afghan refugee organisations and communities.

On behalf of AA, GIZ began supporting the RAHA programme in 2009. As RAHA is now an integral part of the SSAR-Pakistan, the scope of GIZ's services was also broadened to include support for implementation of the SSAR as a whole. Since 2012, therefore, the programme has been providing advice and management support to the Government of Pakistan, as a direct contribution to the second and third pillars of the SSAR-Pakistan.

Since 2009, the programme has carried out projects in the provinces of Khyber Pakhtunkhwa and Balochistan and in the Federally Administered Tribal Areas. Through sustainable water management, enhanced agriculture and improved health facilities, these projects have improved the livelihoods of more than half a million people – with both Afghan and Pakistani families being the beneficiaries.

Source: Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). 2017. Project Data and Brief Descriptions – Transparency of GIZ. Refugee Affected and Hosting Areas (RAHA). Islamabad.

Somalia: Somali Reintegration Programme, 2015–2019

The project 'Support to the Return of Somali Refugees and Internally Displaced Persons through a Community-Oriented Approach to Reintegration in Somalia', funded by BMZ (Special Initiative "Forced Displacement") and implemented by GIZ in cooperation with the Somali Ministry of Interior and Federal Affairs and selected NGO partners, supports reintegration efforts in Kismayo, South Somalia.

Somalis returning from Kenya, the majority arriving from the Dadaab refugee camp in Northern Kenya, either return spontaneously or through organised repatriation under the umbrella of UNHCR. The overall project objective is to improve the livelihoods of returnees, IDPs and the local population in selected communities in Kismayo in an integrated approach to livelihoods, food security through business development and institutional strengthening of local partners and institutions.

In the livelihood sector, rehabilitation of water, sanitation and hygiene facilities, apprenticeships in vocational skills training, business promotion and entrepreneurship development, rehabilitation of social infrastructure and institutional strengthening through targeted capacity-building measures are the specific project objectives.

The food security sector aims at introducing cash-for-work activities, rehabilitation of productive infrastructure, value chain development and also capacity-building activities.

As a cross-cutting sector, conflict management includes 'culture for peace' youth activities, rehabilitation of sports fields and capacity-building for coaches, referees and peace ambassadors under the 'sports for peace' approach.

Source: Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). 2017. Project Data and Brief Descriptions – Transparency of GIZ. Support to the return of Somali refugees and internally displaced persons through a community-oriented approach to reintegration in Somalia. Kenya: Nairobi.

Qudra* Regional Programme: Strengthening the Resilience of Host Countries in Response to the Syrian Crisis, 2016–2019

The primary objective of the EU Regional Trust Fund is to provide a coherent and reinforced aid response to the Syrian and Iraqi crises and the massive displacement resulting from them on a multi-country scale. In pursuit of this objective, the regional programme addresses the needs of three groups: refugees, IDPs, and returnees, and provides assistance to the communities and administrations in which those groups find themselves, as regards to resilience and early recovery. The programme, co-funded by the EU and BMZ is implemented by GIZ as the lead agency, in cooperation with Expertise France and the Spanish Agency for International Development. Qudra has five main areas of action:

- (1) To enhance conditions in schools for host communities and Syrian refugees in Jordan, Lebanon and Turkey
- (2) To enhance skills training for educational and economic opportunities for host communities and Syrian refugees, in particular for youth and women, in Jordan, Lebanon and Turkey
- (3) To foster social cohesion between refugees and local populations in host communities in Iraq, Jordan, Lebanon and Turkey
- (4) To contribute to transparent inclusive delivery capability of the Kurdish state administration and other local organisations in regard to basic services for IDPs, refugees and the local population in host communities
- (5) To provide a platform for exchange to the governments of (Northern) Iraq, Lebanon, Jordan and Turkey and other relevant stakeholders on policies conducive to enhanced economic resilience and future perspectives for refugee and host communities.

The main rationale of the Turkey action is to assist the government in coping with the mass influx of Syrian refugees to the country by contributing to a coherent and reinforced response to provide quality services and strengthen the resilience of both refugees and hosting communities.

The project seeks to empower individuals (both Syrian refugees and local communities), local NGOs and community-based organisations, other partners and national institutions to develop their capacities and resilience to respond to the immediate and longer-term needs. Support to the education sector, including formal and non-formal education, vocational training and skills development, employment creation and income generation and social cohesion activities are the main pillars of the programme in Turkey.

The project was developed in line with the international response framework for the Syrian crisis – the Regional Refugee and Resilience Plan (3RP) 2016–2017 and is implemented through government line ministries, local governments, NGOs, civil society organisations and the private sector. It works closely with other BMZ-funded and GIZ-implemented projects such as the Multi-Service Centre, Education and Cash-for-Work projects.

* 'Qudra' is the Arabic word for strength, capacity and ability.

Source: Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). 2017. Project Data and Brief Descriptions – Transparency of GIZ. Supporting refugees and host communities in the countries bordering Syria. Jordan: Amman.

4.3 Internally Displaced Persons

Internally displaced persons have been forced to leave their homes as a result of natural disasters, armed conflict, generalised violence or human rights violations, but unlike refugees they have not crossed an international border. Although conflict-induced IDPs outnumber refugees by more than two to one, no single UN organisation or other international agency has a mandated responsibility to respond to internal displacement. As a result, the global response to the needs of IDPs is often not as effective as it should be.⁶⁰

According to the IDMC *Global Report on Internal Displacement (GRID) 2018*, there were 40.0 million people internally displaced worldwide as a result of conflict and violence as of the end of 2017. This is the third year in a row that the global number of IDPs has decreased, declining from 40.3 million in 2016 and 40.8 million in 2015, according to estimates from IDMC. Three quarters of these IDPs, or around 33 million people, were located in 11 countries. Five of them – Colombia, the Democratic Republic of the Congo (DRC), Iraq, Sudan and South Sudan – have featured in the list of the 10 largest displaced populations every year since 2003.⁶¹

Displacement in the Middle East and North Africa has snowballed since the wave of social uprisings known as the *Arab Spring* in late 2010 and the rise of the *Islamic State* (also known as ISIL or ISIS or Daesh⁶²). In 2017, 4,485,000 people were newly displaced alone in the Middle East and North Africa. Nevertheless, new internal displacement are not only significant in the Middle East and North Africa, but also in Afghanistan, the DRC, Nigeria and Yemen, as well as that associated with violence perpetrated by drug gangs and other criminal groups in Central America.⁶³

IDPs are part of the broader civilian population that, similar to refugees, needs protection and assistance because of conflict and human rights abuses. Forced from their homes, IDPs also experience – not unlike refugees – specific forms of deprivation, such as loss of shelter, and often face heightened or particular protection risks. These risks may include armed attack and abuse, family separation and therefore unaccompanied children, heightened risk of sexual and gender-based violence and displacement into inhospitable environments, where they suffer stigma, marginalisation, discrimination or harassment.

In the face of such risks, IDPs have to demonstrate a remarkable degree of resilience and strength, drawing on their own capacities to develop basic support mechanisms and seek protection. The prevention of displacement and the protection of IDPs and other affected populations within their own country are the primary responsibility of national authorities. Particularly in situations of armed conflict, IDPs may find themselves in territories over which state authority is absent or difficult to enforce. In such situations, the prevention of displacement and the protection of IDPs are also the responsibility of non-state actors.

⁶⁰ The Internal Displacement Monitoring Centre (IDMC). 2018. *Global Report on Internal Displacement*. Switzerland: Geneva..

⁶¹ Ibid.

⁶² The acronym ISIL stands for 'Islamic State of Iraq and the Levant', while ISIS means 'Islamic State of Iraq and Syria or Islamic State of Iraq and al-Sham. 'Daesh' it's the Arabic language acronym.

⁶³ The Internal Displacement Monitoring Centre (IDMC). 2018. *Global Report on Internal Displacement*. Switzerland: Geneva..

Sri Lanka: Vocational Training in the East and North East of Sri Lanka, 2015–2018

The project was commissioned by BMZ and GIZ is implementing it with the Sri Lankan Ministry of Skills Development and Vocational Training.

Although Sri Lanka's armed conflict came to an end in 2009, the decades of civil war continue to have a negative impact on the country's economic development. Young people are struggling to find gainful employment, especially in the north and east of the country. Therefore, the project addresses the needs of young people, including those who returned home after the war, by offering vocational training courses.

The project currently supports 15 vocational training institutions to improve their training courses. The Sri Lanka-German Training Institute (SLGTI), which opened in July 2016, is the hub of this network of vocational training institutions. SLGTI offers a wide range of training programmes in areas such as food processing, construction, automobile mechanics and electrical installation. The training courses have been tailored to the needs of the labour market, and are being run in collaboration with the private sector.

KfW Development Bank financed the construction of SLGTI, while GIZ is assisting with teacher training, curriculum development, establishing a management structure, and the day-to-day running of the SLGTI. Subjects such as entrepreneurship, English language and IT skills are built into all the training programmes so that they meet current market demands. All courses at SLGTI and the satellite centres also include work placements to ensure that the trainees gain practical knowledge and experience that will help them to transition more easily to the world of work.

Support for the vocational training courses in East Province has been enabled through co-financing from Switzerland's State Secretariat for Migration.

Source: Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). 2017. Project Data and Brief Descriptions – Transparency of GIZ. Vocational training in the north and east of Sri Lanka. Sri Lanka: Colombo.

Colombia: Supporting Returning IDPs and Host Communities with Regard to Food Security and Reconstruction (RETORNO), 2015–2018

According to UNHCR, around 5.7 million people in Colombia have been forcibly driven from their traditional lands since the mid-1980s and as such are classified as IDPs. This is the result of decades of armed conflict between the state and various illegal armed groups, drug producers and smugglers. Rural farming groups, indigenous peoples and the Afro-Colombian population have been disproportionately affected by these problems, since they often live in the remote conflict regions. Since 2011, legislation has been in place to enable the collective reintegration or resettlement and compensation of IDPs. However, local authorities are in many cases unable to handle the task of implementing agreed measures for compensation and collective resettlement. Resettled IDPs often face discrimination in their new communities from long-established residents. Neither the new arrivals nor the established inhabitants have much prospect of finding a job and starting a new life. Poor provision of state services and long distances from towns and cities makes it difficult for both groups to participate in adequate social and economic development.

Objective: To improve the social and productive livelihoods of returning IDPs and host communities in selected regions. The project operates in the departments of Córdoba and Guaviare. It strengthens the capacities of government actors such as provincial and municipal administrations, the victim reparations authority, UARIV, and also NGOs. The focus is on the needs of IDPs and on ways to improve their living conditions. The project supports its partners in developing capacities to involve the population and successfully attract limited government funding. It also helps them to integrate the topic into development plans and establish infrastructure. The project supports measures to improve the food and income situation for IDPs, their economic independence and self-organization. To facilitate their conflict-free integration into host communities, the project offers training on non-violent approaches to conflict resolution and organises activities to strengthen social cohesion.

In three municipalities in Córdoba the people now have access to clean drinking water again. A road has been repaired in the village of Villanueva and families have been provided with bicycles to enable children and young people to get to school faster. The school in Villanueva has been equipped with furniture and teaching materials. The project has begun replacing Jiw and Nukak dwellings made only of stilts and plastic sheeting with simple wooden huts; it has also supplied hammocks, blankets, mosquito nets, canoes and fishing equipment to 10 settlements. Thirty-five family clans now live in sturdier accommodation and have significantly improved their ability to provide food for themselves.

Source: Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). 2017. Project Data and Brief Descriptions – Transparency of GIZ. RETORNO: Supporting returning IDPs and host communities with regard to food security and reconstruction. Colombia: Bogotá.

4.4 Ex-Combatants

Next to the main target groups for reintegration programming are a number of smaller (in terms of figures) but nonetheless equally important groups that need to be given support in return and reintegration scenarios. Among them, ex-combatants, and here more particularly female ex-combatants and children associated with armed forces and groups, are in need of our consideration, attention and support.

Ex-combatants and their societies are often significantly transformed by wars, especially where conflict has lasted for a longer period. In some post-conflict countries, many ex-combatants have no experience, nor memory, of pre-war peaceful patterns of life. Reintegration is in some cases a misnomer, as not all ex-combatants return to their area of origin. Often their limited skills have more relevance and marketable value in other areas, mainly in urban settings; for example, as security guards, mechanics, drivers, and similar combat-derived skills. Villages from which ex-combatants came may no longer exist after a war or otherwise.

Ex-combatants may be associated with groups that have committed atrocities in or near their own communities, and therefore may not be able to return to them. Ex-combatants will usually need specialised and targeted support if they are to succeed in their transition from military to civilian life.⁶⁴

The best-known international programme that addresses the reintegration of ex-combatants is the *Disarmament, Demobilisation and Reintegration* (DDR) programme. The UN defines DDR as a process that contributes to security and stability in a post-conflict recovery context by ‘reducing the number of people engaging in armed conflict and to provide the requirements for (ex-combatants) to reintegrate themselves into their society – socially and economically – by finding civilian livelihoods’.⁶⁵ However, it is widely acknowledged that DDR alone cannot be expected to restore stability or prevent further conflict. It must be accompanied by other political, economic and social reforms, as well as wider development and recovery initiatives.⁶⁶

Disarmament therefore entails the physical removal of weapons and ammunition from ex-combatants, while demobilisation is the formal discharge of ex-combatants from military or paramilitary groups and reintegration describes the long process of assimilating former combatants back into society after a conflict. The reintegration process represents a particularly complex part of the DDR continuum. Reintegration opportunities should not be considered as an entitlement for ex-combatants but as an opportunity to facilitate their transition to civilian life.⁶⁷

The DDR programme for ex-combatants has different dimensions that should be considered: the political, military, security, humanitarian and socio-economic dimensions. It aims to address the post-conflict security challenges that arise from ex-combatants being left without livelihoods or support networks other than their former comrades, during the critical transition period from conflict to peace and development. DDR seeks to support the ex-combatants’ economic and social reintegration, so they can become stakeholders in peace. While much of a DDR programme is focused on ex-combatants, the main beneficiaries of the programme should ultimately be the wider community. Failure to successfully complete reintegration as the last stage of DDR can seriously endanger the overall peace process. The continued presence of unemployed, formerly armed combatants poses a threat to the community and national-level security. It can thereby jeopardise all other efforts at economic

⁶⁴ United Nations Development Programme (UNDP). 2005. Practice Note – Disarmament, Demobilization and Reintegration of Ex-Combatants. United States of America: New York.

⁶⁵ University for Peace. 2005. A Glossary of Terms and Concepts in Peace and Conflict Studies. Ethiopia/Addis Ababa; Switzerland/Geneva; Costa Rica/San José. [Web page – <https://www.ypeace.org/pdf/glossaryv2.pdf>].

⁶⁶ World Bank. 2009. Disarmament, Demobilization and Reintegration. Social Development Department – Conflict, Crime and Violence, No. 119. United States of America (USA): Washington, D.C. [Web page – <http://documents.worldbank.org/curated/en/776831468324547527/pdf/514150NWP0DDR0no01190Box342027B01PUBLIC1.pdf>].

⁶⁷ United Nations Development Programme (UNDP). 2013. Fast Facts – Disarmament, Demobilization and Reintegration: fostering sustainable livelihoods for ex-combatants. United States of America: New York. [Web page – http://www.undp.org/content/undp/en/home/librarypage/results/fast_facts--disarmament-demobilization-and-reintegration/].

recovery as well as the larger objective of peace building. Challenges and risks related to socio-economic reintegration of former combatants in countries emerging from conflict should be taken into account during the planning and implementation phases of DDR.⁶⁸

Key considerations in the planning and implementation process of DDR are an integrated long-term perspective, political will, national ownership, a gender responsive DDR, a focus on children (e.g. child soldiers) and no delays in transitioning from Disarmament and Demobilization to Reintegration to avoid security risks.⁶⁹

Rwanda: Support to the Reintegration of Ex-combatants, 2004–2009

The Programme 'Support to the Reintegration of Ex-combatants' was conducted as a cooperation programme between KfW and GTZ (now GIZ) in Rwanda between January 2004 and March 2009 with a total budget of EUR 6.743 million for financial cooperation and EUR 2.033 million for technical cooperation. It was carried out in cooperation with the Rwandan Demobilisation and Reintegration Commission in eight districts of three provinces. The programme objective was that 'ex-combatants are successfully reintegrated in the Rwandan society in selected areas'. Its overarching objective was 'to contribute to the stabilisation of peace in the programme regions'. It was embedded in the Multi-Country Demobilisation and Reintegration Programme, which operated in seven countries of the Great Lakes Region between 2002 and 2009. The programme's components referred to capacity-building for the Rwandan Demobilisation and Reintegration Commission (GTZ), vocational training and business skills training for individual ex-combatants as well as cooperatives (GTZ), community-based reintegration works including employment as well as training for improved livelihoods (KfW), and, finally, a medical rehabilitation component for ex-combatants living with disabilities and chronically ill ex-combatants (KfW). The programme contribution referred to the last (reintegration) stage of the overall DDR process that was already defined before the start of the programme.

The joint GIZ/KfW evaluation in 2010 confirmed that the relevance of the programme was high, since it addressed crucial elements of a peaceful development such as the access to non-agricultural income by poor groups, broad-based poverty reduction, social cohesion between different groups, and the reduction of mistrust and suspicion. It was well embedded into the sub-regional Multi-Country Demobilisation and Reintegration Programme. The effectiveness of the programme was good as it achieved its objective and realised all the expected results described by the indicators. Regarding efficiency, the programme components were generally well organised, and at the impact level, contributions to both the stabilisation of local peace and poverty reduction have been realised.

The sustainability of the programme was equally rated as good regarding the generation of income by individuals who received vocational training, business skills training and earned money through community-based reintegration, as well as for the ex-combatants whose health status could be improved in such a way that they were able to re-integrate into civilian life. Many participants could invest the income in housing, livestock rearing or other economic activities.

Source: Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)/Kreditanstalt für Wiederaufbau (KfW). 2011. Ex-post Evaluation 2010 – Brief Report. Support to the Reintegration of Ex-Combatants, Rwanda. Germany: Eschborn and Frankfurt (Main).

68 For further reading, see: United Nations Disarmament, Demobilization and Reintegration (UNDDR) Resource Centre. 2006. Integrated Disarmament, Demobilization and Reintegration Standards (IDDRS) – The UN Approach to DDR. [Web page – <http://unddr.org/uploads/documents/IDDRS%202.10%20The%20UN%20Approach%20to%20DDR.pdf>].

69 United Nations Disarmament, Demobilization and Reintegration (UNDDR) Resource Centre. What is DDR? [Web page – http://unddr.org/what-is-ddr/introduction_1.aspx].

Colombia: Innovation Fund to Support Peacebuilding, 2013–2017

The armed conflict in Colombia began 50 years ago with the establishment of left-wing guerrilla groups which took up arms to fight for, among other things, land reform and a fairer distribution of the country's wealth. The most well-known of these groups are FARC (Fuerzas Armadas Revolucionarias de Colombia) and ELN (Ejército de Liberación Nacional). From the 1970s, right-wing paramilitary groups further fuelled the conflict. In 2012, the government entered into peace talks with the largest guerrilla group, FARC. A peace agreement was signed in 2016. Nonetheless, the state will continue to face considerable challenges – for example, with regard to compensating victims and involving them in political decisions. The innovative approaches and instruments needed to deal with the armed conflict and prevent new conflicts are lacking, which is in turn hampering efforts to promote peaceful coexistence in severely affected regions.

The project, funded by BMZ and implemented by GIZ at national and regional level, works with the Colombian Presidential Agency of International Cooperation (APC). The innovation fund provides up to EUR 100,000 in funding for individual measures initiated by state, civil society and private sector actors nationwide. Eligible applications are selected approximately every nine months by a panel consisting of representatives of the German Embassy, APC Colombia and GIZ.

The selected initiatives receive technical and commercial advice. Special consideration is given to regional and local initiatives, which can be replicated in other parts of the country. This includes: measures with a direct bearing on the current peace process; proposals which consider the needs of severely affected population groups such as women and indigenous people; ideas which serve to strengthen participating institutions such as state authorities, non-governmental organisations and victims' associations.

Projects selected under the Innovation Fund must meet specific criteria. The innovative approach is a primary criterion; which means the projects must provide a new solution to a specific issue, involving different actors.

*Source: Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). 2016.
ProPaz Programme - Support for peacebuilding in Columbia. GIZ Fact Sheet. Bogotá.*

Economic development programming in DDR is a key component of reintegration efforts, given the challenges of creating jobs, salaried or self-employed, for those who are demobilised. VET or skills development projects as components of DDR programmes are often not well designed or implemented. The choice of skills and curricula is rarely based on labour market information. The private sector (as potential employers) is barely consulted or involved in the planning. There is no certification system, and training that is delivered is often inadequate due to lack of experience and equipment among those delivering the courses, be they private or public providers. The lack of follow-up with new and inexperienced jobseekers or entrepreneurs is a significant flaw in many initiatives. Without further assistance, only a few of the mostly inexperienced entrepreneurs find success in the harsh competition and conditions in a conflict-affected marketplace and economy.

Socio-economic reintegration is often particularly difficult for female ex-combatants, because of limited economic possibilities, limited rights and access to productive resources, stigma and discrimination and trauma due to Gender-based Violence (GBV). Despite evidence that females are highly represented in the ranks of children associated with armed forces and groups, the empirical literature is severely lacking when it comes to understanding the war experiences and reintegration outcomes of girl soldiers.

Aside from differences in mental health outcomes, males and females also differ in the way they are welcomed back to their communities. The consequences of sexual violence against female child soldiers during the war (physical injury, sexually transmitted infections, including HIV/AIDS, and traumatic stress) are often long lasting. Many females either give birth to babies in the bush or return to their communities pregnant. This poses particularly difficult challenges for reintegration, as these girl mothers often face higher levels of stigma and non-acceptance, especially if their 'bush husbands' continue to have any involvement in their lives. Many girls



who return pregnant or with children do not feel able to return to their families and cannot (or do not want to) live with the fathers of their children, leaving them to care for themselves and their children alone and often unassisted.⁷⁰

In addition to the challenges to psychosocial well-being mentioned above, women and girls also face greater obstacles to schooling, literacy, and economic opportunities, and are more likely to experience difficulty with domestic violence and family conflict. Girl soldiers, and especially those with children, are often the group least served by formal DDR programmes. Rather, many of these programmes are designed with boy soldiers in mind and are not tailored to the particular needs of girls. In fact, some programmes predicate services upon the surrender of weapons, which may leave children of either gender who were not directly involved in fighting with little opportunity for formal assistance. Some programmes, however, do offer assistance designed to meet the needs of girl soldiers with children, offering schooling and skills training alongside childcare, a model that should be evaluated. Therefore, the community should be encouraged and be involved when it comes to assistance with family reunification and conflict resolution.⁷¹

Another group of special interest is young ex-combatants, especially those under 15, who should be reintegrated into formal education wherever possible. Other ex-combatants, who have initiated their tertiary education, might be offered scholarships to finish their studies but they are rarely available. Youth should always have priority in these cases, as they are prone to forced recruitment in times of conflict. In some countries where the conflict has lasted a long time and combatants have received little or no schooling, emphasis must be placed on catch-up classes and accelerated learning opportunities to ensure that this group is not trapped in a long-term cycle of poverty. Other groups with special needs next to female ex-combatants and the under-aged are the elderly and disabled persons who require special attention (read more in Chapter 3.5).

⁷⁰ Psychology Beyond Borders. 2008. Psychological Adjustment and Social Integration of Children Associated with Armed Forces and Armed Groups – The State of Field and Future. A Report prepared for Psychology Beyond Borders. United States of America: Austin (Texas). [Web page - <http://psychologybeyondborders.org/wp-content/uploads/2013/08/RPCGA-CAAFAG-REPORT-FINAL-JULY-2008.pdf>].

⁷¹ Ibid.

Nepal: Entrepreneurship Training and Employment Services, 2007–2009

The case of the peace process in Nepal and the reintegration of former Maoist fighters into society is one of the many examples of how difficult this process can be. GIZ was implementing a comprehensive reintegration programme that has been well documented. One essential part of the overall programme is its 'Entrepreneurship Training and Employment Services' for Nepalese ex-combatants.

The GIZ-supported project 'Support of Measures to Strengthen the Peace Process' (STPP) aims to improve the social and economic conditions in selected host communities where ex-combatants have settled and to foster their peaceful (re-) integration. To improve livelihoods, market-oriented skills development and vocational training is one of the main intervention areas of the project as it enables people to become an active part of their society and contribute to the sustainable development of their community. The main goal of STPP's skills development activities, therefore, is to bring graduates to gainful and sustainable (self-) employment. To achieve this, STPP trains its graduates in entrepreneurship skills and offers access to relevant information on wage-labour and self-employment opportunities, career and business counselling, and job placement support through 'employment service centres.' For these activities, STPP collaborates with another GIZ-supported project, INCLUDE (Inclusive Economic Development) and other institutions with links to local chambers of commerce and with technical knowledge about self-employment and business relations.

STPP offers entrepreneurship training as a component of all its vocational trainings to:

- create awareness of the opportunities in small business or self-employment,
- allow trainees to analyse their own ability to become a successful entrepreneur, and
- provide the skills and knowledge required for starting small businesses.

Trainers use adult learning strategies and participatory approaches such as simulations, group and individual work, illustrated talks, brainstorming, discussions, oral questioning, and review and feedback. The trainers use presentations to introduce new ideas and group discussions to encourage participants to share their experiences and opinions, which helps to increase and reinforce the participants' involvement in the training activities. Group assignments help to engage shy participants. Trainers coach and guide participants to plan and prepare their assignment, helping them to be able to apply the learned skills in real situations.

Source: Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). 2017. Project Data and Brief Descriptions – Transparency of GIZ. Nepal-Country Profile.

⁷² For further reading, see: Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)/Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (BMZ). 2011.

Interim Evaluation 2010. Support of Measures to Strengthen the Peace Process, Nepal. Germany: Eschborn; Berghof Foundation/University of York. 2016.

Poverty, Stigma and Alienation: Reintegration Challenges of Ex-Maoist Combatants in Nepal. Nepal/Kathmandu; United Kingdom/ York; Germany/Berlin.

Sierra Leone: Reintegration of Ex-combatants, 2000–2005

The development intervention of the 'Reintegration of ex-combatants (RECOM)' project in Sierra Leone was investigated through an independent ex-post evaluation. This technical/financial co-operation project performed by GTZ and KfW in close coordination with the National Committee for Disarmament, Demobilisation and Reintegration was designed to promote the peace process in Sierra Leone following civil war. According to the summary report, the overall project covered a total term of four years and two months (12/2000 – 01/2005). The total costs of the technical cooperation component totalled EUR 3.006 million. The financial co-operation share (KfW component) for financing the rehabilitation of rural infrastructures totalled EUR 2.734 million.

RECOM focused on the fact that combatants and the civilian population in Sierra Leone had been brutalised and/or traumatised by the civil war and deprived of their economic and social existence. Young people had no perspective for the future, economic cycles had collapsed, and the infrastructure was largely destroyed. The stabilisation of the peace process depended on successful social and economic reintegration of ex-combatants and especially of youths. The comprehensive project objective was: 'Ex-combatants find their way back into civilian life and live in peaceful co-existence with the population in the respective settlement areas'. GTZ played a key role in enabling the Government of Sierra Leone to contribute to the national DDR process.

Technical implementation in the field of reintegration was designed and applied as a multi-sectoral programme approach in which different funds were managed in order to overcome the different needs at community level after the war. Vocational training and common reconstruction with community support were the main focus of the RECOM activities, and were integrated into the broader management and coordinated approach of ReAct (Rehabilitation, Reconciliation and Reintegration). This latter programme approach was specifically developed by GTZ in post-war contexts and was based on good practice experience in earlier West African reintegration programmes. Following implementation of the RECOM project, 2,354 persons had been trained (1,258 non-combatants (521 women); 874 ex-combatants (99 women) and 222 former child soldiers). At the same time, the specific crisis-sensitive approach targeted these different social groups, focused on local capacities and community orientation, mainstreamed reconciliation and peacebuilding activities in skills training and involved different stakeholders at both local and national level. This approach met with widespread acceptance and was appreciated both by people working in national government and by local authorities.

Source: Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)/ Kreditanstalt für Wiederaufbau (KfW). 2011. Ex-post evaluation 2010 - Brief Report - Cooperation Project: Reintegration of Ex-Combatants in Sierra Leone. Germany: Eschborn and Frankfurt (Main).

4.4.1 Children Associated with Armed Forces and Groups

Children associated with armed forces and groups⁷³, more commonly referred to as 'child soldiers', are usually classified as a sub-group of ex-combatants, but are addressed here separately due to the high attention the issue has been given in the policies, strategies and programmes of the international community.

Globally, 300,000 children are estimated to be associated with armed forces and groups.⁷⁴ Children and young people are generally highly vulnerable to, and disproportionately affected by, the effects of conflict, state fragility and war. They make up the majority of the population in conflict-affected countries, with around one billion children currently estimated as living in conflict-affected zones. They are often seen as an easy target by recruit-

73 Please note that 'armed forces' refers in this study to the armed forces of a state, while 'armed groups' refers to groups distinct from armed forces on the involvement of children in armed conflict. 'Recruitment' refers to compulsory, forced and voluntary conscription or enlistment of children into any kind of armed force or armed group. (See: Office of the United Nations High Commissioner for Human Rights (OHCHR). 2002. Optional Protocol to the Convention on the Rights of the Child on the involvement of Children in Armed Conflict, Article 4. Switzerland: Geneva.).

74 United Nations Children's Fund (UNICEF). 2010. Fact Sheet: Child Soldiers. United States of America: New York. [Web page - https://globalsolutions.org/files/public/documents/unicef_childsoldiers_factsheet.pdf].

ers as they are more easily brainwashed, have an underdeveloped sense of danger and survive on little food. The unrelenting and brutal use of children not only violates their basic human rights, but also causes significant long-term physical, emotional, developmental and spiritual damage.⁷⁵

Children associated with an armed force or an armed group are defined as persons under 18 years of age who are, or have been, recruited or used by an armed force or group in any capacity, including, but not limited to, children, boys and girls, used as fighters, cooks, porters, messengers, spies, or for sexual purposes. It does not only refer to a child who is taking or has taken an active part in hostilities.⁷⁶

There are a variety of international legal frameworks that add an overlying basis for international responses on children and armed conflict. The UN has been strongly engaged on the issue of children and armed conflict and adopted a number of resolutions that address the issue. There are now also a number of UN mechanisms in this field. UNICEF took the lead in developing the Paris Principles and the 'Guidelines on Children Associated with Armed Forces or Armed Groups'.⁷⁷ Since then, there have been significant developments on the children and armed conflict agenda, not least a shift away from the focus on child soldiers towards a wider, and more protective, interpretation of children affected by conflict as documented in the Paris Principles and Guidelines. These principles and guidelines also make reference to reintegration, education, vocational and skills training and livelihoods.

Paris Principles and Guidelines on Children Associated with Armed Forces or Armed Groups

'Education, vocational and skills training and/or opportunities to support their own and their family's livelihoods are essential elements for reintegration. Reintegration programmes should allow and encourage access for all groups, including children who need childcare facilities. This support should be free, available on a part time as well as full time basis, and include informal as well as formal assistance. Children who participate should receive food whilst they are there and the hours should be flexible to allow for other commitments. Approaches to providing support of this kind should be adapted according to the child's age, experiences, and circumstances. Educational activities should take into account the children's lost educational opportunities, their age and stage of development, their experiences with armed forces or armed groups and the potential to promote psychosocial well-being, including a sense of self-worth. Children with disability should be included in educational activities with their peers. Educational and skills training should recognise that many children who were associated with armed forces or armed groups, while missing years of education, have learned other skills and competencies that they do not want to lose and which can be useful in civilian society. Accelerated learning programmes suitable for adolescents who have missed years of school should be compatible with and recognised by the formal system of education. Alternative forms of education such as adult literacy classes or evening classes should be offered to children who cannot or do not wish to enter the formal educational system. Access to education or training programmes is likely to be even more difficult for girls than for boys for a variety of reasons including cultural expectations, poverty, and the need for girls to earn a livelihood, work at home, or look after children. Training programmes should include but not be restricted to occupations considered suitable for girls to enable subsequent income generation while building on the skills and abilities they have developed while with the armed force or armed group. Provision should be made for relevant vocational training and opportunities for employment, suitable for the needs of all girls and boys including those with disabilities.'

*Source: United Nations Children's Fund (UNICEF). 2007. *The Paris Principles - Principles and Guidelines on Children Associated with Armed Forces or Armed Groups*. United States of America: New York.*

⁷⁵ International Committee of the Red Cross (ICRC). 2017. *Children Associated with Armed Forces or Armed Groups*. Switzerland: Geneva.

⁷⁶ United Nations Children's Fund (UNICEF). 2010. *Fact Sheet: Child Soldiers*. United States of America: New York.

⁷⁷ United Nations Children's Fund (UNICEF). 2007. *The Paris Principles - Principles and Guidelines on Children Associated with Armed Forces or Armed Groups*. United States of America: New York.

The *Optional Protocol to the Convention on the Rights of the Child* on the involvement of children in armed conflict specifically requires governments to take measures to demobilise and rehabilitate children formerly associated with armed forces or armed groups and to reintegrate them into society.⁷⁸

There has been growing attention paid to participation in transitional justice and reconciliation programmes, and to more community-based and less child-centric approaches to achieving sustainable reintegration. This has resulted in the drafting of the 'Kampala Recommendations on the Recovery and Reintegration of Children and Youth Affected by Armed Conflict'.⁷⁹ The Recommendations acknowledge the indisputable importance of education in bringing about meaningful and sustainable reintegration for children and young people after conflict. Thus it is specified that recovery and reintegration processes should mobilise existing community support and take advantage of pre-existing educational structures.

The implementation of reparation programmes for young people who participated in transitional justice mechanisms are supposed to focus primarily on the provision of education and skills training.⁸⁰

Despite all these international commitments and declarations, the recruitment of child soldiers is still ongoing and a clear violation of human rights. In contexts of conflict, diverse groups recruit children as soldiers. In the Democratic Republic of the Congo (DRC), for example, the Congolese government, Congolese rebels, militias, and rebel groups backed by other countries all recruited child soldiers. In some contexts, conflict spills over into neighbouring countries and the recruitment or conscription of children continues abroad, very often in refugee camps and IDP settlements.

Years spent associated with armed groups have deprived these children of an education, leaving them far behind their peers. Most often, government educational systems in these contexts have been destroyed by conflict, leaving few options available for child soldiers. Educating the returning child soldier is undoubtedly an enormous challenge. Education programmes for child soldiers are invariably part of larger integrated programmes that comprehensively address diverse needs and issues of the DDR process.

Most former child soldiers undergoing the process of reintegration belong to extremely poor families. Invariably, these children feel compelled to supplement the family income, or are without families and must earn a living for themselves. For this reason, many demobilisation programmes include skills development courses to build the skills for a specific trade out of the variety needed in the local market.

Modules or lessons on specific themes thought to be useful to child soldiers are often integrated into education programmes. Some examples include peace education, education on landmines, HIV/AIDS awareness, and civic education. Most children are unaware of their rights and simply do not know that it is unlawful for them to become or remain child soldiers. Therefore, the dissemination of rights-based information is an important part of life skills education. In these instances, this strategy can be successful in moving children to demobilise themselves and reach out to community-based networks. Part of demobilisation is enabling the child to move away from violence and into a more inclusive and constructive way of life. The inclusion of peace education in curricula facilitates this process.

78 International Committee of the Red Cross (ICRC). 2017. Children Associated with Armed Forces or Armed Groups. Switzerland: Geneva.

Office of the United Nations High Commissioner for Human Rights (OHCHR). 2002. Optional Protocol to the Convention on the Rights of the Child on the involvement of Children in Armed Conflict, Article 4. Switzerland: Geneva. [Web page - <http://www.ohchr.org/Documents/ProfessionalInterest/crc-conflict.pdf>].

79 War Child Holland. 2013. The Kampala Recommendations on the Recovery and Reintegration of Children and Youth Affected by Armed Conflict (Draft).Uganda/Kampala; Netherland/Ghent. [Web page - https://www.warchildholland.org/sites/default/files/bijlagen/node_14/6-2013/final_draft_-_kampala_recommendations_on_recovery_and_reintegration_of_children_and_youth_affected_by_armed_conflict.pdf].

80 War Child Holland. 2013. The Kampala Recommendations on the Recovery and Reintegration of Children and Youth Affected by Armed Conflict (Draft).Uganda/Kampala; Netherland/Ghent.

The *Rapid Education Programme*⁸¹ is an accelerated remedial programme for war-affected children. It includes not only basic courses in literacy and numeracy but also advocates therapeutic and healing forms of self-expression. The intent is to establish schools as quickly as possible to give a sense of normalcy and to create opportunities for children to voice their deep-seated emotions and traumas.⁸²

The concept of schools as places for psychosocial support and recovery after times of conflict or upheaval has been advanced by many international organisations. Teachers are trained to create a nurturing environment where the child's need for protection, security, psychosocial care, development and learning are addressed.

The training enables teachers to create classrooms that promote a sense of belonging in all children, build routines and relationships with peers, promote personal attachments, provide intellectual stimulation and develop a sense of control among children.⁸³

Although girls make up a significant proportion of children associated with armed forces or armed groups, their needs often go unrecognised. Armed groups often regard them as wives or domestic servants. Girls themselves may not seek to participate in official or available reintegration processes because they are not made aware of them or because they fear being stigmatised. Gender roles may contribute to girls' vulnerability to recruitment. Support measures must target both girl mothers and children born to girls as a result of their recruitment or abduction by armed forces and include health care with a focus on reproductive health, psychosocial support and access to education and skills development.⁸⁴

Myanmar: Prevent the Recruitment and use of Children by Armed Forces and Groups as an Entry Point for Durable Peace 2015–2017

The project supports the implementation of the Joint Action Plan signed in 2012 to end and prevent the recruitment and use of children by the Tatmadaw, to identify, verify and discharge underage recruits still associated with the Tatmadaw as well as support their reintegration back into their communities. It aims to strengthen prevention and accountability for perpetrators of underage recruitment and promotes the overall protection of children from armed conflict in Myanmar including through engagement towards the signature of action plans with listed non-state armed groups.

The project is funded from the UN Peace Building Fund and implemented by the International Labour Organization (ILO), with the expected outcome, the project will contribute to durable peace and security in Myanmar by complementing the current efforts of the Government in building a lasting peace.

Source: International Labour Organization (ILO). 2017. Programme and Projects - Myanmar. Switzerland: Geneva.

81 U.S. Agency for International Development (USAID). 2015. Rapid Education and Risk Analysis Toolkit. United States of America: Washington, D.C. [Web page – https://eccnetwork.net/wp-content/uploads/RERAToolKit_508.pdf].

82 U.S. Agency for International Development (USAID)/Educational Quality Improvement Program (EQUIP). 2007. Role of Education and the Demobilization of Child Soldiers. Issue Paper – Aspects of an Appropriate Education Program for Child Soldiers. United States of America: Washington, D.C. [Web page – https://www.unicef.org/wcaro/Role_of_education_and_demobilised_children.pdf].

83 United Nations High Commissioner for Refugees (UNHCR). 2007. Safe Schools and Learning Environment – How to Prevent and Respond to Violence in Refugee Schools. Switzerland: Geneva. [Web page – http://www.ungei.org/index_5921.html].

84 Save the Children UK. 2010. Child soldiers – and other children associated with armed forces and groups – Policy brief. United Kingdom: London. [Web page – <https://resourcecentre.savethechildren.net/node/1538/pdf/1538.pdf>].

The Democratic Republic of the Congo: Helping Child Soldiers Reintegrate

Throughout the 10-year conflict in the Democratic Republic of the Congo, armed groups abducted many girls and boys under 18 to work with fighting forces. Female abductees were forced into marriage or sexual slavery and faced high levels of gender-based violence. Upon leaving – whether through escape or voluntary release by armed groups – and returning to their communities, these girls faced enormous challenges. Ostracised by their families or distrusted by the community at large, many tried to hide rather than seek help.

The U.S. Agency for International Development (USAID) supports work in Ituri District to assist and reintegrate abducted boys and girls and the children conceived by abducted girls during their time with the fighting forces. The project helps to reintegrate victims into their communities safely and prevent future abduction, trafficking, and sexual violence. An extensive communication campaign addresses discrimination directly through door-to-door outreach to abducted girls and meetings with community leaders to change attitudes. The programme provides a comprehensive package of services to victims, including psychosocial counselling, family tracing and mediation, health assistance, education, skills training, social activities, and economic assistance.

Through social activities, workshops on discrimination, and dialogue with parents and neighbours, the programme encourages girls' participation in education and training.

In one year of the programme, 1,905 children, including 1,039 girls, were identified and provided with medical care and age-appropriate psychological support. More than 3,000 community awareness-raising sessions were held through discussions and debates, cultural activities, street theatre, community days, and radio programmes hosted by children and community leaders.

Source: U.S. Agency for International Development (USAID). 2008. Case Study Helpig Child Soldiers Reintegrate. United States of America: Washington, D.C.

4.5 Other Vulnerable Groups

For the purpose of this paper, women and girls, children, youths and people with disabilities have been chosen as examples to represent a much larger group of vulnerable persons that reintegration programmes and target-group-specific approaches might need to adequately address in their responses.

4.5.1 Women and Girls

'Denying the rights of women and girls is not only wrong in itself; it has a serious social and economic impact that holds us all back. Gender equality has a transformative effect that is essential to fully functioning communities, societies and economies. Women's access to education and health services has benefits for their families and communities that extend to future generations. An extra year in school can add up to 25 per cent to a girl's future income.'

Source: UN WOMEN. 2017. UN Secretary-General Antonio Gutierrez' Message for International Women's Day. United States of America: New York.

Gender inequality is a major cause and effect of hunger and poverty: it is estimated that 60% of chronically hungry people are women and girls.⁸⁵ On average, women make up about 43% of the agricultural labour force in developing countries, but less than 20% of the world's landholders are women and they make up more than two thirds of the world's 796 million illiterate people. Women receive lower wages than men for the same work.⁸⁶ A large gender gap remains in women's access to decision-making and leadership, and educated women are more likely to have greater decision-making powers within their households.

Women and girls generally have fewer opportunities, fewer resources, lower status, and less power and influence than men and boys. Yet everyone is entitled to enjoy the human rights and fundamental freedoms set out in international law on an equal basis without distinction or discrimination, including as regards their gender and age. Gender equality is thus first and foremost a human right.

The *UN Convention on the Elimination of All Forms of Discrimination Against Women* makes specific recommendations on women in relation to conflict prevention, conflict and post-conflict situations referring to GBV, trafficking, participation of women, marriage and family relations, security reform and DDR, access to justice, constitutional and electoral reform and displacement, refugees and asylum-seekers.⁸⁷

Gender inequality is a cause of sexual and gender-based violence. As the IASC has affirmed, 'protecting human rights and promoting gender equality must be seen as central to the humanitarian community's responsibility to protect and provide assistance to those affected by emergencies'.⁸⁸

⁸⁵ World Food Program (WFP). 2015. Gender Policy and Strategy 2015–2020. Italy: Rome. [Web page – http://documents.wfp.org/stellent/groups/public/documents/communications/wfp276754.pdf?_ga=2.73627162.905377393.1519388796-1081230547.1519388796].

⁸⁶ Food and Agriculture Organization of the United Nations (FAO). 2011. The State of Food and Agriculture: Women in Agriculture – Closing the Gender Gap for Development. Italy: Rome. [Web page – <http://www.fao.org/docrep/013/i2050e/i2050e.pdf>].

⁸⁷ United Nations Committee on the Elimination of Discrimination against Women (CEDAW). 2013. General recommendation No. 30 on women in conflict prevention, conflict and post-conflict situations. United States of America: New York. [Web page – <http://www.ohchr.org/documents/hrbodies/cedaw/gcomments/cedaw.c.cg.30.pdf>].

⁸⁸ Inter-Agency Standing Committee (IASC). 2006. Gender Handbook in Humanitarian Action – Women, Girls, Boys and Men: Different Needs – Equal Opportunities. Switzerland: Geneva. [Web page – https://interagencystandingcommittee.org/system/files/legacy_files/IASC%20Gender%20Handbook%20%28Feb%202007%29.pdf].



Every year, 15 million girls are married before the age of 18, with devastating impacts on their education, health and development.⁸⁹ Child brides are most likely to be from poor families. They are victims of early, forced and child marriage. Girls under age 15 account for 1.1 million of the 7.3 million births among adolescent girls under age 18 every year in developing countries. Among 96 developing countries for which data are available, adolescent birth rates are higher in rural areas, and where adolescents are poorer and less educated.⁹⁰

Gender inequality, already present during childhood, often becomes more pronounced during the formative phase of adolescence. Girls are more likely than boys to be denied the opportunity to attend secondary school, which has been shown to be a critical factor for reducing early childbearing. Fifty per cent of sexual assaults are committed against girls aged 15 and younger which can lead to mental health impairments, sexually transmitted infections, HIV/AIDS, or pregnancy for which they are not physically or mentally prepared. Complications

⁸⁹ World Food Program (WFP). 2015. Gender Policy and Strategy 2015–2020. Italy: Rome.

⁹⁰ United Nations Population Fund (UNFPA). 2017. The State of World Population 2017 – Worlds Apart: Reproductive Health and Rights in an Age of Inequality. United States of America: New York. [Web page - https://www.unfpa.org/sites/default/files/sowp/downloads/UNFPA_PUB_2017_EN_SWOP.pdf].

of pregnancy and childbirth are the leading cause of death among girls aged 15 to 19. Pregnancy during adolescence carries a higher risk of mortality than does pregnancy in a woman in her 20s. Girls are also far more likely than boys to be socially isolated and less likely to be exposed to potential mentors and role models that are important for a girl's sense of self and her future well-being.⁹¹

Girls are still more likely than boys to never set foot in a classroom, despite the tremendous progress made over the past 20 years. A majority of regions have reached gender parity in primary education (66 per cent), but disparities persist at higher levels: 45% in lower secondary and 25% in upper secondary. 15 million girls of primary school age will never get the chance to learn to read or write in primary school compared to about 10 million boys. Over half of these girls - 9 million - live in sub-Saharan Africa.⁹²

However, an estimated 781 million people aged 15 and over remain illiterate. Nearly two thirds of them are women, a proportion that has remained unchanged for two decades. Illiteracy rates are highest among older people and are higher among women than men. At age 65 and over, 30 per cent of women and 19 per cent of men are illiterate. The vast majority of older persons are illiterate in Northern Africa, sub-Saharan Africa and Southern Asia, where gender gaps are also noted. As societies experience population ageing, it becomes increasingly important that literacy and other lifelong learning programmes enable women and men to become more self-reliant, work as long as desired and remain socially engaged at older ages.⁹³

Educating girls is one of the most effective strategies to combat child marriage, especially as they progress to secondary school. When a girl remains in secondary school, she is six times less likely to marry young.⁹⁴ Thousands of girls are kept from educational opportunities, including skills and vocational training, due to poverty, institutional and cultural barriers, pressures for early marriage, lack of safety in their routes to school, lack of separate latrines for boys and girls, sexual harassment and GBV in schools, and overload of domestic work.⁹⁵

A lack of access to educational and economic opportunities forces many returnee women and girls to resort to harmful measures to survive, such as commercial sex work. They often face a trade-off between their safety and their livelihood, and they usually have to sacrifice the former. Most women in returnee situations actively seek money to survive, despite knowing the risks that having or earning money may bring.

For displaced women, girls, men and boys in return and reintegration contexts, the search for durable solutions is also based on their right to freedom of movement and choice of residence, be it in rural or urban settings. A durable solution will only have been achieved once the basic rights that were violated during all phases of the displacement cycle have been reinstated without discrimination vis-à-vis other citizens in an effective and sustainable manner.⁹⁶

91 Women's Refugee Commission. 2014. Strong Girls, Powerful Women - Program Planning and Design for Adolescent Girls in Humanitarian Settings. United States of America: New York. [Web page - <https://www.womensrefugeecommission.org/images/zdocs/Strong-Girls--Powerful-Women--2014.pdf>].

92 United Nations Educational, Scientific and Cultural Organization (UNESCO). 2017. Accountability in Education: Meeting Our Commitments. Global Education Monitoring Report 2017/2018. France: Paris. [Web page - <http://unesdoc.unesco.org/images/0025/002593/259338e.pdf>]. For further Information: United NAtions (UN). 2015. The Millenium Development Goals Report 2015. United States of America: New York.

93 United Nations Department of Economic and Social Affairs (UNDESA). 2015. The World's Women 2015 - Trends and Statistics. United States of America: New York. [Web page - https://unstats.un.org/unsd/gender/downloads/WorldsWomen2015_report.pdf].

94 Ibid.

95 Ibid.

96 United Nations High Commissioner for Refugees (UNHCR). 2008. UNHCR Handbook for the Protection of Women and Girls. Switzerland: Geneva. [Web page - <http://www.unhcr.org/47cfa9fe2.html>].

4.5.2 Children

'Every child has the right to a fair chance in life. But around the world, many children are trapped in an intergenerational cycle of disadvantage that endangers their futures – and the futures of our societies'.

*Source: United Nations Children's Fund (UNICEF). 2016. *The State of the World's Children – A Fair Chance for Every Child*. United States of America (USA): New York.*

According to UNICEF, it is estimated that in 2030 167 million children will live in extreme poverty, 69 million children under the age of five will die and 60 million children of primary school age will be out of school – unless the world tackles inequality today. Presently, 38% of children leave primary school without learning how to read, write and do simple arithmetic.⁹⁷ Children below 18 years of age constituted about half of the refugee population in 2017.⁹⁸

Some 45,500 unaccompanied and separated children sought asylum on an individual basis in 2017, with 67 countries reporting at least one such application. This number, while known to be an underestimate due to under-reporting, was lower than in 2016 when 75,000 applications were reported. Most applications were from children aged 15 to 17 (33,300), but a substantial minority of applications (12,200) were from unaccompanied and separated children aged 14 or younger.

The number of claims in 2017 was the greatest in Italy with 9,900 claims. Germany received 9,100 claims from unaccompanied and separated children in 2017, just over a quarter of the number in 2016 when it received the most claims with 35,900.⁹⁹

Education plays a real and significant role in protecting children from physical harm, forced recruitment or trafficking, and psychosocial distress. The continuation and expansion of educational services during crisis decreases future vulnerabilities and drop-outs, and provides positive and productive activities for children and youths who may otherwise be engaged in destructive activities such as gangs, armed factions, and trafficking.

Increasingly, complex emergencies and protracted crises are impeding the right to education. An estimated 75 million children aged 3–18 in 35 countries are in desperate need of education. Notably, girls in conflict-affected contexts are 2.5 times more likely to be out of school than girls in more peaceful settings.¹⁰⁰

The international community has increasingly become aware of the long-term benefits of education in conflict and crisis situations. A number of key initiatives over the past decade have built a solid foundation for increased programming from early recovery to long-term development.

In 2010, the United Nations adopted a resolution on 'The Right to Education in Emergencies'¹⁰¹ acknowledging both the need for continued access to education regardless of the context and the need to address the impact of emergencies on the education system and the ability of children and youth to engage in educational opportunities.

In 2012, as a demonstration of education's integral role in recovery and peacebuilding, the Nobel Peace Prize awarded to the European Union was allocated to supporting children affected by conflict, with education as the key sector receiving support. In 2014, the Nobel Peace Prize went to the Indian Kailash Satyarthi and the young Pakistani activist Malala Yousafzai. They advocate for the right of all children to education and their struggle against the suppression of children and young people.

⁹⁷ United Nations Children's Fund (UNICEF). 2016. *The State of the World's Children – A Fair Chance for Every Child*. United States of America (USA): New York. [Web page – https://www.unicef.org/publications/files/UNICEF_SOWC_2016.pdf].

⁹⁸ United Nations High Commissioner for Refugees (UNHCR). 2018. *Global Trends – Forced Displacement in 2017*. Switzerland: Geneva.

⁹⁹ Ibid.

¹⁰⁰ UNESCO Education for All Global Monitoring Report, 'Humanitarian Aid for Education: Why it matters and why more is needed', Policy Paper 21, 2015.

¹⁰¹ United Nations General Assembly. 2010. *The Right to Education in Emergency Situations*. (A/RES/64/290). United States of America: New York. [Web page – http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/64/290].

The Inter-Agency Network on Education in Emergencies (INEE) and the Education Cluster are two key mechanisms through which the profile of education in emergencies has been raised. They provided solid, clear and progressive frameworks and standards for preparedness for, and response to, crises.¹⁰² Both are globally recognised coordination mechanisms through which organisations, including the Global Partnership for Education¹⁰³ and bilateral agencies, non-profit and for-profit education actors engage with humanitarian and emergency response actors.

The *Global Partnership for Education* has pledged to help educate children who live in countries experiencing war and violence and support the global goal for education by 2030, putting the costs at USD 1.25 a day per child in developing countries.¹⁰⁴ With the UN Secretary-General's recent 'Global Education First Initiative' and INEE's 'Education Cannot Wait Call to Action', released in September 2012, global leaders in both the humanitarian and education sectors have taken a step forward. Together they are seeking both immediate and longer-term commitments and strategies to increase access to quality education in all contexts and mitigate the impact of emergencies on those most vulnerable, the world's children and youth.

The German government is part of these global initiatives and commitments and at the programme level most projects implemented by GIZ, German Development Bank (KfW; Kreditanstalt für Wiederaufbau) and German NGOs have a strong focus on children, including refugee/IDP children, children associated with armed forces and groups, orphans, street children and others classified as most vulnerable.

4.5.3 Youth

'Given that the youth of today are the leaders of the future – potential game changers – attention for the situation of young people in fragile contexts is more urgent than ever'.

Source: CORDAID - Building Flourishing Communities. 2015. Youth: Game Changers in Fragile Contexts. The Netherlands: The Hague.

Today, 50 per cent of the 1.4 billion people living in countries impacted by crises and fragility are under the age of 20. Youth is defined by the UN as those persons between the ages of 15 and 24 years.¹⁰⁵ These crises can erode protective familial and social ties and place young people at greater risk for poverty, violence and abuse. Years of enduring conflict and exposure to violence and displacement can leave young people under extreme stress, at risk of exploitation and with little hope for the future.

Youth are an important sub-population in crisis- and conflict-affected environments, and they experience life quite differently from young people in other parts of the world. Their unique circumstances influence the kinds of programming necessary to serve them. Young people are an asset to society. Even in the hardest circumstances, they are determined and creative in their fight for a better future. Smart and generous investments in health, appropriate education and employment opportunities are needed to support their efforts. Job creation and entrepreneurship in both rural and urban areas are of vital importance in fragile and conflict-affected contexts.

The definitions for 'youth' vary widely. In fact, in many cultures youth are identified based on their level of responsibility to family and community. Most organisations, however, use some type of chronology to describe the population. The African Union defines youth as persons between the ages of 15 and 35 years, whereas the World Health Organization (WHO) identifies youth as those between 10 and 19 years old. The World Bank,

¹⁰² Inter-Agency Network for Education in Emergencies (INEE). Right to Education. United States of America (USA): New York. [Web page - <http://www.ineesite.org/en/right-to-education>].

¹⁰³ The Global Partnership for Education. 2018 updated). Homepage. [Web page - www.globalpartnership.org].

¹⁰⁴ Ibid.

¹⁰⁵ United Nations Department of Economic and Social Affairs (UNDESA). 2013. Fact Sheet – Definition of Youth. United States of America: New York. [Web page - <http://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-definition.pdf>].

UNDP and the International Youth Foundation define the age range of youth as 15–24 years.¹⁰⁶ The recently released USAID Youth in Development Policy defines youth as those persons 10–29 years of age.¹⁰⁷

The truth is that the chronological definition of youth is less appropriate in crisis- and conflict-affected environments than elsewhere. The unique aspects of these contexts, where youth face a simultaneous transition: from conflict and childhood, to peace and adulthood, adds further complexity to the definition of youth.

Due to extreme experiences and severe atrocities, many youths have lost their childhood, and they cannot be adequately categorised by age alone. Many youths, particularly unaccompanied minors, often do not actually know how old they are, and have no family or paperwork to provide this information. In addition, the effects of conflict often hinder transition of youths into adulthood (i.e. maintaining a household, securing assets, gaining independence, and self-sustenance). Many youths, especially males, in these contexts are often stuck in this ‘waithood’ or ‘youth man’ stage, and this social stagnation contributes to tremendous frustrations and loss of hope.

In some crises, such as areas struggling with HIV/AIDS and gang violence, youths experience high levels of family disintegration. They are then thrust into adult roles, becoming heads of household due to loss of parents and separation of families. The lack of family also seems to permeate the lives of youths in conflict areas characterised by gangs. In these conflict environments, disengaged out-of-school youths, mostly gang members, are responsible for a host of crimes including homicide, rape and sexual abuse. As such, engaging them in educational or learning activities in these contexts can be very difficult and often requires alternative, flexible strategies.

Marginalised populations of youth exist in these environments, including females, unaccompanied minors, and those with disabilities or HIV/AIDS. The effects of war can be the root cause of both ‘visible’ (physical) and ‘invisible’ (cognitive, mental) disabilities. As a result, creating targeted programming that meets the needs of these groups with special needs is critical in these environments.

Finally, youths are often viewed as threats in circumstances where conflict exists. Some researchers argue that demographic ‘youth bulges’ and other economic and social factors may make countries more prone to violence because masses of idle youth are catalysts that spark vulnerable states into conflict. Many instances of violent conflict are even interpreted as having been an outlet for youths’ deep underlying grievances. Of course, this perception is largely focused on young males, with young women often seen as victims. However, female youth can actually be instigators of violence and have been known to act as suicide bombers. The women combatants of the Liberation Tigers of Tamil Eelam in Sri Lanka, who make up as much as a third of the fighting forces, are an example of women actively taking part in hostilities.¹⁰⁸

The varying definitions of youth and the unique struggles of crisis- and conflict-affected environments add a high degree of complexity to youth programming when they are part of a return and reintegration process. Interventions need – like for all other groups – to be flexible and targeted to the needs of young people. Programmes must be sensitive to the various contexts and should draw upon conflict analysis processes. They should also work creatively to engage youth who are often desperately in need of direction and purpose.

¹⁰⁶ United Nations Department of Economic and Social Affairs (UNDESA). Fact Sheet – Definition of Youth. United States of America: New York.

¹⁰⁷ U.S. Agency for International Development (USAID). 2012. Youth in Development – Realizing the Demographic Opportunity. United States of America: Washington, D.C. [Web page - https://www.usaid.gov/sites/default/files/documents/1870/Youth_in_Development_Policy_0.pdf].

¹⁰⁸ U.S. Agency for International Development (USAID). 2013. State of the Field Report: Examining the Evidence in Youth Education in Crisis and Conflict – USAID Youth Research, Evaluation, and Learning Project. United States of America: Washington, D.C. [Web page - https://www.usaid.gov/sites/default/files/documents/1865/USAID%20state%20of%20the%20field%20youth%20education%20in%20conflict%20final%202_11.pdf].

Despite the critical challenges of youth in conflict environments, many believe that positive inroads can be made if youth are viewed as having the potential to contribute to their own development. Much of the emerging literature even suggests that young people should be considered problem solvers rather than problems to be solved. Instead of being viewed as a potential threat, youth should be viewed as a population that can be engaged to contribute to positive change. In some refugee camps, for example, young people who have a secondary education degree often serve as primary education teachers and are the only resource. This may also apply in the reintegration context when educated and skilled youth return.

4.5.4 Persons with Disabilities

The WHO estimates that around 15 % of the world's population has a disability. Several million are thought to be displaced but often remain invisible within uprooted communities.¹⁰⁹ People with disabilities are not a homogeneous group – they have different capacities and needs, and contribute in different ways to their communities. In times of crisis, they may be vulnerable to discrimination, exploitation and violence, and face numerous barriers to accessing humanitarian and development assistance. They are among the most hidden and neglected groups of people, often excluded from, or unable to access, most reintegration programmes because of physical and social barriers or simply due to negative attitudes and biases. Similarly, they are often not identified when aid agencies and organisations collect data and assess needs during reintegration, and they are more likely to be forgotten when education services are provided again in the recovery phase.

Humanitarian actors are demonstrating a growing awareness and recognition of the protection concerns of persons with disabilities. In many contexts, however, there is still a tendency to focus on medical and charitable responses for persons with disabilities. This results in persons with disabilities being mostly referred to disability-specific programmes and activities. For example, health and rehabilitation, special education, and separate centres for children with disabilities are included in the response, rather than analysing and addressing the social factors that contribute to protection concerns and the barriers to accessing programmes for the wider community.

While considerable and commendable progress has been made in the humanitarian community on disability awareness and inclusion, this work has yet to be institutionalised and fully integrated into humanitarian and development responses in reintegration. Some of the recommendations provided in a recent paper on disability inclusion to support decision-makers and practitioners¹¹⁰ include: promoting an inclusive, rights-based approach to disability; mainstreaming across disability service provision; raising advocacy and awareness; strengthening technical capacity; reinforcing the critical role of individual case management; and monitoring disability inclusion.

¹⁰⁹ United Nations High Commissioner for Refugees (UNHCR). 2018 (updated). What We Do - Safeguarding Individuals - People with Disabilities. Switzerland: Geneva. [Web page - <http://www.unhcr.org/uk/people-with-disabilities.html>].

¹¹⁰ Women's Refugee Commission. 2014. Disability Inclusion - Translating Policy into Practice in Humanitarian Action. United States of America: New York. [Web page - <https://www.womensrefugeecommission.org/component/zdocs/document/download/984>].

Palestinian Occupied Territories:**Delivering Education for Disabled Children in Conflict Situations**

As with other countries, children with disabilities in Palestine are far less likely to be in school – and this situation is compounded by the current conflict.

The disability survey conducted by the Palestinian Central Bureau of Statistics (PCBS) and the Ministry of Social Affairs in 2011 revealed that the prevalence of disability in the Palestinian Occupied Territories reaches 7%. Unsurprisingly, the most common cause of disability in Palestine is armed conflict. The Israeli occupation has increased the vulnerability of children to violence, abuse, neglect and exploitation. The ongoing Palestinian-Israeli conflict has caused the loss of hundreds of lives, leading to rapidly mounting levels of disability. It is estimated that over the 2005–2008 period, 1,461 children were injured. PCBS indicates in its disability survey that more than one third of Palestinians with disabilities didn't receive any education, and that 60% of the children with disabilities are not enrolled in education. The survey findings also show that one third of those who were enrolled dropped out, and that 22% of the dropouts were attributed to the individual's disability. In addition, the report shows that 53.3% of the persons with disabilities in Palestine are illiterate.

Traditionally, education services for students with disabilities were provided through special schools. More recently some attempts have been made towards inclusive education. The concept of inclusive education was first mainstreamed into Palestinian education in 1997, when relevant public policies and plans were developed in light of the Convention on the Rights of Persons with Disabilities (CRPD) and other international conventions and guidelines. Since then, the Ministry of Education and Higher Education has worked closely with a variety of actors to promote and institutionalise inclusive education throughout the country. Since 2007, the Ministry has worked with UNESCO to develop formal teacher qualification programmes and systems and to develop child-friendly and inclusive education programmes. In the pilot of this project, more than 1,000 teachers received training on concepts of inclusive education.

However, the strategic plans that have been developed do not yet reflect the necessary scale or ambition for policies and practical procedures to be mainstreamed in all schools. There is also a lack of clarity in the laws and regulations. The CRPD has neither been signed nor ratified by the Palestinian government due to the country's political status. However, the fact that Palestine has obtained Observer status at the UN will make it possible for the country to be able to ratify the different human rights related documents and conventions, including the CRPD.

Source: Palestinian Education Coalition. 2018 (updated). Global Campaign for Education. Palestinian Occupied Territories: Ramallah. Supported by the Bethlehem Arab Society for Rehabilitation and the EFA-VI National Coordinator from the Ministry of Education and Higher Education, and the Christoffel Blindenmission.



5

Education and Technical Vocational Education and Training in Reintegration



Chapter 5 takes a look at the important role that education and TVET play in the reintegration process and then goes on to identify formal and non-formal approaches by introducing a variety of examples from field operations. All education activities and TVET in support of reintegration are trying to enable people to gain the skills they need to live healthy, productive lives and to contribute to future reconstruction, employment creation, and economic development in their areas of return.

The chapter examines some cross-cutting issues such as the links between education and TVET and gender, environment, human rights, institutional capacity and security. Hence, some approaches like safe schools and learning environments, life skills and inclusive education or the ReAct integrated community development model (rehabilitation, reconciliation and reintegration) will also be mentioned throughout.

5.1 The Role of Education and Technical Vocational Education and Training in Reintegration

Education is both a basic human right and an essential protection tool, and TVET is an integral part of education in the broader sense. When provided within a safe learning environment, education can be both lifesaving and life sustaining. It can prevent exposure to serious protection risks, help individuals and communities to cope with the effects of displacement, and facilitate reconciliation and reintegration once displacement ends. It is crucial to ensure that all displaced persons, children, adolescents and adults alike, have full and equal access to education according to their needs during their reintegration.

Ensuring full and equal access to education and TVET in reintegration situations can help to reduce exposure to serious protection risks. It can provide a basis for sustainable livelihoods and successful social and economic reintegration into society; mitigate the psychosocial impact of conflict and displacement by providing a degree of stability and normalcy, in particular for children and adolescents; and contribute to peace. It also needs to take into consideration the personal dimension of economic and social integration, i.e. the various aspects that promote or prevent young people from becoming economically and socially integrated in a society.

Unfortunately, in reintegration scenarios, education and training systems are often not developing the skills needed by the labour market. It is also possible that the demand for labour, products and services is lacking or matching mechanisms between demand and supply are either weak or non-existent, and existing policy frameworks are inadequate.

An integrated approach for skills development and employment promotion that deals both with the supply and the demand side of the labour market is therefore required to improve the employability of job seekers and workers through labour market-oriented education approaches (formal and informal approach). The creation of decent employment opportunities through improvements to the business-enabling environment, private sector development measures and financial system development is important. Implementing labour market information systems, career guidance, vocational orientation and employment services – such as the organisation of internships and job placements – are essential elements.¹¹¹

¹¹¹ Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). 2015. Employment Promotion in Contexts of Conflict, Fragility and Violence Opportunities and Challenges for Peacebuilding. Germany: Bonn and Eschborn. [Web page - <http://www2.giz.de/wbf/4tDx9kw63gma/giz2015-0712en-employment-conflict-fragility-violence.pdf>].

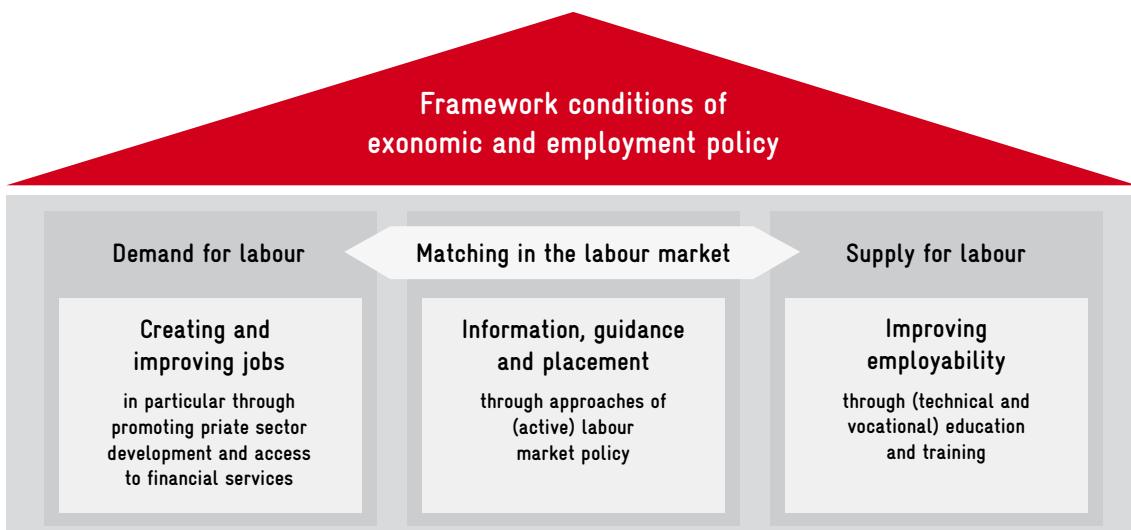


Figure 5: The Integrated Approach to Employment Promotion¹¹²

5.1.1. Planning and Coordination

Strategising and planning for education and TVET reintegration activities should take place at multiple levels. Implementing agencies may be required to advocate for the educational needs of returnees at a regional or national level through national and local development plans, the United Nations Development Assistance Frameworks in the case of the UN, education clusters and other inter-agency coordination forums. At the agency level a comprehensive reintegration education and TVET strategy will also need to be aligned with national and local plans.

It is important to remember that strategic plans will always be affected by practical realities. This means considering the phase of transition, the geopolitical context, the capacity of the State and civil society, concerns of neighbouring host states preparing for return and reintegration, and the intentions and needs of affected groups. Regular monitoring and feedback will enable adjustments to be made to the planning in response to changes in the situation or emerging issues.

Strategic planning works best as a collaborative process; namely, working with partners to develop shared solutions. The planning processes thus need to be inclusive and flexible enough to adapt to changes, while maintaining a clear strategic vision at the agency level.

Different partners and actors are playing a crucial role when it comes to developing and coordinating an education and TVET programme that fits the given situation. In this case, the following actors are necessary:

- Ministry of Education (in most countries including TVET and higher education)
- Ministry of Labour
- Local education institutes and organisations (including universities, for research and training)
- Various UN agencies: UNDP, UNHCR, UNICEF, ILO
- Bilateral development organisations
- International/local NGOs
- The private sector.

To avoid overlaps in the implementation of reintegration projects, joint assessments, joint planning and joint monitoring are paramount for success. Therefore, it is necessary to map out existing coordination mechanisms at national, regional and local levels, including government-led, UN-led, inter-agency and community-based forums. It is recommended that education and TVET authorities and other stakeholders follow an integrated and inclusive community-based approach, with all members of the affected community actively participating

¹¹² Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). 2015. The Integrated Approach to Employment Promotion – Factsheet. Germany: Eschborn. [Web page – http://www2.giz.de/wbf/4tDx9kw63gma/2015_Factsheet%20Integrated%20Approach%20to%20Employment%20Promotion_EN.pdf].

in programme planning and implementation, regardless of age, gender, ethnicity, religion, or other factors. By engaging communities, they can identify the education needs of all learners.¹¹³

Beneficiaries – both returnees and host communities – must be heard and must participate in all stages of the planning process to establish ownership. Many of them have organised their own community-based organisations, associations, cooperatives, clubs, etc. with whom to work.

In this regard, the private sector is increasingly playing an important role in the reintegration process. It should not be limited to large companies, but should also include micro, small, and medium-sized enterprises. The private sector has a significant and valuable role to play in realising the positive benefits of migration and in minimising its costs.

Successful partnerships can involve information exchanges on the most successful practices, in-kind support, apprenticeship schemes, cash-for-work programmes or direct financial support for projects. Agreed goals and processes for monitoring, evaluating and publicising partnerships are important elements of such partnerships with the private sector.

5.1.2 Challenges in Reintegration for Education and Technical Vocational Education and Training

Challenges occur in all situations affected by conflict and violence, but are prominent in the reintegration context where different target groups return to communities that they had left because of crisis, while others stayed behind. Those challenges are manifold:

- **Lack of adequate educational facilities:** School buildings and vocational training and skills centres may be destroyed or damaged. More often, these institutions are often being used to shelter returnees or poorly housed members of the community, or to hold political rallies or as barracks or housing for armed forces and groups. Furthermore, some facilities are located in places that are either inaccessible or suffer from a lack of safe transport to those areas. Such situations deny children and youth full access to their right to education and put them at risk of abuse and exploitation.
- **Lack of resources:** The loss of homes, land, animals, and livelihood leads to a lack of resources to pay for fees, books, clothing, school supplies or meals. Children and adolescents, girls in particular, are often required to work or assist with domestic chores and, as a result, may not be able to attend classes.
- **Discrimination of returnees:** Access to education and TVET can be limited as a result of discrimination based on gender, or ethnic or linguistic background. Returnees may not have the appropriate documents to enrol in classes or be unable to meet strict admission and enrolment criteria.
- **Lack of safety and security:** Reintegration settings are not free of conflict and security is a major concern in areas of return. Indiscriminate military attacks, forced recruitment practices, or the presence of landmines may prevent children and adolescents from attending classes. In addition, there might be various protection risks for girls and boys while walking to and from school and training, or in being forced to render sexual services to teachers and instructors.
- **Lack of safe learning environments:** Ongoing conflict in return areas can undermine the safety of the learning environment. Peer-to-peer violence, corporal punishment, sexual abuse or exploitation, a lack of qualified staff, and inadequate monitoring and supervision within the education system can discourage children and adolescents from attending school and training and contribute to high drop-out rates.
- **Lack of qualified teachers and instructors:** Teachers and instructors play an important role in improving the quality of education and TVET. In many reintegration settings there may be a lack of teachers and instructors or the quality of teaching might be low. Therefore, teacher training constitutes a key element in education and TVET programming. In addition, many returnees have served as teachers or instructors in refugee or IDP camps and settlements, and bring much-needed skills and expertise that the public education system can utilise. Qualifications acquired during displacement need to be recognised by the local education authorities upon return in order to integrate returnee teachers and instructors.

¹¹³ Inter-Agency Network for Education in Emergencies (INEE). 2012. Minimum Standards for Education – Preparedness, Response, Recovery. United States of America (USA): New York.

Furthermore, the challenge in programming is to create a plan that is flexible, inclusive, and clearly delineates partners' roles and responsibilities, but that also provides a clear roadmap for education and TVET responses, and includes benchmarks for measured disengagement.

While education and TVET in reintegration are recognised as priorities to be addressed in the immediate aftermath of conflict and the initial stages of peace, activity planning at an agency level must take into consideration the broader planning landscape and place longer-term education and TVET plans within the context of national and local recovery and development strategies.

5.2 Formal and Non-Formal Education and TVET Approaches

In reintegration, like in other situations, there are different forms of education and TVET to be provided, both through formal and non-formal approaches.

On the one hand, formal education and TVET usually results in the attainment of recognised certificates or diplomas. It includes pre-primary, primary, secondary and tertiary or higher education. On the other hand, non-formal education and skills training¹¹⁴ is usually undertaken in less formal settings and does not necessarily lead to recognised certificates and diplomas. It includes various semi-structured recreational and learning activities in child-friendly spaces.

In reintegration scenarios, one will usually find a combination of both – with a strong focus on non-formal education and skills training in early humanitarian stages. This will lead to a more formal structure in the context of transitional assistance, before being fully absorbed into long-term development cooperation once the educational and TVET systems are restored, strengthened and fully functional.

Core activities in formal education approaches to reintegration are to ensure access to early childhood education, primary and post-primary education, as well as formal TVET. Furthermore, learning programmes for over-age students and 'catch-up' classes for children and youth, who have missed schooling, are organised. Besides ensuring a safe environment for learning, it is important to ensure recognition of cross-border certification acquired during displacement.

Non-formal education and skills training usually refers to learning that has been acquired in addition to, or as an alternative to, formal learning. In some cases, it might be structured according to educational and training arrangements, but is usually more flexible. It may take place in community-based settings, even in private homes, at the workplace or through activities offered by civil society organisations and NGOs. Through the recognition, validation and accreditation process, non-formal learning can also lead to qualifications and other recognition.

The limited access to, or exclusion of, young people from formal secondary and tertiary education means that often the only possibility left for them is to join TVET courses. Young people widely mention livelihoods and TVET opportunities as key priorities for their development and as a tool that enables independence and an easier transition to adulthood. In recognising this, current approaches include TVET for employment promotion, micro-credit and small business grants, agriculture and natural resource extraction, entrepreneurship development and financial management.¹¹⁵

¹¹⁴ For the purposes of this study 'skills training' or 'skills development' is understood as the acquisition of a wide range of technical and social skills, included in TVET, and mostly – but not exclusively – delivered in non-formal education settings.

¹¹⁵ United Nations High Commissioner for Refugees (UNHCR)/Policy Development and Evaluation Service (PDES). 2013. A Global Review – UNHCR's Engagement with Displaced Youth. Switzerland: Geneva. [Web page – <http://www.unhcr.org/513f37bb9.pdf>].

The key challenge remains how to provide returnees with these long-term economic opportunities. Indeed, typical risks of reintegration programmes that create frustration relate to the expectations of temporary employment that cannot be met upon completion of the programme, if beneficiaries are not adequately prepared for the labour market. Similar problems arise if skills training is not developed based on a regularly updated employment and labour market assessment. Skills and entrepreneurship training that does not lead to viable income-generating activities has often left beneficiaries highly frustrated.

Formal, centre-based TVET may offer graduates more prospects for continuous technical education but graduates have no real advantage over other competitors once they directly enter the largely informal labour market. If labour markets develop with improved peace and stability, formal centre-based TVET may become a condition for employment. However, this is not yet the case in the reintegration settings studied, where the vast majority of the working population end up in agriculture and the informal sector. Education as an entry criterion, the long duration of courses, as well as the costs of training are excluding factors for the poor. Formal TVET is the costliest training model in reintegration settings.

Non-formal skills training is more accessible for the poor, for youth who have no or inadequate access to formal education, and for married women who want to learn a new skill for the purposes of income generation. It often lacks quality, as there are no external control mechanisms and no benchmarks set for quality standards. However, new competency-based TVET systems may certify skills acquired informally and may also create a link between non-formal and formal TVET.

Improved apprenticeship schemes use community resources and are flexible by nature. If well managed they can be an effective and low-cost alternative to centre-based training. They are especially suitable for providing marginalised groups with access to low-cost skills development and for skills development in rural areas. They are less suitable for modern trades which require a more systematic process of teaching and learning and may be more beneficial for men than for women, unless projects place more emphasis on personality and life skills development for female trainees.

Non-formal TVET intervention programmes must also involve capacity-building in all technical aspects which typically include apprenticeship training in, for example, trade and craft, mechanics, brick- and soap-making, tailoring, and agricultural practices. These non-formal TVET programmes contribute positively to the current situation of returning children and youth. They assist in the acquisition of basic, functional and vocational skills, the improvement of socio-economic skills, and lead to an absence of dropouts in schools and the larger community. Finally, they reduce dependency on external assistance, thereby providing steps towards self-reliance and a life of dignity.

Acquiring social competences is therefore a key element of TVET programmes next to the acquisition of technical skills, both for facilitating integration into employment and also to help ease reintegration into society.

This commonly includes the ability to learn and work in groups, learning to communicate in the workplace, positively building on values such as reliability, honesty, respect for others and loyalty, as well as cross-cutting aspects like gender and HIV/AIDS awareness.¹¹⁶

Non-formal TVET often takes the form of short-term skills training but can also include some basic education components (e.g. literacy, writing, and maths), conflict mediation, life skills, and health education. In summary, programme delivery that makes the school-to-work transition easy by offering flexible, accelerated education on a variety of topics can help give young people the necessary skills to positively contribute to their own development.

¹¹⁶ Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)/Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (BMZ). 2014. Social (Re-) Integration in (Post-) Conflict Situations by TVET and Employment Promotion. Germany: Berlin and Bonn. [Web page - https://www.enterprise-development.org/wp-content/uploads/ReIntegrationPostKonflikt_en_GIZ_2014.pdf].

Strategies for the Education of returning Children and Youth

Learning Strategies	
Formal	Non-Formal
<ul style="list-style-type: none"> • In-school school-to-work programmes • Secondary technical schools • Technical colleges • Professional colleges • Community colleges • Vocational training schools • Secondary professional schools • Post-secondary non-degree colleges and institutions • Youth mentoring • Apprenticeships 	<ul style="list-style-type: none"> • Out-of-school youth programmes • Drop-out programmes (accelerated learning and functional literacy) • Vocational training centres • Job placement/employment service centres • Centres for regular education, providing short vocational training courses • Polytechnic education/career orientation • General technical training and employment consultation centres • Youth mentoring • Apprenticeships

Source: Based on Ignatowski, C., Fawcett, C., Tubbs, S., Cormier, K. (2009). Workforce development programming along the educational spectrum. Retrieved from: U.S. Agency for International Development (USAID). 2013.

State of the Field Report: Examining the Evidence in Youth Education in Crisis and Conflict - USAID Youth Research, Evaluation, and Learning Project. United States of America: Washington, D.C.

To increase effectiveness and impact, TVET programmes in return and reintegration contexts – formal and non-formal alike – must focus on the following:

- The labour market orientation of TVET programmes: management staff need to be trained in conducting labour market surveys and in curriculum revision/modification.
- Vocational counselling and guidance.
- Improvement of practical orientation of centre-based training: attachments to small and medium-sized enterprises of at least three months per training year should become a standard.
- Focus on self-employment: i.e. by better integrating gender-specific life skills and entrepreneurship training.
- Intensifying post-training support with the aim of enhancing a graduate's prospects for wage and self-employment: female graduates should be prioritised as they face greater entry barriers into the labour market and possibly also to vulnerable male youths depending on the context.
- Increasing the number and capacity of female staff in teaching and management.¹¹⁷

¹¹⁷ Evangelischer Entwicklungsdienst (EED). 2010. Comparative Study and 'Outcome and Impact' Analysis of Six Vocational Training Projects in West Africa. Germany: Bonn.

5.2.1 Examples of Programme Approaches

There follow a number of approaches that policy-makers, programme planners and practitioners in the field may use when implementing education and TVET projects in different reintegration contexts. They are not categorised as belonging to either formal or non-formal approaches but listed as specific education and non-formal approaches. Some approaches can also be used in combination depending on situation-specific settings and by identifying the multiple needs of target groups.

5.2.1.1 Livelihood Development Approach

At the core of education and TVET programming lies the livelihood approach that combines skills training with employment promotion. Livelihoods are activities that allow people to secure the necessities of life, such as food, water, shelter and clothing. Engaging in livelihood activities means acquiring the knowledge, skills, social network, raw materials, and other resources to meet individual or collective needs on a sustainable basis with dignity. Livelihood activities are usually carried out repeatedly within an income stream such as agriculture, pastoralism, fishing, employment within a market sector, or as an entrepreneur. Ideally, people work within one or multiple streams providing goods and services to a market economy based on cash exchange or barter. Work provides the basis for their food security and self-reliance, adding stability, prosperity and peace to the community at large.

There are four major strategic objectives for livelihood development:¹¹⁸

1. Promote the right to work and the right to development.
2. Enable people to preserve and protect their productive assets as well as meet their immediate consumption needs.
3. Develop and expand proven and innovative ways of supporting people's economic self-reliance.
4. Improve planning, learning and practice on successful approaches to livelihood development and their impact on self-reliance.

Core activities in livelihood approaches are:¹¹⁹

- Livelihood provisioning to directly address people's immediate basic needs, through in-kind goods or cash or through the provision of basic education services free of charge, which can also be done via cash or vouchers.
- Livelihood protection interventions to directly help people protect their livelihood-related assets and improve their socio-economic well-being over the medium-term, such as: community contracting, language training, vocational or technical skills training, entrepreneurship training, and access to financial services.
- Livelihood promotion interventions that influence the development of an enabling environment for livelihoods. This should include advocacy and coordination to bring development programmes to high return areas, ensuring that these programmes include target groups, or work with private sector partners on employment creation and access to financial and business services.

In a reintegration setting, focus will be on providing needs-based initial assistance, while simultaneously promoting longer-term objectives. Livelihood provisioning is to ensure that returnees have the best possible start and do not lose or sell assets immediately upon return. In this case, cash, food, or rental assistance should be short-term and conditional and connect with livelihoods training or other market-based activities, gradually leading to self-reliance as part of longer-term development. Livelihood promotion also means ensuring that the returnee needs and issues are part of national and local development plans and investments. Activities should include developing market literacy, technical, entrepreneurial and organisational skills.

¹¹⁸ United Nations High Commissioner for Refugees (UNHCR). 2014. Global Strategy for Livelihoods. A UNHCR Strategy 2014–2018. Switzerland: Geneva. [Web page – <http://www.unhcr.org/protection/livelihoods/530f107b6/global-strategy-livelihoods.html>].

¹¹⁹ Ibid.

The livelihood programming to graduation approach favoured by UNHCR and applicable to all reintegration situations follows three steps on the ladder of livelihood opportunities hopefully leading to self-reliance:¹²⁰

- Step 1:** Career counselling and documentation for employment; basic entrepreneurship training; subsidised production and labour-based activities with provision of skills training; basic individual skills package with childcare for mothers.
- Step 2:** Savings mobilisation and micro-credits; career counselling and job placements; targeted TVET and skills training; entrepreneurship training as well as life skills training.
- Step 3:** Provision of financial services; business support services and small-enterprise development; continued entrepreneurship training; legal services and career counselling.

The approach is based on the right to livelihood. Graduating successfully from Step 1 to Step 3 will provide social and economic well-being to the individual.

Chad, Uganda, South Sudan: UNHCR and WFP Joint Pilot Programme 2013

In 2013, UNHCR and WFP renewed their effort to build self-reliance among refugees receiving food assistance. While both agencies aimed to increase food security before reducing food aid, impact evaluations showed that this was not always done effectively. The new model, based on the livelihood approach, aimed at a more systematic, gradual approach, using data to determine market opportunities, gain employment, monitor progress and phase out assistance.

The programme was piloted in Chad, Uganda and South Sudan and has fundamentally changed the way WFP and UNHCR work together from the onset of a crisis and all the way to return and reintegration, leading to increased dignity, productivity and self-reliance.

Source: United Nations High Commissioner for Refugees (UNHCR). 2014. Global Strategy for Livelihoods. A UNHCR Strategy 2014–2018. Switzerland: Geneva.

¹²⁰ United Nations High Commissioner for Refugees (UNHCR). 2014. Global Strategy for Livelihoods. A UNHCR Strategy 2014–2018. Switzerland: Geneva.

5.2.1.2 Education Quick Impact Projects

Quick Impact Project (QIP) was first used by UNHCR in 1991 to describe small-scale, low-cost projects designed to assist reintegration of returnees and displaced persons in Nicaragua. During the 1990s, it evolved from 'one-shot' community-based infrastructure interventions to more elaborate sets of activities and were presented as tools linking relief to longer-term development. It began to include income-generating and micro-credit schemes. Overall, it was seen as quick, focused and relatively simple to implement, producing rapid results and supporting area/community development. However, the lessons learned now call for planning and implementing QIPs in an integrated manner rather than as several stand-alone projects.¹²¹

The UNHCR Education Unit later adapted the QIP approach to emergency education by re-labelling it Education Quick Impact Projects (EQUIP).

Main Features of EQUIPs

- » Simple, small-scale, low-cost and rapid to implement
- » Support and be part of overall transition and/or local reintegration strategy
- » Definite time frame: preferably six months maximum
- » Implemented in areas of high concentration of returnees
- » Respond to the basic priority needs expressed by beneficiary communities
- » Require community participation in identification, design, implementation and monitoring
- » Benefit the entire community: locals, displaced persons, refugees/returnees
- » Promote area development, preferably as part of local/regional development plans
- » Be sustainable, replicable and environmentally friendly
- » Encourage community participation/contributions (cash/food-for-work approach)
- » Implement with qualified local partners (companies, NGOs/community-based organisations)

Source: Adapted from United Nations High Commissioner for Refugees (UNHCR). 2004. Quick Impact Projects – A Provisional Guide. Switzerland: Geneva.

In reintegration, the EQUIP approach is usually used in the context of infrastructure development, e.g. the reconstruction or rehabilitation of destroyed and damaged education infrastructure. Nevertheless, it may also be used to provide necessary equipment, distribute school materials and rapidly implement TVET projects, e.g. classrooms, vocational centres, sometimes housing for teachers and instructors. In major return areas where the absorption capacity of hosting communities is insufficient, additional education facilities might be needed, and schools, classrooms and training centres can be expanded through EQUIPs. Working with local companies assists local economies, and using the cash-/food-for-work approach helps to strengthen community self-help and resilience.

EQUIP also helps to establish visibility for donor and implementing partner efforts and contributes to building trust and credibility with targeted groups and communities.

5.2.1.3 Accelerated Learning Programme

Initially developed by UNICEF, the Accelerated Learning Programme (ALP) provides alternative and faster basic education for older children and youth aged 12 to 18. ALP allows children to catch up with their peers that have already been enrolled in formal primary education. The ALP adopts the primary school curriculum, but restructures its content and reduces the school years. This also applies for non-formal TVET projects. The programme provides the opportunity for members of its target group to acquire knowledge, skills (including life skills), attitudes, and values that will enable them to express themselves and become self-disciplined and self-reliant. It also provides them with an education designed to promote their desire to continue learning through

¹²¹ United Nations High Commissioner for Refugees (UNHCR). 2004. Quick Impact Projects – A Provisional Guide. Switzerland: Geneva. [Web page – <http://www.unhcr.org/41174ce94.pdf>].

formal or other alternative forms of education. These are programmes that allow youth to complete a number of years of education in a shorter time period – often used in emergency and post-conflict situations. These methods are learner-centred and participatory, and often help learners to discover information and knowledge on their own.

Côte d'Ivoire: Bridging Tomorrow Project

In partnership with the Educate A Child initiative, the Norwegian Refugee Council (NRC) is implementing the Bridging Tomorrow Project in the Republic of the Ivory Coast. It is designed to reintegrate 12,383 vulnerable out-of-school children into formal education settings.

The Project is increasing access to quality education for IDPs and returnee children in the Guémon and Cavally regions of Ivory Coast that were severely affected by the post-November 2010 election crisis.

The project will raise the quality of primary education through bridging classes and by strengthening the capacity of NGOs to implement bridging classes with the support of the Ministry of Education.

With the goal of developing a sustainable educational programme for primary school children, a bridging class is a one-year accelerated learning programme especially designed to reintegrate displaced out-of-school children back into society through structured educational settings, and helping to provide them with a sense of normalcy in their everyday lives. Implemented on school grounds, the programme seeks to build the capacity of local educators and students by providing teacher training and carefully tracking student progress, and ensuring student integration into formal schools after the one-year programme.

Source: Educate a Child and Norwegian Refugee Council. 2012. Bridging Tomorrow - Côte d'Ivoire. Qatar: Doha.

5.2.1.4 Teacher Education Emergency Package

The Teacher Education Emergency Package was a co-venture of UNICEF, UNESCO and UNHCR. The package contains a basic lesson plan in literacy and numeracy, and provides basic teaching materials like chalk, pencils and exercise books. It enables teachers to start an education process when the system has been badly affected or rendered dysfunctional. It has been used on a large scale in Rwanda, Burundi, Somalia and other contexts of conflict.

Burundi: Ten Years of Emergency Education

In 2010, the NRC celebrated ten years of running the Teacher's Emergency Package in Burundi. During this time running the programme, NRC has provided access to education and protection to 82,000 out-of-school children. The programme in Burundi is an example of the positive impact education can have in emergencies and reconstruction by providing education, protection and hope for the future to children affected by conflict. At the same time it builds the capacity of the Government to better address education needs.

The programme, first implemented in Northern Burundi in 1999, was introduced in response to needs identified for the population of the Province of Kirundo who were displaced or had been exiled in Tanzania during the war. Over subsequent years, the programme was extended to other provinces of Burundi that were experiencing high returns of refugees and it is currently operational in eight of Burundi's 17 provinces.

The project involved a year of intensive learning that would then permit children from 9 to 14 years old to integrate into the formal system and continue their studies. In 2005, the Government of Burundi introduced free education for all children. Since then, it has actively promoted primary education throughout the country. Through the programme, NRC actively contributed towards the Government's policy of Education For All.

5.2.1.5 Peace Education Programme

Following the Machel Study on the Impact of Armed Conflict on Children (1996)¹²², UNHCR and its field partners piloted a life-skills-based Peace Education Programme (PEP), initially in the refugee camps of Kakuma and Dadaab in Kenya. PEP was subsequently introduced in some UNHCR-supported programmes elsewhere in Africa for refugees and other conflict-affected populations. From 2003 to 2004, there was a cooperative project between UNESCO and UNHCR (funded by the Norwegian Government), and an edited version of the PEP materials (16 booklets) was prepared.

The term ‘peace education’ can cover many areas, from advocacy to law reform, or from basic education to social justice. In 2005, UNHCR, UNESCO, UNICEF and INEE were developing this programme and it has been widely used by practitioners working in fragile contexts and conflict-affected situations. PEP teaches the skills and values associated with peaceful behaviours. The programme is designed to enable and encourage people to think constructively about issues, both physical and social, and to develop constructive attitudes towards living together and solving problems that arise in their communities through peaceful means. The programme allows the learners to practice these skills and helps them to discover the benefits for themselves so that they psychologically ‘own’ their new skills and behaviours. To ensure that it is a viable programme, it is essential that peace education is not a unique initiative but rather a well-structured and sustained programme.

PEP topics usually include:

- Similarities and differences
- Inclusion and exclusion
- Listening and better communication
- Handling emotions, perceptions and empathy
- Cooperation and assertiveness
- Analysis and problem solving, and
- Conflict resolution, negotiation and mediation.¹²³

In the programme, girls and boys learn how to avoid conflict and how to mediate and resolve conflicts. They learn to understand and challenge images of others as ‘the enemy’ as commonly presented in books, television and other media. Students begin to examine the causes of conflict, the relative merits of cooperation and competition and the place of trust within positive interpersonal relationships. Moreover, the peace education curriculum pays attention to interpersonal violence, such as child abuse, bullying and harassment, which typically involve both direct and indirect violence, including psychological violence.

Peacebuilding and conflict resolution skills can be relevant and useful when resources such as water, food and household energy are scarce. Additionally, peace education provides information about telephone hotlines, medical care and other services for victims of abuse, and about the risks of exploitation and trafficking.

¹²² United Nations Children's Fund (UNICEF). 1996. Promotion and Protection of The Rights Of Children - Impact of Armed Conflict on Children. United States of America: New York. [Web page - https://www.unicef.org/graca/a51-306_en.pdf].

¹²³ United Nation Educational Scientific and Cultural Organization (UNESCO). 2005. Inter-Agency Peace Education Programme - Skills for Constructive Living. (Cooperation with UNHCR and INEE). France: Paris. [Web page - <http://unesdoc.unesco.org/images/0014/001442/144251e.pdf>].

Palestinian Occupied Territories: National Peace Education Programme

In Palestine, the Ministry of Education has integrated peace education into its countrywide education programmes. It recognises that peace education or education for peace is an essential component of good basic education as it promotes the knowledge, skills, attitudes and values needed to bring about behavioural changes. It will enable children, youth and adults to prevent conflict and violence, resolve conflicts peacefully and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup national or international level.

The programme focuses on using the power of education, culture, and language in order to enable young and future generations of Palestinians to dissimulate, cultivate and formulate basic human and universal values. It helps to shape their future and gain civic support to play a key role in improving their lives, changing their socio-political reality and rebuilding their communities in a peaceful non-violent way.

In Palestine, over half the population in the West Bank and the Gaza Strip is aged 15 or younger, of which 45% are refugees. The Gaza Strip is considered one of the most densely populated areas in the world. In accordance with the Palestine National Reform and Development Plan, the programme runs from 2010 to 2020.

The programme aims to develop respect for others and the idea that individuals and groups of people can make a positive change. It encourages an appreciation of and respect for diversity, builds self-esteem – accepting the intrinsic value of oneself, a commitment to social justice, equity and nonviolence and a concern for the environment and understanding of our place in it.

Programme components of peace education include human rights education, environmental education, development education, international education, co-existence education and conflict resolution, concluding that by promoting these types of peace education in formal schooling (inside and outside of classrooms) it will help to reduce violence in schools and contribute to building peace in society.

Source: Palestinian National Authority - Ministry of Education and Higher Education/Ministry of Labour. 2010. TVET Strategy (Revised). Palestinian Occupied Territories: Ramallah.

5.2.1.6 Youth Education Pack

The Youth Education Pack (YEP) was developed by the NRC to target youth in war-to-peace transitions and meet the learning needs of young people affected by war and conflict and who, through displacement and lack of opportunities, have had little or no schooling. The YEP learning programme combines literacy with life skills and skills training in a holistic approach. As a partner of UNHCR, NRC implements the programme in many refugee camps and settlements where the YEP is used by practitioners, particularly in the TVET sector.¹²⁴

Ethiopia: Youth Education Pack Programme in Dolo Ado Refugee Camps

Youth Education Pack (YEP) is NRC's education programme for youths who have not attended school due to war and displacement.

The education programme consists of three parts: reading and writing skills, job and life skills training, and lessons in health, human rights and other important topics. YEP gives training in jobs related to, for instance, house building, farming, and cloth production.

The education programme in Dolo Ado, Ethiopia, focuses on enhancing the emergency education response, reaching more beneficiaries, promoting accessible education and improving the teaching and school management capacity of NRC and its partners.

The Programme in Dolo Ado is undergoing trainer upgrades with a focus on enhancing quality and using the experiences from the learning and training processes to improve the general educational competency. NRC's YEP Programme in Dolo Ado is accredited by the Somali Regional State Bureau of Technical and Vocational Education Training.

The education programme works in close collaboration with Ethiopia's Authority for Refugees and Returnees Affairs and UNHCR among other humanitarian agencies.

Source: Norwegian Refugee Council (NRC). 2015. Ethiopia Shelter Evaluation. Norway: Oslo.

5.2.1.7 Community Technology Access

Nowadays, the use of Information and Communication Technologies (ITC) in education and TVET has become an integral part of teaching and learning. For improved quality of subject learning, teacher capacity development and social contacts, the use of ICT, including certified distance learning programmes and voice over internet protocols – such as Skype – is highly recommended. Innovative uses of technology include using online books in schools to develop literacy skills, promote a love of reading and access to information. It additionally helps to foster social as well as teacher networks, supports language training, and improves education quality through direct classroom transmissions. However, it is important that – apart from the provision of computers – electricity is regularly available and returnees are trained not only in the use of, but in the maintaining of, these technologies.

Open and distance learning provide opportunities to access certified higher education courses, facilitate partnerships with academic institutions and partners with technical expertise in this sector.

Community technology access (CTA) centres, as propagated by UNHCR and UNICEF, provide important resources for this work.

124 Norwegian Refugee Council (NRC). 2015. Strategic Research into the Youth Education Pack (YEP) Model. Norway: Oslo. [Web page - <https://www.nrc.no/globalassets/pdf/reports/strategic-research-into-the-youth-education-pack-yep-model.pdf>].
 Norwegian Refugee Council (NRC). 2010. NRC Core Activity Education - Youth Education Pack (YEP) -Background, Concept, Evaluations and Development Plans. Norway: Oslo. [Web page - http://www.unesco.org/fileadmin/MULTIMEDIA/FIELD/Beirut/pdf/NRC-Youth_Education_Pack_Concept.pdf].

Community Technology Access Programme

In 2009, UNHCR launched a special programme to give refugees and internally displaced people access to computers in a bid to open up education and livelihood opportunities, especially for women and girls. The CTA project, backed by key UNHCR corporate partners Microsoft and PricewaterhouseCoopers, was piloted in Rwanda and Bangladesh.

The CTA programme has been steadily growing and there are now 31 computer centres in 13 countries – Azerbaijan, Armenia, Argentina, Bangladesh, Bulgaria, Georgia, Kenya, Mauritania, Nepal, Rwanda, Uganda, Sudan and Yemen – and more are planned. As a promoter of renewable energy sources, UNHCR provides solar power at CTA sites in some of the remoter regions.

The centres offer formal education; basic digital literacy training and certification; long-distance learning programmes; life skills; vocational and technical skills training; and assistance with CV creation and job searches. They also allow refugees to keep in touch with family over the internet and conduct online discussions with fellow refugees and members of the local community.

The CTA project maximises the role that refugees play in the delivery of ICT. This includes training refugees and members of host communities to become managers of CTA facilities, maintenance and repair technicians, and teachers.

Microsoft provides expert advice for the project as well as software, while information technology company HP provides computers and other hardware. PricewaterhouseCoopers donates pro bono staff time and advises on project management. The Motorola Foundation has given funding for the running of the CTA centres in Rwanda and Bangladesh, while Australia for UNHCR contributed towards the CTA in Uganda. The centre in Kenya's Kakuma camp is being funded with a donation from Morneau Shepell of Canada.

The CTA business model is founded on the principle of long-term operational and financial sustainability wherever conditions are conducive to income-generating activities. UNHCR and its corporate partners aim to implement a global programme that is sustainable, replicable and scalable; one that will advance the education, employment and empowerment of refugees.

Source: Canada's Journal on Refugees – Revue Canadienne Sur Les Réfugiés. 2013.

Policy Report on UNHCR's Community Technology Access Program: Best Practices and Lessons Learned. Canada: Toronto.

5.2.1.8 Functional Adult Literacy

'A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development.'

Source: United Nations Educational, Scientific and Cultural Organization (UNESCO). 2006. Education For All Global Monitoring Report - Literacy for Life. France: Paris.

Adult education usually concentrates on basic education and literacy learning, environmental education and sustainable development, global and intercultural learning, migration and integration, health education and AIDS prevention, as well as crisis prevention and democracy education. A bridge between education and employment is built through a work-oriented and vocational approach, which seeks to integrate people in working processes and occupations, improve their income, and equip them with the skills they need to participate in self-help groups and cooperatives. In 1978, UNESCO's General Conference adopted a definition of functional literacy, which is still used today, with the result that the functional literacy approach is commonly implemented.

Currently, the functional adult literacy (FAL) programme describes those approaches to literacy that stress the acquisition of appropriate verbal, cognitive, and computational skills to accomplish practical ends in culturally specific settings. FAL is widely used today and is particularly successful when it relates directly to the lifestyles and needs of the people targeted in reintegration settings by following a 'people-centred' methodology. The programme incorporates a great deal of skill-specific training, in addition to literacy and numeracy, and attempts to link the two to show learners how literacy is important and can be used for personal development in their everyday lives.

Jordan: Adult Education Centres

Deutscher Volkshochschul-Verband International (DVV International) is the institute for international cooperation of the German adult education association. The association is the umbrella organisation for around 1,000 adult education centres in Germany. The institutes are engaged in over 40 countries worldwide, fostering youth and adult education for development.

The *Adult Education for Development Project*, one of DVV International's key projects in Jordan, supports three community development centres of the Ministry of Social Development (MoSD) to become exemplary community development centres that offer adult education, training and income generation opportunities relevant for the labor market and community needs. The Project works on building the capacities of select community development centres in Jordan based on key indicators that were developed by a team of experts and practitioners from different organisations and institutions working in the field of adult education and community development in Jordan. The indicators represent the key services and programmes those centers should be offering, in addition to the internal systems, structures and mechanisms. Since 2014, DVV International has been working to realise those indicators, hand in hand with three community development centres and the Ministry. The centres are located in Jdotta (Irbid), Eira & Yarqa (Salt) and Muhay (Kerak). DVV International has supported these centres to develop exemplary programmes on both economic and social levels; they are strengthening their roles in the community as model and focal development centres.

Source: Deutscher Volkshochschul-Verband International (DVV International). 2017. DVV International in Jordan - RECOVER - Adult Education Centres in Refugee Hot Spots. Jordan: Amman.

Uganda: Functional Adult Literacy Programme (FAL)

Although significant improvements in literacy rates have been observed over the past two decades due to the re-introduction of government literacy programmes in 1992, 25% of the Ugandan population remain illiterate, and there are significant disparities between male and female literacy rates.

In 1992, the Government launched the Integrated Informal Basic Education Pilot Project. This initiative adopted the principles of functional literacy which UNESCO had attempted to install in 1966, and so literacy programmes were designed to link people's education to their everyday lives and needs. Early evaluations of this programme showed positive signs of enthusiasm from participants, with many classes beginning outside of the pilot area as a result of intense demand. In 1997 this pilot programme developed into the government's official functional adult literacy (FAL) programme, which was to be implemented across the country.

The programme, delivered by the Ugandan government with assistance from various NGOs, (ADRA, Action Aid, World Vision, Save the Children Fund) was designed to be a literacy programme that would focus on linking literacy to people's livelihoods and needs. The programme incorporates a great deal of skill-specific training, in addition to literacy and numeracy, and attempts to link the two to show learners how literacy is important and can be used for personal development in their everyday lives.

The target group for the programme is anyone over the age of 15, who had missed the opportunity of formal education during childhood. A large range of people are targeted, including men and women, older people and youths, and specific groups of marginalised people such as prison inmates, those with disabilities and ethnic minorities.

A significant aspect of the programme is the availability of micro-loans, to support the development and continuation of income-generating activities after graduation from the literacy programme.

The Government of Uganda and partner agencies identified the following objectives for the FAL programme:

- » Reduce the adult illiteracy rate from 35 % to 18 % by 2012;
- » Equip learners with essential life skills for personal and community development;
- » Build the capacity of the community for income generation and self-reliance;
- » Enable beneficiaries and their families to attain improved living conditions and a better quality of life;
- » Provide equitable and adequate access to literacy education to youth and adult women and men;
- » Build a culture of lifelong learning among adult learners; and
- » Empower marginalised and vulnerable groups in society to participate fully as partners in development.

By 2008, FAL had reached out to more than 2 million people across Uganda. FAL can therefore be considered to have been highly influential in the nationwide improvements in adult literacy rates, from 56% in 1994 to 75% in 2008. Significantly, the literacy rate for adult females during this period has increased at a greater rate than that of males. This may also be attributed to the FAL programme, since approximately 75% of those trained through the programme so far have been women.

Source: United Nations Educational, Scientific and Cultural Organization (UNESCO) - Institute for Lifelong Learning (UIL). Effective Literacy Practice - Functional Adult Literacy (FAL) Programme. Uganda: Kampala.

5.2.1.9 Mental Health and Psychosocial Support

Conflict and displacement bring about a range of stressors and have the potential to negatively impact the mental health and well-being of everyone affected. These impacts – many and varied – have been accordingly observed and studied.

Recognising these impacts, the humanitarian community has turned its attention to addressing them and in doing so, the field of Mental Health and Psychosocial Support (MHPSS) in humanitarian operations has developed substantially over the years, culminating in the IASC Guidelines in 2007.¹²⁵

MHPSS is now widely used to describe the range of activities that are used to treat mental disorders and improve the well-being of individuals and communities in their conflict or disaster-affected environments. This range of activities includes approaches designed to address the psychological and social impacts of conflict and displacement, including trauma.

In post-conflict situations of return and reintegration, MHPSS activities are increasingly recognised as vital interventions to assist communities in drawing on and building resilience to cope with the stress associated with conflict and displacement.¹²⁶

According to the IASC Guidelines, MHPSS starts from the delivery of basic services to community and family supports, and ends with focused, non-specialised support and specialised services that can be offered by organisations and institutions. At the level of schools, in-school support for students experiencing mental health and psychosocial difficulties and support groups for teachers may be appropriate, as are psychological interventions outside the classroom like art therapy, including drama, theatre and dance. Programmes directly aimed at improving mothers' psychosocial well-being, to improve feeding practices, and the integration of early childhood development activities with health and nutrition interventions may assist in overcoming identified problems. The provision of conditions for indigenous, traditional, and religious practices (including communal healing practices) may also be a means to strengthen communities and families by addressing their mental health and psychosocial problems.¹²⁷

In addition, appropriate responses are basic counselling services for individuals and families, community-based crisis intervention, and facilitation of community support groups. Here, increasing the knowledge and capacities of communities to prevent and respond to psychosocial and mental issues, it is advised to include conflict mediation and advocacy and strengthen referral systems in MHPSS programming.

¹²⁵ Inter-Agency Standing Committee (IASC). 2007. IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings. Switzerland: Geneva. [Web page – https://interagencystandingcommittee.org/system/files/guidelines_iasc_mental_health_psychosocial_with_index.pdf].

¹²⁶ United Nations High Commissioner for Refugees (UNHCR). 2013. UNHCR's Mental Health and Psychosocial Support for Persons of Concern – Global Review. Switzerland: Geneva. [Web page – <http://www.unhcr.org/research/evalreports/51bec3359/unhcrs-mental-health-psychosocial-support-persons-concern.html>].

¹²⁷ Inter-Agency Standing Committee (IASC). 2007. IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings. Switzerland: Geneva.

Middle East MHPSS Programme: Psychosocial support for Syrian and Iraqi Refugees and Internally Displaced Persons 2015–2018

Around 6.6 million Syrians have been internally displaced since the outbreak of civil war in 2011. A further 4.8 million have fled to the neighbouring countries of Turkey, Jordan, Lebanon and Iraq. Meanwhile, longstanding violent conflict in Iraq has been compounded by the activities of the so-called 'Islamic State', which have resulted in about 3.9 million more IDPs.

In addition to material hardship, refugees and displaced persons across the region also suffer from the psychosocial effects of conflict. For many years, people have lived in fear and suffered losses, the effects of which persist even after they have fled their home country. They often live in poverty and on the margins of society in their host countries, which threatens their psychosocial well-being. Specialists such as psychologists, psychotherapists and social workers who have the professional skills to support and help them to overcome traumatic experiences are scarce in host communities. More than 50 actors from international organisations are engaged in the field of mental health and psychosocial well-being in the crisis region.

On behalf of BMZ, GIZ supports the psychosocial well-being of people in Syria, Jordan, Iraq, Lebanon and Turkey. GIZ networks with German governmental and non-governmental actors across the Middle East to promote the sharing of professional experience at the local level. GIZ is engaged in areas such as staff care for people working with refugees, exchange of good practice in psychosocial work, and support for teachers who work with students who have experienced violence.

GIZ bundles the know-how of a range of organisations and combines it with the international experts' existing body of knowledge on MHPSS. GIZ also ensures that this knowledge is available to all actors by organising exchange meetings for local and international experts in the region, and developing a web-based knowledge platform. This knowledge management system provides aid workers with access to key information on psychosocial work with refugees. For example, the platform includes information on quality standards and best practice in the area of psychosocial work in fragile contexts. The information makes aid workers' jobs easier, and increases their professionalism. Learning materials on mental health and psychosocial support are provided in German, English and Arabic. Additionally, the platform publishes the activities of the actors involved, enabling action to be coordinated and effective use to be made of resources. Refugees, IDPs, and host communities particularly benefit from this greater efficiency.

The project is part of the BMZ special initiative 'Tackling the Root Causes of Displacement, Reintegrating Refugees', which provides short-term support to refugees and their host communities. In the long term, sustainable measures are designed to eliminate the structural causes of displacement, such as social inequality and food insecurity. The project is helping to improve psychosocial support for refugees and internally displaced persons.

Source: Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). 2018. Project Data and Brief Descriptions – Transparency of GIZ. Psychosocial Support for Syrian and Iraqi Refugees and Internally Displaced People. Jordan: Amman.

5.2.1.10 Early Childhood Education

Early Childhood Education refers to the processes through which a young child under eight years old develops his or her optimal physical health, mental alertness, emotional confidence, social competence and readiness to learn. Experience has shown that critical preconditions must co-exist to ensure that young children get the best start in life for them to develop to their full potential. Such pre-conditions include effective and responsive caring of the young child by the family and community; access to, and the use of, quality basic social services for young children, as well as pregnant and lactating women, and finally a supportive policy environment. Holistic, early childhood development programming integrates health, nutrition, water, sanitation, hygiene, educational and child protection sectors. This enables the young child to claim his or her rights to survival, growth, development, protection and participation, ensuring that the duty bearers – namely, parents, caregivers, communities, sub-national and national authorities – respect, protect, promote and fulfil those rights.¹²⁸

¹²⁸ Inter-Agency Network for Education in Emergencies (INEE). 2010. Thematic Issue Brief: Early Childhood Development. United States of America (USA): New York. [Web page – http://toolkit.ineesite.org/resources/ineecms/uploads/1058/INEE_Thematic_Issue_Brief_ECD.pdf].

According to UNICEF's *State of the World's Children Report* for 2016, almost 70 million children may die before reaching their fifth birthday – 3.6 million in 2030 alone, the deadline for the SDG.

More than 60 million primary-school-aged children will be out of school – roughly the same number as are out of school today. More than half of those will be from sub-Saharan Africa.¹²⁹

Based on new research and a new understanding of the complete well-being of the child, early child development is increasingly being put on the agenda for children's rights. Ensuring the healthy cognitive, social and emotional development of young children merits the highest priority of every responsible government, organisation, community, family and individual for the sake of raising healthy children worldwide. Reaching children in a holistic manner and incorporating health, nutrition, water and sanitation, education and interventions that support their full development, is therefore crucial. However, international programming and funding responses remain inadequate and early childhood education needs more advocates to meet the challenges.

UNICEF: Early Childhood Development Kit

The Early Childhood Development Kit has been created to strengthen the response for young children caught in conflict or emergencies. As a complement to basic services related to young children's hygiene and sanitation, health and nutrition, protection and education, the kit offers young children access to play, stimulation and early learning opportunities and permits them to retrieve a sense of normalcy. Through this process young children are in a protective and developmental environment necessary for both physical and mental health, optimal growth, lifelong learning, social and emotional competencies and productivity.

The kit contains materials to help caregivers create a safe learning environment for up to 50 young children aged 0–6. Each item was carefully selected to help develop skills for thinking, speaking, feeling and interacting with others. Contents include: puzzles and games; counting circles and boxes to stack and sort; board books and puppets for storytelling; art supplies; soaps and water containers for promoting hygiene.

Caregivers will also find an easy-to-use Activity Guide filled with suggestions on how to use each item based on the children's age and interest. Additional web-based supporting materials include a Trainer's Guide and a Coordinator's Guide. Together these provide programmers detailed guidance on all aspects of planning, implementing and evaluating the kit.

Source: United Nations Children's Fund (UNICEF). 2017 (updated). Early Child Development Kit: A Treasure Box of Activities. United States of America (USA): New York.

In reintegration education programmes, however, early childhood education/development is still extremely underrepresented and underfunded and it is unfortunate that in the context of lifelong learning the international community is not paying the necessary attention to this important phase that determines the future development of each child.

¹²⁹ United Nations Children's Fund (UNICEF). 2016. *State of the World's Children 2016 – A fair chance for every child*. United States of America: New York.

5.2.1.11 Scholarship Programmes for Higher Education

To reach a university education level, a young refugee has to overcome significant barriers that only one in 100 accomplishes. By comparison, just over one third of young people of university age around the world are in tertiary education.¹³⁰ Despite their potential, young refugees are greatly disadvantaged in accessing university education.

Highly educated refugees can become leaders in their communities, creating businesses and social enterprises, or build infrastructure as engineers, scientists and technology specialists. They can lobby for improvements to public services as politicians and campaigners, and demand a better future through education, employment, and the protection and nurturing of youth.

In doing so, they have the power to support and contribute to peace and stability at a local, national, and regional level. As a result, refugees with good qualifications have a better chance of finding work and contributing to the economy of their host countries.

In a reintegration context, scholarship programmes are an appropriate programme approach to allow students to enter higher education and begin or complete university studies. A good example is the UNHCR *German Academic Refugee Initiative Albert Einstein* programme (DAFI; Deutsche Akademische Flüchtlingsinitiative Albert Einstein).¹³¹

Since 1992, the German Federal Foreign Office has funded the annual initiative to support tertiary education for deserving refugees worldwide. The programme grants scholarships to refugees at universities, colleges and polytechnics in their host countries. In 2008, the programme also started offering education opportunities in their countries of origin to refugees considering repatriation as part of reintegration. Since it began, DAFI has sponsored more than 8,000 refugee students to attend university in 42 countries. In 2015, 2,324 young refugees attended universities in their first country of asylum thanks to an expansion of the programme. The proportion of female DAFI scholars increased over the years to the present-day figure of 43%. Many graduates work in refugee camps, particularly as teachers and community workers, and act as a role model for others.¹³²

The DAFI programme contributes to skills development, empowerment and academic achievement as part of a broader UNHCR strategy of promoting self-reliance and durable solutions for refugees. Its main objectives are to achieve self-reliance by providing a higher education that will lead to gainful employment. Furthermore, it aims to develop qualified human resources among the displaced population and build the capacity and leadership of individual refugees for when they return home. The programme supports the refugee community in camps as qualified professionals, including teachers and community workers, until a durable solution can be found. The DAFI programme serves as a role model for other refugees to further their education, particularly female students.

¹³⁰ United Nations High Commissioner for Refugees (UNHCR). 2016. Aiming Higher – The Other One per Cent. Missing Out – Refugee Education in Crisis. Switzerland: Geneva.

¹³¹ United Nations High Commissioner for Refugees (UNHCR). 2015. DAFI Annual Report 2015. Switzerland: Geneva. [Web page – <http://www.unhcr.org/487db0282.pdf>].

¹³² United Nations High Commissioner for Refugees (UNHCR). 2016. Missing Out – Refugee Education in Crisis. Switzerland: Geneva.

5.3 Cross-Cutting Issues and Wider Approaches

Cross-cutting issues are considered to be of overriding importance for post-conflict recovery, and therefore need to be dealt with in each sector based on solid needs assessments. Gender, environment, human rights, and institutional capacity are among the most frequent cross-cutting issues, as well as security or risk management and HIV/AIDS awareness and, in some contexts, its prevention.

Cross-cutting issues affect all, or a substantial number of sectors that are important for post-conflict recovery, including education and TVET, and should therefore be considered in every sector analysis.

- **Gender:** Gender refers to the socially constructed roles for both women and men. Violent conflict and civil strife predominantly affect the entire civilian population, of whom the majority are women and children. On the one hand, women and children suffer from violent conflict in particular ways (e.g. female-headed households, GBV, child soldiers, and trauma) and have specific needs in post-conflict recovery. On the other hand, women and children can contribute their unique skills and capacities to the peace process.
- **Environment:** Armed conflict usually causes significant damage to the natural environment (e.g. land mines and unexploded ordnance, scorched earth tactics, and the decay of resource management systems). Control of territory and natural resources are among the key issues leading to violent conflict.
- **Human Rights:** The denial of human rights to individuals and groups frequently leads to conflict. A rights analysis can help to deepen the understanding of conflict and the challenges to the peace process. International human rights legislation can additionally provide a useful framework for guiding recovery objectives, particularly in those more political areas not covered by the SDGs or other internationally agreed instruments (e.g. international human rights treaties).
- **Institutional capacity:** Support to national institutions is a precondition for sustainable recovery. Institutional capacities therefore need to be assessed within each sector and capacity-building needs be factored into overall recovery costs.
- **Security:** While sometimes treated as a separate sector, security has many dimensions that impact the political, social and economic spheres of post-conflict countries, which suggests that it should be treated as a cross-cutting theme. This would include issues such as the governance aspects of stabilising or controlling the security sector, economic impacts of insecurity and violence, and the social consequences of violence and community action (e.g. community policing, demining).

In the sectors of education and TVET, there are a number of wider approaches relevant for planning and programming purposes. These wider approaches include educational activities as part of a wider, multi-sector approach.

5.3.1 Safe Schools and Learning Environments

Conflict and displacement can undermine the safety of the learning environment.¹³³ Therefore, humanitarian actors and stakeholders have introduced measures to make schools and learning environments safer through the *Safe Schools and Learning Environments Initiative*. This programme aims to ensure that:

- Schools and their surroundings, including latrines, are safe, gender-sensitive and child-friendly.
- All education staff, both national and international, have decent working conditions, respect a code of conduct, and receive basic training on topics such as teaching methodology, human rights, prevention of sexual violence and exploitation, psychosocial support, and positive discipline. The recruitment of female teachers and assistants should also be promoted.
- The curriculum and teaching methodology are participatory and aim to promote peace, reconciliation and constructive dialogue, including life skills education.

¹³³ United Nations High Commissioner for Refugees (UNHCR). 2007. Safe Schools and Learning Environment – How to Prevent and Respond to Violence in Refugee Schools. Switzerland: Geneva.

- Students are informed about their rights and responsibilities, are familiar with available monitoring, referral mechanisms, and the code of conduct governing the work of teachers and other educational staff.
- Parents and any parent–teacher associations are involved in keeping their children safe, and monitoring the safety of learning spaces.¹³⁴

UNICEF promotes school-based interventions such as:

- Providing an integral response to prevent arms in schools,
- Developing conflict resolution and peaceful coexistence programmes,
- Strengthening safety awareness,
- Encouraging innovative and flexible education learning models,
- Providing structured psychological support to those who have experienced crisis, and
- Identifying students at risk of dropout and taking preventive measures.¹³⁵

In addition to school-based interventions, UNICEF also promotes community-based and national/local authority-based interventions to guarantee safe schools and learning environments.¹³⁶

5.3.2 Child-Friendly Spaces

Child-Friendly Spaces (CFS)¹³⁷ – also often referred to as child-friendly schools – are widely used in emergencies as a first response to children’s needs and an entry point for working with affected communities. Because CFS can be established quickly and respond to children’s rights to protection, psychosocial well-being, and non-formal education, they are typically used as temporary supports that contribute to the care and protection of children in emergencies. However, they are also used as transitional structures that serve as a bridge to early recovery and long-term supports for vulnerable children.

Broadly, the purpose of CFS is to support the resilience and well-being of children and young people through community-organised, structured activities conducted in a safe, child-friendly, and stimulating environment. The primary participants in, and beneficiaries of, CFS are children and youth (people under 18 years of age), although in some contexts, CFS may also engage and benefit young people who are over 18 years of age.

The specific objectives are to:

- Mobilise communities around the protection and well-being of all children, including highly vulnerable children;
- Provide opportunities for children to play, acquire contextually relevant skills, and receive social support;
- Moreover, offer inter-sectoral support for all children in the realisation of their rights.

Depending on the context, CFS are also used for a variety of other purposes such as laying a foundation for restarting formal education and supporting national education systems, enabling wider work on issues such as child protection and early child development, stimulating efforts on disaster preparedness and disaster risk reduction. Some of these activities extend beyond the emergency context into the early recovery period, or even into longer-term development.¹³⁸

¹³⁴ United Nations High Commissioner for Refugees (UNHCR). 2007. Safe Schools and Learning Environment – How to Prevent and Respond to Violence in Refugee Schools. Switzerland: Geneva.

¹³⁵ Ibid.

¹³⁶ United Nations Children’s Fund (UNICEF). 2015. Strong Schools and Communities Initiative: Working Together to Build Safe Schools and Protective Learning Environments. Panama: Panama-City (Latin America and Caribbean Regional Office (LACRO)). [Web page – https://www.unicef.org/lac/LA_Safe_Schools_Initiative_Sep15.pdf].

¹³⁷ Although different agencies call CFS differently (e.g. safe spaces, child-centred spaces, child protection centres or emergency spaces for children), this study refers to these related interventions as child-friendly spaces.

¹³⁸ Global Protection Cluster & Inter-Agency Network for Education in Emergencies (INEE). 2011. Guidelines for Child Friendly Spaces in Emergencies. [Web page – https://www.unicef.org/protection/Child_Friendly_Spaces_Guidelines_for_Field_Testing.pdf].

This approach integrates health services, primary education, childcare, nutrition, psychosocial development, environmental education and structured recreation in a protective environment that is both family-focused and community-based. A key to the success is that children, their families and their communities are all partners in planning camp and community activities, so the planning itself becomes a healing activity. It focuses on empowering families and communities worn down physically and emotionally by armed conflict or natural disasters and facing increased poverty. Identifying and training teachers from within the displaced population motivates refugee and displaced communities to be committed to child protection, especially for children without family support.¹³⁹

Basic Activities in CFS may include:

- » Play and recreational activities for children – sports, arts and cultural activities provided in a structured manner to restore a sense of predictability and continuity.
 - » Child protection activities:
 - awareness-raising on prevention of violence and separation
 - how to recognise and avoid landmines and unexploded ordnance
 - referral mechanisms for identification and response to child protection issues
 - codes of conduct for staff and volunteers for the prevention of violence, abuse, and exploitation
 - parenting skills and the constructive handling of diversity and conflict
 - » Awareness-raising and education for children and young people about key issues including health, HIV and AIDS, nutrition, hygiene promotion, waste management, disaster preparedness, etc.
 - » Information on services and rights for children and their families concerning health, education, food distribution, water, and other necessities.
 - » Information on child protection services for children and families such as family tracing, alternative care for separated children, juvenile justice, and social services.
 - » Civic engagement and mobilisation of young women and men in various activities of the CFS and/or the community (e.g. asking young people to develop project proposals, set up debates, etc.).
 - » Use of space for other community activities such as mother or parent groups and other community gatherings.
- Encouragement of civil society organisations to use the CFS to organise their activities.

Advanced Activities in CFS may include:

- » Activities for parents, e.g. discussion groups on parenting skills and care practices for caregivers, effective hygiene and waste management, children's rights, child participation, etc.
- » Early childhood development activities such as caretaker discussion groups for psychosocial support, and play activities that are appropriate for babies (and caregivers) and children under three years of age.
- » Specific, gender-sensitive activities for adolescent girls and boys such as discussion groups for teenage girls and boys, awareness-raising of reproductive health and HIV and AIDS, discussions of GBV, skills-building activities, etc.
- » Non-formal education for out-of-school children and young people (ensuring that CFS are not pulling children away from formal education), including basic literacy and numeracy.
- » Engage in activities and discussions around peacebuilding and environmental education in both conflict and natural disaster settings.
- » Establish a referral system to identify, refer and follow up on children and families who need access to other services such as health, HIV and AIDS, psychosocial, etc.

¹³⁹ United Nations Children's Fund (UNICEF). 2009. Child Friendly Schools Manual. United States of America (USA): New York. [Web page - https://www.unicef.org/publications/files/Child_Friendly_Schools_Manual_EN_040809.pdf]

5.3.3 Life Skills Education

Life skills education is recognised as a methodology used to address a variety of issues of child and youth development, ensuring thematic responses. This education is based on the psychosocial skills that determine valued behaviour and includes reflective skills, personal skills and interpersonal skills. Practising life skills leads to qualities such as self-esteem, sociability and tolerance, the ability to action competencies and generate change, and to the ability and freedom to decide what to do and who to be.

The contributions of life skills education to socio-economic reintegration consist of imparting occupational, methodical and social skills as a core element of life skills development. It also consists of supporting integration processes in the frequently informal labour markets as well as the associated social structures.

According to the underlying result hypothesis, the acquisition of social skills and competences enables and considerably facilitates integration within economic and social structures.

Life skills usually include a focus on reproductive health and HIV/AIDS prevention. In reintegration, life skills education goes a step further. To be effective, it must build on situations that directly refer to the social context of the target group and their specific reintegration challenges. Furthermore, life skills incorporate elements of personality building (gaining trust and self-confidence), non-violent communication, conflict management, and also peace education. Other measures offered may include psychosocial counselling, and, if required, complementary, non-formal, basic education.¹⁴⁰ In some reintegration settings, landmines and unexploded ordnance are a security issue, and landmine education may be included in such locations via the life skills education.

Key elements of life skills training are:¹⁴¹

- Self-assurance: respect yourself, self-reflection
- Self-responsibility: healthy lifestyle, health risks (HIV/AIDS awareness, etc.)
- Social awareness: empathy, tolerance, learn how to respect differences between groups and individuals
- Relationships: resist peer pressure, learn how to deal with conflict (within the family, in the community, between generations)
- Responsible decision-making: information gathering, critical reflection, considering consequences
- Self-management: how to deal with stress and anger, self-control, setting targets.

Life skills can be interpreted differently from one cultural context to another, thus it is necessary to develop context-specific life skills curricula, with teaching methods and materials. The values, norms and lifestyle trends of young people similarly need to be adequately considered.

5.3.4 Social Cohesion

Social cohesion is a concept that includes values and principles that aim to ensure that all citizens, without discrimination and on an equal footing, have access to fundamental social and economic rights. Social cohesion is a flagship concept which constantly reminds us of the need to be collectively attentive to, and aware of, any kind of discrimination; inequality, marginality or exclusion.¹⁴²

¹⁴⁰ Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)/Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (BMZ). 2014. Social (Re-) Integration in (Post-) Conflict Situations by TVET and Employment Promotion. Germany: Berlin and Bonn.

¹⁴¹ Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). 2015. Employment Promotion in Contexts of Conflict, Fragility and Violence Opportunities and Challenges for Peacebuilding. Germany: Bonn and Eschborn.

¹⁴² Council of Europe. 2008. Well-being for all – Concepts and Tools for Social Cohesion. Belgium: Strasbourg. [Web page – https://www.coe.int/t/dg3/socialpolicies/socialcohesiondev/source/Trends/Trends-20_en.pdf].
Council of Europe. 2010. New Strategy and Council of Europe Action Plan for Social Cohesion. Belgium: Strasbourg. [Web page – https://www.coe.int/t/dg3/socialpolicies/socialcohesiondev/source/2010Strategy_ActionPlan_SocialCohesion.pdf].

Elements of socially cohesive behaviour are a sense of belonging (social vitality) from being part of the wider community, trusting in other people and having a common respect for the rule of law and civil and human rights. It also includes involvement in economic and social activities.

If not properly addressed, gaps in the social, economic and political fabric can lead to radicalisation and the use of violence to solve conflicts becomes more probable and widespread. This is especially true in conflict-prone regions and in the context of displaced populations. Major refugee influxes burden host communities and may lead to tensions and conflicts between refugee and receiving communities. Similarly, in the context of reintegration, returnees and local communities may experience increased social tensions, and ultimately violent conflict if not properly addressed.

In terms of social cohesion programming it is a cross-cutting issue and therefore needs to be integrated into, and mainstreamed across, all reintegration projects. Social cohesion can be strengthened by addressing the social, political and economic challenges of both communities, by addressing growing gaps, meeting the costs resulting from inadequate support to national, and local service delivery systems, and by expanding opportunities for self-reliance and livelihoods.

Objectives of such programming are:¹⁴³

- Promoting intercultural coexistence and reconciliation between returnees and host communities,
- Supporting politically neutral public discourse on the concept of, and issues regarding, social cohesion,
- Supporting local governance and municipalities to address some of the most urgent community-wide challenges by absorbing the shock of the refugee crisis in a way that fosters social cohesion and resilience,
- Establishing a solid gender-sensitive response to ensure the integration of a gender perspective in interventions and supporting initiatives to enable women and men to participate in inclusive decision-making processes, and
- Promoting engagement and social interaction through various sector activities in education and employment projects.

In many local authorities and communities, there are already a large number of social cohesion 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 pre-empt 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.¹⁴⁴

¹⁴³ Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). 2016. Social Cohesion and Integration. Germany: Eschborn and Bonn. [Web page - <http://delog.org/web/wp-content/uploads/2017/04/Social-Cohesion-and-Integration.pdf>].

¹⁴⁴ Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). 2016. Social Cohesion and Integration. Germany: Eschborn and Bonn.

5.3.5 Peaceful Coexistence

Peaceful Coexistence is an approach developed by UNHCR to support reintegration by working with communities to address the root causes of problems, and by reducing potential sources of tension between returnees and receiving communities, and therefore building and increasing community cohesion.

In the broadest sense, peaceful coexistence seeks to enable individuals and groups to live peacefully with others in their communities, even when fundamental differences exist. Coexistence activities allow a peacebuilding approach to be integrated into reintegration operations. Projects are targeted at a community level and can maximise protection, support, peacebuilding and reconciliation objectives and thus promote sustainable reintegration.

Core Activities

- » Education programmes focused on developing and providing the life skills for conflict resolution and peaceful coexistence on a community level.
- » Conflict prevention, mediation and resolution programmes.
- » Confidence-building measures (e.g. community dialogue, cultural and sport activities).
- » Protection of the environment.
- » Civic and peace education.
- » Supporting human rights and civic participation projects.

Projects strengthening the rule of law and law enforcement, including community policing. By introducing peacebuilding and conflict resolution elements alongside joint community-based projects, the approach tries to create space for a dialogue and reciprocal respect between different community groups.¹⁴⁵ This approach is also instrumental in preventing new displacement as it aims to help communities to deal with current and future disputes autonomously.

Peaceful coexistence is a twofold approach. In its first stage, UNHCR and its partners provide peacebuilding and conflict resolution training to village leaders, social organisers and other community groups, such as youth or women. The central element is the formation of ‘Peace Committees’ that include both male and female community representatives. These committees aim to transfer specific skills to community leaders including conflict resolution, mediation and negotiation skills. Simultaneously, they aim to raise awareness on gender issues, enabling them to deal more effectively with current and future disputes. The Peace Committees also identify joint community activities and projects, which are then implemented by the communities in the second stage of the initiative.

More generally, peacebuilding and reconciliation activities in reintegration might include:

- Community-based coexistence projects to develop community forums to manage conflict in a participatory manner, and improve community development and civic affairs capacities of civil society and the local leadership to facilitate participatory decision-making for the management of grants provided to the community.
- The establishment of networks among local authorities, government, local and international NGOs, other international organisations, religious associations or institutions to coordinate coexistence initiatives and facilitate information exchanges.
- The strengthening of civil society structures through the provision of financial support to different groups or associations or providing forums to facilitate meetings between different ethnic communities.

¹⁴⁵ In 2000, the Imagine Coexistence Initiative was launched by a collaboration of Harvard University and UNHCR. UNHCR has since launched a number of new projects in its work with refugees and IDPs to promote peaceful coexistence among communities which have been divided by a history of conflict.

- Capacity-building training and workshops for agency staff, government counterparts, partner organisations and affected communities on peacebuilding (including peace education and conflict prevention, resolution and management), peaceful coexistence and reconciliation-related issues.¹⁴⁶

Lebanon: Better Together – A Youth-Led Approach to Peaceful Coexistence

'Better Together: A Youth-led Approach to Peaceful Coexistence between Syrian Refugees and Lebanese Local Communities' is a project by Search for Common Ground (Lebanon). They are cooperating with the Lebanese Organization for Studies and Training in North Bekaa and Development for People and Nature Association in South Lebanon. The EU funds the project, which picks up the aspect of the important role of youth in conflict mitigation. The project targets Syrian refugee youth and Lebanese youth aged 15 to 25 in North Bekaa and the South.

Lebanon currently hosts 38% of the total Syrian refugees in the region, increasing its resident population by 28%. Daily, thousands of refugees flee to Lebanon seeking shelter and protection. By September 2014, the number of Syrian refugees registered by UNHCR in Lebanon had reached over 1,183,896, with an additional 30,968 awaiting registration and 53,000 reported to be Palestinian refugees from Syria. Demographics of these refugees also illustrate that half of the refugee population is female and about 53% are under 18 years of age.

The displacement of this great number of refugees, and for a prolonged period, has created an additional burden on Lebanon's already weak infrastructure and has exceeded the adaptation abilities of local communities to cope with the situation, destabilising social cohesion. The social security and stability within Lebanon is also jeopardised, where tension is constantly building between the Lebanese local community and the Syrian refugees, especially amongst the youth, due to limited available resources.

The overall goal of the action is the development of trusting, empathetic and respectful relationships between the Syrian and Lebanese youths in Lebanon. The specific objectives are: Syrian and Lebanese youth develop non-adversarial relationships to increase trust in one another; and Syrian and Lebanese youth work collaboratively to implement peacebuilding activities in their communities.

*Source: Search for Common Ground. 2014. *Better Together – A Youth-Led Approach to Peaceful Coexistence in Lebanon*. United States of America: Washington, D.C.*

¹⁴⁶ United Nations High Commissioner for Refugees (UNHCR). 2013. Principles and Operational Guidance on Coexistence Projects. Switzerland: Geneva. [Web page - <http://www.unhcreexchange.org/communities/9159/contents/215431?PHPSESSID>].



5.3.6 Rehabilitation, Reconciliation and Reintegration Activities

Rehabilitation, Reconciliation and Reintegration Activities (ReAct) follows an integrated multi-sector approach and addresses simultaneously the needs of returnees and local communities, with a strong focus on women and youth. At the heart of the programme are TVET centres established in major return areas. Beneficiaries are returning refugees, ex-combatants, child soldiers and other vulnerable groups. A number of programme evaluations have resulted in positive social and economic changes and made an impact in terms of the successful reintegration of target groups.

In the years 2004–2012, the UNHCR–BMZ Partnership Programme, implemented by GIZ (formerly GTZ) consisted of larger reintegration programmes in a variety of countries across Africa and in Afghanistan. The re-integration approach was based on ‘lessons learned’ from previous programmes in West Africa. It is a multi-sector community development approach addressing the needs of host communities and returnees alike, but in an integrated way. At the centre was always technical training aimed at the development of sustainable livelihoods.

In those years, TVET was the backbone of GTZ’s repatriation and reintegration activities. Refugees, returnees, IDPs and other target groups were trained and absorbed in meaningful work instead of being idle. The philosophy behind the programme was that TVET absorbs war-affected youth, engages them in meaningful work, and provides them with an alternative outlook on life. Moreover, it creates a forum for local activity and community building, thus strengthening the social reintegration and reconciliation processes.

The programme was especially conceived to take into consideration the realities of post-conflict situations by emphasising income and employment generation to accelerate socio-economic reintegration of the affected populations. In addition, TVET helps to reduce the heavy reliance of returnees on the limited resources available to sustain reintegration and, finally, the development of a critical mass of vocational skills was aimed at constituting the nucleus for reactivating the responsible local institutions’ dormant capacities after the cessation of conflict.

Sierra Leone: Rehabilitation, Reconciliation and Reintegration Activities (ReAct)

Since 1995, GIZ International Services (former Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ)) has been operating in the West African sub-region, initially in Guinea as an implementing partner for UNHCR providing assistance to, and repatriating Liberian refugees. What started as a small-scale informal skills training targeting young refugees, former fighters and resident youths, soon developed into a vast regional network of over 30 technical education centres (TECs) in four different countries (Guinea, Ivory Coast, Liberia and Sierra Leone), with a total of 6,000 graduates.

As the conflict in first Liberia and then in Sierra Leone gradually came to a halt, GIZ launched a series of measures, with funding both from UNHCR and the German Government (BMZ), to facilitate the return and reintegration of refugees. These measures focused primarily on agriculture and the rehabilitation of community infrastructure, requiring the participation of technical expertise that was not locally available to the full extent required.

In this context, graduates from the various TECs in the region were encouraged to come back to their communities of origin and participate actively in the post-conflict rehabilitation of their communities and countries. Similarly, technical experts repatriated voluntarily to launch training and rehabilitation activities, making optimal use of the skills they had acquired as refugees abroad. GTZ's regional experience with assisting, repatriating and reintegrating refugees presented an ideal breeding ground for the development of a comprehensive strategy responding to the multiple requirements of stabilisation in volatile post-conflict situations.

This is embodied in the Programme for Rehabilitation, Reconciliation, and Reintegration Activities (ReAct). The 'molecular' nature of the Programme became more evident as a greater number of donors joined efforts to co-finance different technical components of the same project(s) in a growing number of war-affected regions. Following the socio-political scenario in the sub-region over the past seven years, the ReAct Programme has accompanied the recovery process from an emergency phase towards sustainable development. It has also during this time evolved from a community-based infrastructure rehabilitation project into an integrated multi-sectoral Programme covering nine components in over 50 severely war-affected rural communities of Sierra Leone.

ReAct produced – among other community-based activities – a weapon conversion and a youth programme that have been replicated in the region:

From Swords to Ploughshares: This weapon conversion programme is integrated into the skills training programme. It destructs weapons collected during the disarmament process and transforms them into agricultural tools or other useful utensils. The target groups are members of communities, ex-combatants and local blacksmiths. At a cost of only USD 1.50 per weapon, this programme serves as a part of conflict resolution through its highly symbolic value.

WAYS: The War-Affected Youth programmes address vulnerable youths in post-conflict situations, especially former child combatants, under-aged mothers, teenage prostitutes and other 'drop-outs' in need of reintegration support. WAYs provide skills training in several areas, namely agriculture, masonry, carpentry and blacksmithing, as well as 'village skills' development in tie & dye, tailoring and soap making. Special emphasis is placed on literacy and numeracy, as most of the children had missed out on school during the years of war. Moreover, business skills courses provide knowledge and insight for the set up of small businesses after training. Trauma counselling services as well as recreational activities promote the psychosocial growth of the youths and help them to confront and digest war experiences.

*Source: Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ). 2006.
Post Conflict Reconstruction and Private Sector Development - Case Study: GTZ Programme for Rehabilitation, Reconciliation and Reintegration Activities in Sierra Leone (ReAct). Germany: Eschborn.*

5.3.7 Inclusive Education

Inclusive education is supported and advocated as the most appropriate option for learners with a disability. It is an approach based on the belief that a person with a disability has the fundamental human right to be included and to participate in society as a full member of that society, as defined by the UN Convention on the Rights of Persons with Disabilities.¹⁴⁷

'Promoting inclusion means stimulating discussion, encouraging positive attitudes and improving educational and social frameworks to cope with new demands in education structures and governance. It involves improving inputs, processes and environments to foster learning both at the level of the learner in his or her learning environment and at the system level to support the entire learning experience'.¹⁴⁸

This approach requires specialist support. It is often linked with inclusive resource facilities, and requires the development of local skills and capacities. Inclusive education practitioners believe that:¹⁴⁹

- All children should be in school.
- Inclusion begins at birth; therefore, access to inclusive early education, early intervention and care is essential for any child, including boys and girls with disabilities.
- Everyone benefits from having children, teachers, parents and community members with disabilities as part of the school environment.
- Clear messages about inclusive education should stress its relevance across all aspects of education and underline that all teacher training programmes need to consider inclusive education within the regular pre- and in-service curricula.¹⁵⁰
- Schools should be safe and welcoming places, celebrating diversity and enabling children's voices in all aspects of their daily lives.
- Schools need to be founded on respect and with a commitment to collaboration between teachers, parents and community members.
- Teaching and learning methods, curriculum and assessment need to be differentiated and child-centred in order to nurture individual progress and well-being.
- Regular support services need to be provided for the children within their locality (school, home or after-school facility).
- Community-based rehabilitation programmes play an important role in encouraging the whole community to participate in inclusive education and facilitate integration.

An inclusive education system can only be created if ordinary schools or any other educational or skills development facilities become more inclusive – in other words if they become better at educating all children, young people and adults in their communities. Indeed, this also applies to all displaced persons and their reintegration following their return home.

¹⁴⁷ United Nations Division for Social Policy and Development Disability (DSPD). 2006. Convention on the Rights of Persons with Disabilities (CRPD). United States of America: New York. [Web page – <http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>].

¹⁴⁸ United Nations Educational Scientific and Cultural Organization (UNESCO). 2009. Policy Guidelines on Inclusion in Education. France: Paris. [Web page – <http://unesdoc.unesco.org/images/0017/001778/177849e.pdf>].

¹⁴⁹ Ibid.

¹⁵⁰ International Disability and Development Consortium (IDDC). 2013. Teachers for All: Inclusive Teaching for Children with Disabilities. Belgium: Brussels. [Web page – http://www.eenet.org.uk/resources/docs/IDDC_Paper_Teachers_for_all.pdf].

India: Transforming the Lives of Children with Disabilities in Chamkol

The Christoffel Blinden Mission's Chamkol Programme is designed to enable holistic and lasting transformation in the lives of children with disabilities. The entry point for this transformation is the mobilisation of communities to engage with government and civil society to create environments where all children are able to live, play, learn and develop together. The approach is grounded in a commitment to improve the lives of all children, but especially those who are most often excluded from the benefits of development: those with disabilities, those from certain socio-economic, religious or ethnic groups, migrants, orphans and other vulnerable children, and girls. The programme must be evaluated in relation to the extent to which it improves the lives and educational experiences of all children, particularly those multiply excluded by poverty, geography, gender, ethnicity or religion and health or disability-related factors.

By improving the quality and safety of schooling and after-school support so that the most excluded children, particularly girls and those with disabilities, are able to enjoy and benefit from their experiences, the quality and safety of schooling is improved for everyone. The outcome is win-win; a totally compelling argument for governments and donors. Government and donors get an improved education system and make progress towards universal education (which they cannot get unless they join hands with NGOs who encourage community involvement in school education and a focus on disability). NGOs get financial support to transform schools into safe and effective learning environments for children with disabilities (and this cannot be achieved unless education and disability NGOs support government and communities to improve the entire system).

In order to improve the educational outcomes of children with disabilities, especially those who are multiply excluded, we have to focus on much more than education. The educational success of any child with disability is affected by so many factors: by the economic resilience of her family; her own disabilities; the quality of government education; the existence or otherwise of educational support outside school; the attitudes and behaviour of her family, community and wider society, and, fundamentally, the attitudes and self-belief of the child herself. If we are to transform the educational and life experiences of children with disabilities, all of these areas have to be addressed simultaneously. Most of the areas are often effectively addressed through numerous community-based rehabilitation programmes across the globe. Improvements, however, in the quality of government educational provision and in the meaningful inclusion of children with disabilities into government schools and actual learning within government schools have proved elusive, and this undermines the achievement of fully inclusive community development.

Source: Christoffel Blindenmission. 2014. Series on Disability-Inclusive Development - The Future is Inclusive: How to Make International Development Disability-Inclusive. Germany: Bensheim.

5.3.8 Sport for Development

Sport is far more than a luxury or a form of entertainment. Access to and participation in sport is a human right and essential for individuals of all ages to lead healthy and fulfilling lives. Sport – from play and physical activity to organised competitive sport – has an important role in all societies. Sport is critical to a child's development. It teaches core values such as cooperation and respect. It improves health and reduces the likelihood of disease. It is a significant economic force providing employment and contributing to local development. In addition, it brings individuals and communities together, bridging cultural, ethical, religious, political and social divides. Sport offers a cost-effective tool to meet many development and peace challenges, and help achieve the SDGs.

The potential of sport as a tool for development and peace is yet to be fully realised. The use of sport remains outside the mainstream of thinking among international agencies. While sport and play are repeatedly acknowledged as a human right, they are not always seen as an important driver of development.

Incorporated into the definition of 'sport' are all forms of physical activity that contribute to organised casual or competitive sport, and indigenous sports or games. Play, especially among children, is any physical activity that is fun and participatory. It is often unstructured and free from adult direction. Recreation is more organised than play and generally entails physically active leisure activities. Sport is more organised again and involves rules or customs and sometimes competition. Importantly, play, physical recreation and sport are all freely chosen activities undertaken for pleasure.

The concept of 'sport for all' is central to this understanding of sport. 'Sport for all' aims to maximise access to, and participation in, appropriate forms of physical activity. Emphasis is placed on the participation and inclusion of all groups in society, regardless of gender, age, ability or race.

Many of the core values inherent in sport are compatible with the principles necessary for development and peace, such as fair play, cooperation, sharing and respect. The life skills learned in sport help to empower individuals and enhance psychosocial well-being, like increased resilience, self-esteem and establishing connections with others. These features of sport are beneficial to people of all ages, but they are especially vital to the healthy development of young people.

Sport is often termed a 'school for life' as the skills learned through play, physical education and sport itself are essential for social cohesion and are inevitably carried throughout adult life.¹⁵¹ Sport, therefore, is a reflection of society. It should be acknowledged that sport, like many aspects of society, simultaneously encompasses some of the worst human traits, including violence, corruption, discrimination, etc. However, these negative aspects of sport by no means outweigh its potential positive benefits.

Sport is also a key component of social life, directly engaging communities. It brings people together in a leisurely, voluntary, and participatory way. It helps create social relationships, build connections and improve communication between individuals and groups. Sport also mobilises volunteers and promotes active community involvement, helping to build social capital and strengthen the social fabric.

The skills learned through play, physical education and sport are foundational to the holistic development of young people. These skills are essential for social cohesion and can be carried through adult life.

Sport actively educates young people about the importance of certain key values like honesty, fair play, respect for self and others, and a necessary adherence to the rules and respect for their importance. It provides a forum for young people to learn how to cope with competition, learning both how to lose and how to win. Sport is a way of building an understanding of the value of common bonds. A benefit of encouraging traditional games is that they emphasise the importance of diversity, contribute to inclusion and help people understand their own identity and those of others in a global world. Additionally, traditional sports and games are usually lower in cost in terms of facilities and equipment than common sports.

In reintegration, sport is used either as an integrated component of education, or offered as extra-curricular activities, involving young people from the communities and returning populations.

¹⁵¹ United Nations Inter-Agency Task Force on Sport for Development and Peace. 2003. Sport for Development and Peace: Towards Achieving the UN Millennium Development Goals. United States of America: New York. [Web page – https://www.sportanddev.org/sites/default/files/downloads/16_sport_for_dev_towards_millennium_goals.pdf9].

Youth Development through Football in Africa, 2007–2013

Set up by German development cooperation in Africa, the GIZ Youth Development through Football (YDF) project impressively demonstrates how sport can help in the development of children and young people. Approximately two thirds of the 110,000 participating children and young people demonstrated gains in self-confidence, and a reduction in violent and discriminatory behaviours. The YDF programme also developed and implemented a comprehensive plan to train coaches; this was adopted into the licensing arrangements of the South African Football Association (under UNESCO patronage since 2011).

The YDF project uses the popularity of football and the social and educational potential of sport to promote youth development. The project's major objective is to establish and support youth development initiatives in selected African countries where football training is combined with non-formal education measures and other development activities.

The target group primarily consisted of disadvantaged young people in the age group of 12 to 25 years as well as NGOs and government institutions on national and provincial level in South Africa and nine other African countries.

YDF activities included:

- » Capacity development
- » Promotion and events
- » Policy advice, technical assistance, organisational support, information dissemination and knowledge management.

It further aimed at sharing the YDF approach through media exposure, the organisation of sport for development and education events, the presentation of the YDF project and its approach for duplication and the integration of YDF methods and tools into policy frameworks of participating countries and partners.

The project developed sport for development networks, tools and manuals (YDF toolkit) and established partnerships in the private sector, including cooperation with NIKE on their 'Social Network For Change initiative and Volkswagen on HIV/AIDS prevention activities.

Source: Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). 2014. Youth Development through Football (YDF) Project. South Africa: Pretoria

Jordan: Kick for Hope – Dialogue for Peace

After years of the Syrian civil war, the humanitarian situation in Syria, as well as in its neighbouring country Jordan, has become strained. Every day between 1,000 and 2,000 refugees cross the border from Syria to Jordan. This has led to a 500,000 increase in the number of refugees now residing in Jordan (as of June 2013).

In partnership with BMZ and the Asian Football Development Project (AFDP), Streetfootballworld Germany network member Cross Cultures Project Association is using an innovative football-based peace programme to improve the social and emotional competences of young Syrian refugees, as well as young people in Jordan. The programme's aim is to promote peacebuilding and violence prevention, and build a social legacy through hands-on training seminars. As such, they are working together to build a peaceful future for everyone.

The overall goal of the project 'Dialogue for Peace' carried out by Streetfootballworld, AFDP and Cross Cultures (international co-operation partner) is to mobilise Syrian and Jordanian youth in host communities and refugee camps through football programmes that focus on addressing issues in conflict and post-conflict environments. The project will contribute to the building of peaceful relations between Jordanian host communities and refugee families through network- and community-building activities. The project targets refugees in their difficult daily environment and aims to decrease conflict risks between refugees and their Jordanian hosts. The project aims to train Syrian and Jordanian volunteers which will be able to further use and teach the methodology, acting as multipliers and contributing to local dialogue.

The volunteers receive specific training on how to work with traumatised children. At the beginning of the project, a three-day seminar for young Syrian and Jordanian volunteers took place. During the seminar, the young people were trained by Cross Cultures, AFDP, and Edgework Consulting to get the necessary knowledge for implementation of football-related activities with young people. The project also supports the creation of networks between the volunteers so that they can exchange experiences and knowledge.

After receiving training and equipment, the volunteers return to their neighbourhood, organise a safe play-zone and organise sporting activities in accordance with the concept at least twice a week for a minimum of 30 boys and girls. The project thus brings local children together to play and exchange, where they can meet, engage and bond in joyful activities and be empowered to play by their own rules, independent of the worries of the adult world.

Source: Street Football World. 2018. Kick for Hope – Dialogue for Peace. Germany: Berlin.

According to GIZ, youth empowerment and sport for development can have the following impact:¹⁵²

- **Contribute to the implementation of children and young people's rights:** as part of the implementation of international agreements, children and young people are protected against violence and exploitation, empowered to achieve their potential, and invited to participate in society.
- **Recognise and use the potential of young people:** approaches to youth work reflect the special role youth has to play in society, empowers them, and support societies in investing in their future.
- **Promote equal rights:** young people are empowered and given equal opportunities for education, health, political involvement and employment regardless of gender, origin or religion.
- **Promote the participation of young people:** they are listened to, taken seriously by policy-makers, and become involved in the processes of reforming society.
- **Raise awareness of relevant social issues:** young people gain access to information and processes that raise their awareness of key social issues, such as the prevention of violence, health, gender equality, and the environment.

¹⁵² Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). 2014. Youth empowerment and sport for sustainable development. Germany: Bonn and Eschborn. [Web page – <https://www.giz.de/expertise/downloads/giz2014-en-sport-entwicklung.pdf>].

In summary, sport is a particularly effective way of reaching disadvantaged children and young people, and gives them access to education and empowerment through pedagogical sports programmes. Sport is particularly useful in disseminating knowledge among children and young people and their social environment, including reintegration settings. Life skills and other valuable competencies learned through sport help young people to take a more confident step in shaping their everyday lives, tackling difficult situations, and building perspectives for their future. Through sport, children and young people also develop the ability to handle challenges and cope with defeats.



6

Lessons Learned



What are the lessons learned that enable a sustainable reintegration? It seems obvious that, first, reintegration should accommodate a stable security situation in a returnee's home country that will allow a peaceful return. Furthermore, a socio-economic environment is provided that allows opportunities for income generation and self-reliance. However, equally important is support in re-establishing social networks by involving family members, friends and the local community. The more peacebuilding activities that are implemented between returnees and host communities, the better the chances of a peaceful living together and social cohesion as the basis for sustainable reintegration.

Effective access for returnees to social protection schemes, education and work opportunities on the same level as the local population, including addressing the special needs of vulnerable groups, is vitally important. Generally, sufficient time to process the migration experience through organised follow-up after arrival should be given. Where needed, psychosocial support to adapt to the new reality and define one's role and identity in the community should be provided to ensure psychosocial stability.

In the case of education and TVET, it is imperative to avoid setting up parallel structures and promote the integration of returnees into the public education system and to allow access to technical and vocational training institutions to prepare for entry into the labour market. All support measures must follow the 'Do no Harm' approach to ensure that the return and reintegration process does not negatively affect communities.¹⁵³

Lesson 1

Developing partnerships with governments who have the primary responsibility for their returning citizens

Reintegration of returning populations to their country or place of origin remains primarily the responsibility of the respective government, but as shown, it is not just their assistance that is needed. The reintegration process has to be supported by the international community as well.

It is recommended that responsibility or co-responsibility for creating reintegration policies be promoted among receiving countries and the international community in order to facilitate successful long-term reintegration. Partnerships can help to better target reintegration assistance and link it to already existing programmes and schemes. In addition, assistance provided by bilateral development agencies should be reflected in bilateral negotiations and partner country agreements. Nevertheless, reintegration strategies developed in major return areas need to be reflected and integrated into larger humanitarian and development frameworks.

In education and TVET it is important to sign agreements with the respective ministries, usually the Ministries of Education and Labour are central, and with municipalities and decentralised authorities at the local level. It follows that a clear differentiation of roles and responsibilities is needed.

It is recommended to map the existing education and TVET institutions, their capacities and coordination mechanisms, and other reintegration programmes with opportunities for synergies. Furthermore, reintegration programmes must be reflected – where possible – in existing or planned education and TVET development plans.

¹⁵³ International Organization for Migration (IOM). 2015. Reintegration – Effective Approaches. Switzerland: Geneva. [Web page - https://www.iom.int/sites/default/files/our_work/DMM/AVRR/Reintegration-Position-Paper-final.pdf].

Lesson 2

Linking humanitarian assistance with development cooperation

Policy-makers and aid actors have been grappling for decades with questions of how to better support vulnerable people affected by protracted or recurrent crises, and how to create a more seamless fit between short-term lifesaving interventions and long-term efforts to reduce chronic poverty or vulnerability. The concept of LRRD¹⁵⁴ seems intuitively simple, but there has been much debate about how it should be defined conceptually, how to put it into practice and the implications this has for the aid architecture. Unfortunately, the concept has been put into practice only to a very limited extent and fundamental gaps still exist between humanitarian assistance and development cooperation. With the current shift of attention towards ‘resilience’, there has however been renewed interest in the concept of LRRD. Many see the current focus and political interest that the concept of resilience commands as the best opportunity yet to operationalise the links between relief and development.¹⁵⁵

To close those gaps mentioned needs increased inter-agency coordination aimed at implementing LRRD in fragile and conflict-affected contexts. There has to be improved coordination in all stages leading to sustainable reintegration – from the early onset of emergency responses, during transition periods, to development cooperation. Crucial activities, e.g. needs assessments, have to be undertaken jointly. They can constitute the start of strategic and operational partnerships for the ultimate benefit of beneficiaries.

Comprehensive and sustainable reintegration therefore requires a combination of repatriation, reintegration, rehabilitation, recovery, and peacebuilding activities based on the LRRD approach. It should take place within an overarching framework of institutional collaboration between humanitarian and development actors following the commitments made by the international community to support the Global Compact on Refugees and Migrants.

Lesson 3

Acknowledging that reintegration is a long-term process and requires long-term commitments

A recently published World Bank study concludes ‘that while large numbers of displaced people opt to return, and many do so “spontaneously” without assistance from internationally organised repatriation schemes, return is not a one-time event but often a long-drawn process, which is highly subject to the returnees’ own decision-making’.¹⁵⁶

Refugee strategies include either returning, staying in exile, or a temporary or permanent combination of the two. Incentives for more comprehensive return strategies are dependent upon the extent to which international actors succeed in supporting authorities in return countries and communities to bring about conditions that meet returnee priorities and allow sustainable reintegration.

Often enough, short-term emergency aid from humanitarian budgets is insufficient to meet longer-term needs. Along with peacebuilding and safety, development activities that support livelihoods, the provision of basic services and housing are therefore central to successfully reintegrate returnees. At the same time, there is a need to recognise that both in displacement and return situations, mobility and ongoing migration are key livelihood strategies that contribute to sustainable solutions, and in return and reintegration situations they can yield incomes that contribute to post-conflict recovery.

¹⁵⁴ Humanitarian Policy Group (HPG)/Overseas Development Institute (ODI)/ Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (BMZ). 2014. Remaking the case for linking relief, rehabilitation and development – How LRRD can become a practically useful concept for assistance in difficult. United Kingdom: London. [Web page – <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/8882.pdf>].

¹⁵⁵ Ibid.

¹⁵⁶ Global Program on Forced Displacement (GPFD) / World Bank. 2015. Sustainable Refugee Return: Triggers, constraints, and lessons on addressing the development challenges of forced displacement. United States of America: Washington, D.C. [Web page – <http://documents.worldbank.org/curated/en/542611468188337350/pdf/99618-WP-PUBLIC-Box393206B-Sustainable-Refugee-Return-15Sept-WEB-PUBLIC.pdf>].

Lesson 4

Strengthening the resilience and building the capacities of local communities

The resilience and capacity of local communities in reintegration settings – returnees and local communities alike – need to be further built and strengthened, especially in regard to increasing the absorption capacity of receiving communities. Joint projects and full participation from both target groups will help to reduce conflicts over scarce resources and contribute towards a lasting peace by living harmoniously together.

In the context of working under the specific conditions of reintegration in fragile contexts, a mix of instruments is necessary to strengthen resilience by overcoming ‘shocks’ and build capacities by targeted training based on the clearly identified needs of target groups. In order to avoid parallel structures, functional local institutions need to be identified and sustainably strengthened – in the case of education and TVET these are mainly schools and vocational training and skills centres. Rehabilitation of physical infrastructure needs to be combined with training for responsible education partners (government authorities, school managers, teachers/instructors, parents and civil society partners) at local, regional and national level.

From the beginning of interventions, integrated approaches that simultaneously address the needs of returnees and local communities are favoured to increase the connectedness of different intervention levels. In the case of TVET this can be achieved through partnerships with the private sector (see Lesson 6), and in the case of formal education, through partnerships with the relevant ministries and supporting international education agencies.¹⁵⁷

Lesson 5

Developing skills and creating jobs to achieve sustainable reintegration

According to the World Development Report 2017¹⁵⁸, ‘jobs are a cornerstone of economic and social development’ and ‘atop the development agenda’.¹⁵⁹ For this reason, institutions, which support refugees and IDPs, are currently seeking ways to specifically adapt the preparatory support that they offer to the requirements for reintegration into home countries or regions. Then: Successful reintegration processes start well before people actually arrive back home.

In many fragile and conflict-affected countries, however, the scarcity of a decent income, employment opportunities, in combination with a fast-growing youth population that does not see opportunities for its future, remain key challenges for sustainable development and inclusive growth. The generation of income and the improvement of livelihoods are at centre stage in reintegration scenarios. The BMZ policy ‘Development for Peace and Security’ calls for the creation of a closer link between employment promotion and the prevention of violence, with target-group-specific measures implemented to promote income and employment potential.¹⁶⁰ If jobs are created and people have sufficient income they are less likely to resort to violence or move to greener pastures. Young people who are employed are more likely to avoid a life in alcohol and drugs, escape conscription into rebel groups, terrorist organisations or recruitment into criminal gangs out of frustration and lack of hope for a better future. Overall chances are that the potential for conflict will be reduced through access to education and meaningful employment.

Economic recovery is generally defined as including market development, strengthening of new and existing enterprises, and job creation and employment generation. This process often involves an umbrella of economic, institutional, legal, and policy reforms, and the reconstruction of infrastructure that facilitates trade and commerce. In reintegration settings, access to TVET and cooperation with private sector companies or foundations

¹⁵⁷ Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (BMZ). 2012. Vocational Education and Training in German development policy. Position paper. BMZ Strategy Paper 8. Germany: Bonn and Berlin.

¹⁵⁸ World Bank. 2017. World Development Report 2017: Governance and the Law. United States of America: Washington, DC.

¹⁵⁹ World Bank. 2013. World Development Report 2013: Jobs. United States of America: Washington, D.C. [Web page - http://siteresources.worldbank.org/EXTNWDR2013/Resources/8258024-1320950747192/8260293-1322665883147/WDR_2013_Report.pdf].

¹⁶⁰ Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (BMZ). 2013. Development for Peace and Security – Development Policy in the Context of Conflict, Fragility and Violence. Strategy Paper. Germany: Bonn and Berlin. [Web page - http://www.bmz.de/en/publications/topics/peace/Strategiepapier333_04_2013.pdf].

(see Lesson 6) through apprenticeships, voucher and scholarship schemes – with a greater focus on poor and vulnerable populations – is key to sustainability. In rural areas, mobile training centres may serve the purpose of reaching those returnees settling in remote rural areas.¹⁶¹

What is needed are more flexible approaches in the formal and non-formal education and TVET sectors to bring young people especially, off the streets and into jobs. Increased access to public schools and vocational and skills training centres and stronger support for livelihood development and market-oriented employment promotion will help to achieve the objective of self-reliance for the individual. In addition, it is important to support access to banking services, (including credit, context-specific training), provide legal services, helping returnees to regularise their status and obtain documentation (resident's permit, land titles, business registration, recognition of diplomas, etc.), as well as ensure that their links with their communities remain strong. All these support measures will help to make their reintegration sustainable.

Lesson 6

Building partnerships with the private sector

As shown, a key element for a successful reintegration process is the private sector, which is increasingly playing an important role, especially when it comes to a large group of refugees or IDPs returning to their home country or a specific city or region. This approach should not be limited to large companies, but should also include micro, small and medium-sized enterprises. The private sector has a significant and valuable role to play in realising the positive benefits of returnees, bringing expertise and skills back home. Successful partnerships can involve information exchanges on best practices, in-kind support and direct financial support for projects. Agreed goals and processes for monitoring, evaluating and publicising partnerships are important elements of such partnerships.

As the private sector is usually an important employment provider, operational partnerships will help returnees obtain work. Although bigger companies, in particular, have a corporate social responsibility strategy and might work in the area of anti-discrimination or employment of vulnerable groups, they will not hire just any returnee in order to fulfil their corporate social responsibility strategy. Thus, it is very important to have a match between the requirements of the post and the capacities or skill set of the returnee. Paid internships, on-the-job trainings, cash-for-work programmes or using reintegration assistance to pay a portion of the returnee's salary when the company agrees to employ them, are among the various schemes designed to generate employment.

Partnerships with private foundations often constitute meaningful complementary support to broader reintegration programmes. Public–private partnerships linked to local development initiatives or to a country's national development plan, where joint projects can be implemented in order to create employment, is another area worth exploring.

¹⁶¹ Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). 2015. Employment Promotion in Contexts of Conflict, Fragility and Violence Opportunities and Challenges for Peacebuilding. Germany: Bonn and Eschborn.

Lesson 7

Increasing efforts to address reintegration in urban settings

Over three billion people, over half the world's population, now live in urban areas worldwide and half of them – 1.5 billion – live in slum areas. Slums are informal, unregulated, crowded and underserviced settlements on marginal lands.¹⁶² By 2050, it is estimated that 6.3 billion, 67 % of the world's population will live in urban areas.¹⁶³ Virtually all of the expected growth will take place in the less developed regions – particularly Africa and Asia.

More than half of the world's displaced populations have also moved to urban areas, and urbanisation raises a number of significant humanitarian and protection needs, e.g. harassment, vulnerability to sexual and gender-based violence, HIV/AIDS, human smuggling and trafficking. A number of the world's population are often forced by poverty to live in overcrowded accommodation in risky areas where they face difficulties in accessing basic human rights. Additionally, they are often blocked from legitimate employment opportunities and access to financial capital. Frequently, these people compete with the local urban poor for limited livelihood possibilities.

From the perspective of municipal and national authorities, returnees further stress already inadequate urban infrastructure and services.¹⁶⁴

This constitutes a development challenge, which calls for a paradigm shift involving new ways of responding to vulnerabilities in urban areas, undertaken within a long-term development framework that addresses the needs of both displaced and non-displaced urban poor in receiving communities and sharing limited local resources.

For returning populations, the majority of whom now choose urban locations irrespective of whether they originated from rural areas or cities, urban policies and programmes that address their needs and aspirations are essential for achieving sustainable reintegration. That in turn helps to strengthen resilience and alleviate poverty.

It is essential to provide support to urban returnee and local communities in combination with capacity development and technical support for institutions that serve both returnees and the local urban poor.

Lesson 8

Ensuring a participative approach to reintegration

Reintegration projects need to be tailored to the capacities and interests of the individual returnee in order to be successful. Otherwise, returnees might lose their interest in pursuing their reintegration plan or, even when interested, might lack the capacity to implement it. Additionally, reintegration projects might fail due to the lack of knowledge of local conditions, insofar as these projects are not relevant or impossible to implement in the area where the returnees are attempting to re-establish themselves.

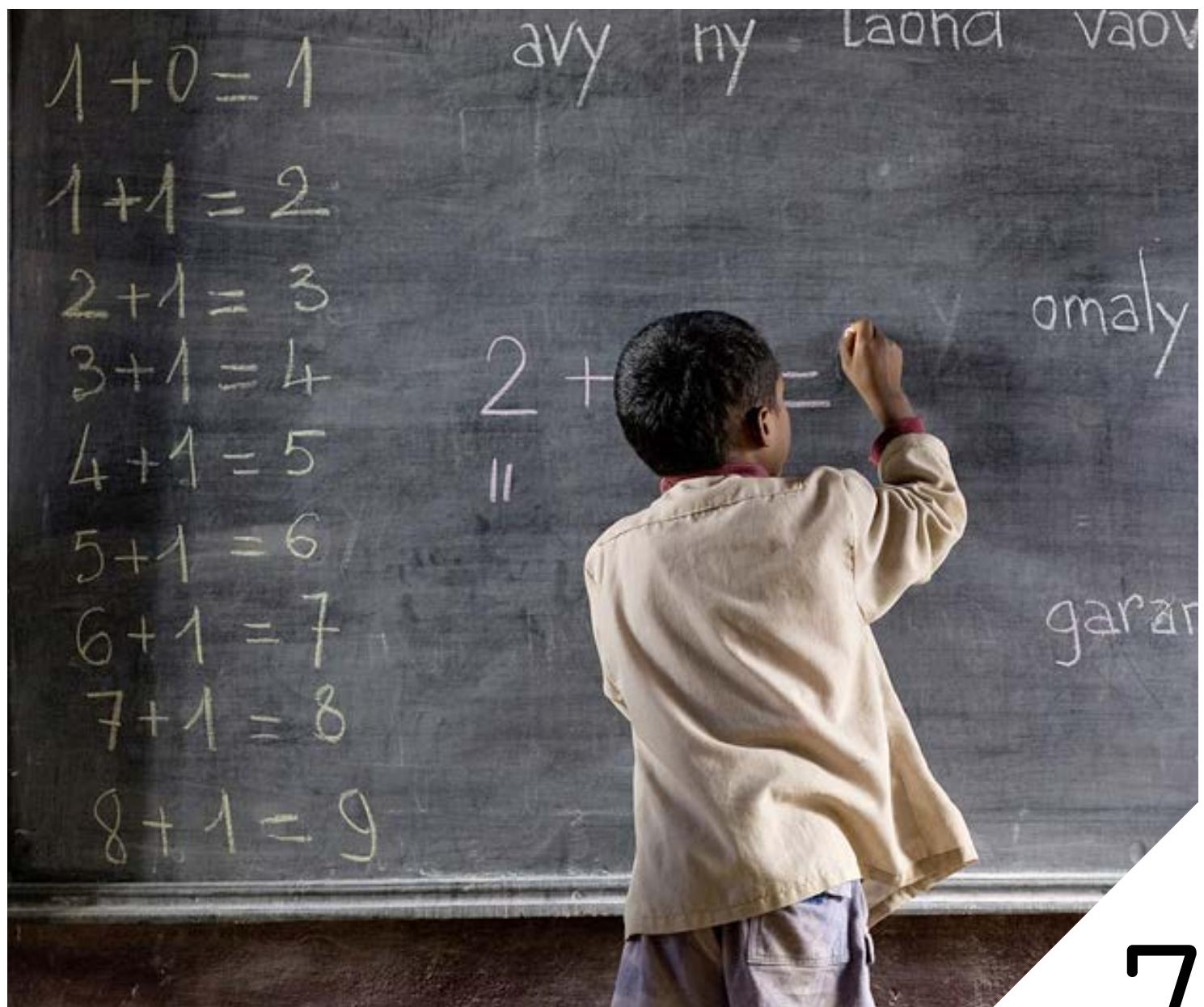
A participative approach may solve these challenges. When returnees and local communities participate in the project design, they are likely to initiate project ideas based on their interests and capacities. Local governments and communities could provide guidance to find suitable projects for the region in order for the returnees to contribute to local development.

In addition, a participative approach to project design can help to empower the returnees and develop a sense of ownership among them and the local community.

¹⁶² United Nations High Commissioner for Refugees (UNHCR). 2012. The Implementation of UNHCR's Policy on Refugee Protection and Solutions in Urban Areas – Global Survey. Switzerland: Geneva. [Web page – <http://www.unhcr.org/516d658c9.pdf>].

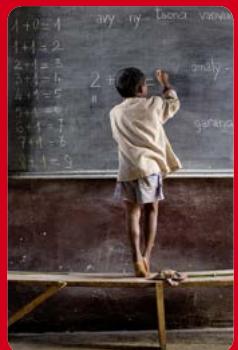
¹⁶³ United Nations Department of Economic and Social Affairs (UNDESA). 2014. World Urbanization Prospects – the 2014 Revision Highlights. United States of America: New York. [Web page – <https://esa.un.org/Unpd/Wup/Publications/Files/WUP2014-Report.pdf>]

¹⁶⁴ United Nations High Commissioner for Refugees (UNHCR). 2012. The Implementation of UNHCR's Policy on Refugee Protection and Solutions in Urban Areas – Global Survey. Switzerland: Geneva. [Web page – <http://www.unhcr.org/516d658c9.pdf>].



7

Recommendations



Based on general lessons learned, the recommendations are more specific and may be of use to policy-makers and practitioners when planning and implementing education and TVET programmes in reintegration scenarios. For easier reference, they are categorised into recommendations on the (a) policy and strategy, (b) institutional and organisational and (c) operational and programme levels.

7.1 Policy and Strategy Level

Recommendation 1

Increase German development cooperation participation in development coordination mechanisms

Continue to participate actively in existing education and TVET coordination mechanisms at a global, regional, national and local level, and use coordination mechanisms as a platform for developing strategic and operational partnerships. Ensure that GDC contributions are well documented, visible and shared with partners.

Recommendation 2

Increase German development cooperation with the United Nations system and other stakeholders

In 2014, a study on GDC/UN cooperation, commissioned by BMZ and conducted by TransTec on behalf of GIZ,¹⁶⁵ already recommended the importance of, and need for, increased cooperation with multi-level actors. The UN and its specialised agencies such as UNHCR/UNRWA (refugees), UNICEF (education, health), the World Food Programme (WFP) (food), ILO (TVET, skills development), World Health Organization (health), the Food and Agriculture Organization (FAO) (agriculture), the UN Office for the Coordination of Humanitarian Affairs (humanitarian coordination) and others have an outstanding international legitimacy, expertise and mandate for coordination. This makes them ideal partners in reintegration situations in order to provide added value and complementarity to GDC efforts. The SDGs provide the ideal umbrella for all organisations working to achieve those by 2030.

There are usually a large number of coordination mechanisms, established and chaired or co-chaired by UN agencies and government ministries, and participation brings an ‘added value’ to any reintegration programme through information-sharing, knowledge management and joint assessments, training and workshops.

In the context of education and TVET it is recommended to build on successful cooperation and good practice in a number of countries with UNICEF, WFP, ILO, UNRWA and UNHCR.

Recommendation 3

Increase funding to non-formal education and TVET approaches in reintegration

While the main focus of GDC programmes and projects is on supporting formal education, from basic to higher education as well as formal TVET, more financial support should be provided to non-formal education and TVET in reintegration settings, adapted to flexible, situation-specific and target-group oriented approaches.

Recommendation 4

Evaluate education and TVET programmes in selected reintegration settings

In order to learn more about specific reintegration responses and their impact it is recommended to evaluate selected projects in larger reintegration settings. Findings and lessons learned can be useful for the design, planning and implementation of new programmes.

¹⁶⁵ Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung (BMZ). 2015. Entwicklungspolitische Zusammenarbeit mit Globalen Entwicklungspartnern – Gemeinsam Verantwortung wahrnehmen, nachhaltige Entwicklung gestalten. Germany: Berlin and Bonn. [Web page - https://www.bmz.de/de/mediathek/publikationen/reihen/strategiepapiere/Strategiepapier353_04_2015.pdf].

7.2 Institutional and Organisational Level

Recommendation 5

Create more synergies between technical and financial cooperation

There are globally only a few successful examples of cooperation between GDC's various instruments such as Technical Cooperation (TC/GIZ), Financial Cooperation (FC/KfW) and other instruments (cooperation with NGOs) in the field of education and TVET in reintegration settings. It is recommended to jointly plan and implement more education and TVET programmes in order to bring together the full expertise of available GDC instruments for the benefit of specific target groups in conflict situations and fragile contexts, including post-conflict reintegration.

Recommendation 6

Start reintegration planning in support of return during displacement

Ideally, planning for the return and reintegration process should already start in the country of asylum or place of displacement to allow a smooth transition when returning home. Therefore, education and TVET offered during displacement have to be tailored towards the prevailing situation in the return areas. As part of the planning, it is advised to conduct market studies, map out education and TVET institutions and their rehabilitation needs, analyse curricula and languages of instruction – with the added recognition of diplomas and certificates that have been received during displacement. Information dissemination as well as organised 'go and see' visits and other means of communication (telephone, internet, etc.) will help to make an informed choice before returning home.

Recommendation 7

Increase focus on TVET in reintegration

The application of more specific assessment procedures will lead to the development of more demand-driven skills training. On the one hand, TVET must be based on the needs, preferences and capabilities of the people in training. On the other hand, community needs and market absorption of the skilled persons must also be assessed. It is further recommended to promote follow-up activities, which are based on mid-term reviews after the training cycle in order to identify the graduate's potential and educational gaps. It should also be ensured that the duration of training programmes be determined on a case-by-case basis.

Recommendation 8

Recognise the benefit of sport and culture for peacebuilding and development

Sport and cultural activities for development and peace programmes need greater support and resources. Implementing agencies should not design them as 'stand-alone' activities but rather mainstream them into existing education and skills programmes.

7.3 Operational and Programme Level

Recommendation 9

Combine education and TVET with livelihood and employment promotion

Education and TVET activities need to be combined with income generation and livelihood development to aim at self-reliance that enables returnees to lead a productive and dignified life. Use flexible approaches and build partnerships with the education authorities and the private sector.

Recommendation 10

Increase activities for the youth

Young people in particular, whose education has been disrupted through displacement, need specific education and skills development opportunities. ALPs and short-term skills training can help them if they are unable to access the formal education system, in order to prepare them for a productive life and protect them from forced recruitment, drug abuse, criminal activities and violence.

Recommendation 11

Address the specific needs of vulnerable groups

All groups with specific needs should be addressed when designing education and TVET interventions in reintegration. Reintegration projects assisting vulnerable groups of returnees usually need to have a stronger emphasis on security concerns and other risks related to returnees' specific vulnerabilities, legal assistance, psychosocial counselling and alternative solutions. For all target groups, the element of self-sufficiency is often a complex one that requires flexibility and creativity by the returnees and all stakeholders involved in the assistance, as they require sensitivity to the individual case.

Recommendation 12

Integrate cross-cutting issues into reintegration programmes

Gender, human rights, environment protection, capacity building and security are cross-cutting issues that need to be addressed and integrated into planning of education and TVET programmes in reintegration. Women, youth and children can contribute their unique skills and capacities to the peacebuilding process.

Recommendation 13

Mainstream gender equality in reintegration

Gender integration has been established as the global strategy of the United Nations for promoting gender equality, which refers to the equal rights, responsibilities and opportunities of women and men and girls and boys.¹⁶⁶ Gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes – here in reintegration. Policy-makers and practitioners need to ensure that women's and men's concerns and experiences form an integral dimension of the design, implementation, monitoring and evaluation of reintegration policies and programmes, so that women and men benefit equally, thereby ensuring that inequality is not perpetuated.¹⁶⁷

Despite general agreement among humanitarian actors that gender perspectives should be integrated into preparedness, response and recovery activities, implementation of gender equality programming still remains inconsistent and unsystematic. Gender equality programming recognises that the needs and vulnerabilities of women, men, girls and boys in any given crisis-affected population will be specific and different. Key to being able to identify and address these disparate needs is a contextual gender analysis.

¹⁶⁶ United Nations High Commissioner for Human Rights (OHCHR). 2011. Gender Equality Policy. United States of America: New York. [Web page - http://www2.ohchr.org/english/issues/women/docs/GenderEqualityPolicy_September2011.pdf].

¹⁶⁷ Ibid.

A gender analysis examines gender relationships in the beneficiary population, including roles, access to and control of resources, and the constraints different groups face relative to each other. It is through this understanding that a gender-mainstreamed humanitarian programme can help ensure equal benefits to all people and avoid placing some at risk.¹⁶⁸

Recommendation 14

Ensure recognition of diplomas and certificates

Programmes need to ensure that diplomas and certificates obtained during displacement are recognised upon return by local authorities to enable returnees to continue education or find employment. Graduates of reintegration programmes must receive locally recognised diplomas and certificates.

Recommendation 15

Provide life skills training

To survive in the harsh environment of a post-conflict setting and also to promote employment readiness, life skills training, including civic and peace education, should be integrated into education and TVET programmes in reintegration.

Recommendation 16

Make use of new technologies

Include ICT instruments and tools into education and TVET development programmes. Training offered should include courses available through open and long-distance learning.

Recommendation 17

Increase focus on human capacity development

Each education and TVET programme should have a human capacity development strategy for agency and partner staff, including local implementing partners. Human capacity development training should have a ‘reintegration’ component and provide knowledge on relevant target groups, and address post-conflict, recovery, and peacebuilding framework policies and their resulting strategies (including ‘good practice’ and ‘lessons learned’).

¹⁶⁸ UN Women. 2015. The Effect of Gender Equality Programming on Humanitarian Outcomes. United States of America: New York. [Web page – <http://www.unwomen.org/-/media/headquarters/attachments/sections/library/publications/2015/unw%20effects%20of%20gender%20equality%20on%20humanitarian%20outcomesinglepgswb.pdf?la=en&vs=5705>].

II Glossary of Terms

Accelerated Learning

In emergency and post-conflict situations, the term used to describe the circumstances in which children complete a number of years of education within a shorter time period. Accelerated learning programmes are usually designed for children older than 10 years, who never attended primary school or whose primary school years were interrupted. The programmes condense the primary cycle into a shorter period of time – for example, a five- or six-year primary cycle condensed into three years (UNESCO, Alternative Education – Filling the Gap in Emergency and Post-Conflict Situations, UNESCO/IIEP/CfBT Education Trust, 2009).

Alternative Education

Alternative education is the overarching term, which refers to all types of education programmes that are often not considered formal education programmes by agencies, governments and donors. Often, but not exclusively, alternative education programmes are offered outside the auspices of the formal government education system. Alternative education programmes as defined in this study include those offered to refugees and internally displaced persons by agencies and NGOs where they are not part of the country's education system. It also includes non-formal education programmes where the certification and validation of the learning is not automatically assured; ad hoc education or awareness programmes that respond to a specific perceived need; and short-term emergency education programmes that are considered bridging programmes (UNESCO, Alternative Education – Filling the Gap in Emergency and Post-Conflict Situations, UNESCO/IIEP/CfBT Education Trust, 2009).

Asylum

When people flee their own countries, and seek sanctuary in another country, they apply for asylum – the right to be recognised as a refugee and receive legal protection and material assistance. Such protection is granted because it is believed that the person in question would otherwise be in danger, or his or her fear of persecution in his or her home country is well-founded (University for Peace, A Glossary of Terms and Concepts in Peace and Conflict Studies, Second edition, San José, 2005; UNHCR, What is a refugee? [Web page – <http://www.unrefugees.org/what-is-a-refugee/>]).

At Risk, Youth

The term Youth at Risk is a general term and can be defined in numerous ways. While much of the risk research emerges with a focus on epidemiology and therefore the study of individual 'risky behaviour', other research has emphasized 'risky situations or environments', where circumstances predispose young people to engage in behaviour with serious negative consequences.

Different risk factors and circumstances can hinder their personal development and successful integration into the economy and society. Circumstances and risk factors that can place young people at greater vulnerability are for instance abuse (physical, sexual, mental etc.), crime and violence, disabilities, poverty, school failure and mental health disorders, such as depression and anxiety (and many other risk factors) (Oxford Bibliographies Online – Craig Winston LeCroy, Elizabeth K. Anthony, 2017. Youth at Risk. [Web page – <http://www.oxfordbibliographies.com/view/document/obo-9780195389678/obo-9780195389678-0112.xml#obo-9780195389678-0112-bibItem-0003>]).

Basic Education

All programme and policy efforts aimed at improving pre-primary education, primary education, and lower secondary education (delivered in formal or non-formal settings), as well as programmes promoting learning for out-of-school youth and adults. Basic education includes literacy, numeracy, and other basic skills development for learners. According to UNESCO, the formerly used terms 'elementary' and 'fundamental education' have come to be replaced by the notion of 'needs'. Instead of suggesting the notion of 'minimum' education, it is considered as the 'basis' for lifelong learning (for children, youth and adults). In the 1990s, with the 'Declaration of the World Conference on Education for All', 'basic education' came to represent a more expanded notion; it becomes 'the foundation of lifelong learning' (UNESCO, Operational Definition of Basic Education, Thematic Framework, 2007).

Capacity Development

In development cooperation, capacity development is understood to be the process through which people, organisations and society as a whole become able to shape their own development and adapt it to changing conditions and frameworks. When supporting capacity development, German development cooperation bases its conceptual approach on these three levels (i.e. people, organisations and society) (Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), Kooperationsmanagement in der Praxis – Gesellschaftliche Veränderungen gestalten mit Capacity WORKS, 2015).

Children Associated with Armed Groups and Forces

For the purposes of disarmament, demobilisation and reintegration programmes, UNICEF defines a child soldier as any child, boy or girl, under the age of 18, who is part of any kind of regular or irregular armed force or armed group in any capacity. This includes, but is not limited to, cooks, porters and messengers. It includes girls and boys recruited for forced sexual purposes and/or forced marriage. The definition, therefore, does not only refer to a child who is carrying, or has carried, weapons. (UNICEF, Children Associated with Armed Groups, Child protection information sheet, 2006).

Civil Society

It is a sphere of society distinct and independent from the state system, the means of economic production, and the household. This collective realm, or 'public space', includes networks of institutions through which citizens voluntarily represent themselves in cultural, ideological, and political senses. The term 'civil society' is often employed in the context of mutual rights and responsibilities. From the mid-nineteenth century onwards, distinctions between civil society and the state became more pronounced, reflecting the view that independent sectors (within civil society) can defend themselves from a state.

Non-governmental organisations (NGOs) are often considered the backbone of civil society, yet informal social institutions, professional associations, and interest groups constitute further examples. The strength of civil society is generally considered critical in providing protection and institutional hedges for individuals and groups against potential authoritarianism or intrusive government. (University for Peace, A Glossary of Terms and Concepts in Peace and Conflict Studies, Second edition, San José, 2005).

Community

It refers to both the development of a social grouping and the nature of the relationship among the members. A community is often associated with one or more of the following characteristics: common people, as distinguished from those of rank or authority; a relatively small society; the people of a district; a sense of something in common (such as norms, religion, values, or identity and characteristics). A community can be either a geographically based group of persons or a group with shared interests or common demographic composition irrespective of their physical location within a country. Furthermore, communities can share a virtual space through communication platforms; this group of people interact via communication media rather than face-to-face ('virtual community') (UNESCO Institute for Statistics, 2011. Glossary – Community. [Web page – <http://uis.unesco.org/en/glossary-term/community>]; Ontario Healthy Community Coalition (OHCC), Community Development Strategies, Definition and Characteristics of Communities. [Web page – <http://www.ohcc-ccso.ca/en/courses/community-development-for-health-promoters/module-one-concepts-values-and-principles/definit>]).

Conflict

Conflict is an essential component of social change and is not undesirable per se. Conflict is understood as interaction with violence and fragility and therefore has a negative connotation in all cases. Accordingly, the term 'conflict' describes the relationship between two or more mutually dependent parties where at least one of the parties perceives this relationship in a negative sense or has interests and needs which conflict with those of the other party(-ies). Conflict may be either manifest, recognisable through actions or behaviours, or latent, in which case it remains dormant for some time, as incompatibilities are unarticulated or are built into systems or such institutional arrangements as governments, corporations, or even civil society.

The aim of development policy is to prevent or help put an end to violence being used as a means of resolving conflicts as well as to reduce the impact that fragility has as a breeding ground for violence. (BMZ, Development for Peace and Security, Strategy Paper 4, 2013, Glossary of Terms; University for Peace, A Glossary of Terms and Concepts in Peace and Conflict Studies, Second edition, San José, 2005).

Crisis Prevention

The term 'crisis prevention' covers early, systematic and coherent action at various levels of government and society to prevent violent conflicts. Crisis prevention measures aim to reduce the potential for violence and the escalation of crises by mitigating the causes of conflict and to encourage the establishment of institutions, structures and cultures for the peaceful resolution of conflicts. Crisis prevention measures are taken either before, during or after a violent conflict (BMZ, Development for Peace and Security, Strategy Paper 4, 2013, Glossary of Terms).

Disability

Disability is an umbrella term, covering impairments, activity limitations, and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations (World Health Organization, Health Topics – Disabilities [Web page – <http://www.who.int/topics/disabilities/en/>]).

Disarmament, Demobilisation and Reintegration (DDR)

Disarmament, Demobilisation and Reintegration (DDR) has become an integral part of post-conflict peace consolidation, featuring prominently in the mandates of peacekeeping operations.

Disarmament is the collection, documentation, control and disposal of small arms, ammunition, explosives and light and heavy weapons from combatants and often from the civilian population.

Demobilisation is the deliberate process of transferring individuals/ex-combatants from military or paramilitary forces to other, sustaining and productive, roles in society. Successful demobilisation requires careful monitoring and evaluation.

Reintegration is the process by which ex-combatants acquire civilian status and gain sustainable employment and income.

The UN-sponsored DDR programme is a political, social and economic process with an open time frame, primarily taking place in communities at the local level. It offers skills training, job creation, housing, social reintegration, psychological assistance, and re-socialisation. (United Nations Disarmament, Demobilization and Reintegration Resource Centre (UNDDR), What is DDR? [Web page – http://www.unddr.org/what-is-ddr/introduction_1.aspx]; University for Peace, A Glossary of Terms and Concepts in Peace and Conflict Studies, Second edition, San José, 2005).

Do No Harm

International humanitarian and development actors have recognised the 'Do No Harm' approach, developed and propagated by Mary B. Anderson in the 1990s, as a foundation for conflict-sensitive aid and development interventions. A key element of the approach is to recognise, avoid, and cushion the possible unintended effects of humanitarian aid and development cooperation that may lead to aggravation of conflict, fragility and violence. This means that the design of interventions and operative aspects in project implementation need to be closely analysed and monitored for assessment of the conflict relevance, conflict risks and actual effects of the interventions (BMZ, Development for Peace: A Task for Development Policy [Web page – https://www.bmz.de/en/publications/type_of_publication/information_flyer/information_brochures/Materialie305_development_policy.pdf]).

Durable Solution

In the context of forced displacement, a durable solution will allow people to rebuild their lives in dignity and peace. Seeking and providing durable solutions – solutions that end the cycle of displacement and allow refugees to lead normal lives – is an essential element of international protection. For refugees, there are three solutions available: voluntary repatriation to their country of origin, local integration in the country of asylum or resettlement to a third country. (UNHCR, Framework for Durable Solutions for Refugees and Persons Of Concern, 2003. [Web page – <http://www.unhcr.org/partners/partners/3f1408764/framework-durable-solutions-refugees-persons-concern.html>].

Early Recovery

Early recovery is a multidimensional process of recovery that begins in a humanitarian setting. It is guided by development principles that seek to build on humanitarian programmes and to catalyse sustainable development opportunities. It aims to generate self-sustaining, nationally owned, resilient processes for post-crisis recovery. It encompasses the restoration of basic services, livelihoods, shelter, governance, security and the rule of law, environmental and social dimensions, including the reintegration of displaced populations (Cluster Working Group on Early Recovery, Guidance Note on Early Recovery, 2008).

Education in Emergencies

According to the Inter-Agency Network for Education in Emergencies (INEE) refers Education in Emergencies to the quality learning opportunities for all ages in situations of crisis, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education. Education in emergencies provides physical, psychosocial, and cognitive protection that can sustain and save lives. Common situations of crisis in which education in emergencies is essential include conflicts, situations of violence, forced displacement, disasters, and public health emergencies. (Inter-Agency Network for Education in Emergencies (INEE), 2017. Education in Emergencies. [Web page – <http://www.ineesite.org/en/education-in-emergencies>].)

Ex-combatant

An ex-combatant can be seen as an individual who has taken direct part in the hostilities on behalf of one of the warring parties. The individual must also either have been discharged from, or have voluntarily left, the military group he or she was serving in (Swedish International Development Cooperation Agency, www.sida.se).

Often, DDR policies, projects and programmes emphasise the fact that forcibly abducted civilians who had to join armed groups against their will should be considered as beneficiaries in programmes addressing DDR (Swedish International Development Cooperation Agency (SIDA), 2005. Reintegrating Ex-Combatants in Post-Conflict Societies. Stockholm. [Web page – <https://www.sida.se/contentassets/561fdfe050554a249be2f1d0120dca5d/14673.pdf>]).

Forced Displacement

Forced displacement occurs when individuals and communities have been forced or obliged to flee or leave their homes or places of habitual residence. In particular, because of persecution, conflict, violence, or human rights violations. (UNHCR Global Trends Report 2018 – Forced Displacement in 2017).

Formal Education

According to UNESCO and her International Standard Classification of Education (ISCED) is 'Formal Education', the education that is institutionalized, intentional and planned through public organizations and recognized private bodies and, in their totality, make up the formal education system of a country. Formal education programmes are thus recognized as such by the relevant national educational authorities or equivalent, e.g. any other institution in co-operation with the national or sub-national educational authorities. 'Formal Education' consists mostly of initial education. Vocational education, special needs education and some parts of adult education are often recognized as being part of the formal education system.

In some countries, programmes that are organised of joint part-time employment and part-time participation in the regular school and university system are known as the 'dual system' or equivalent terms in these countries. 'Formal Education' is also referred to as initial education or regular school and university education (UNESCO Institute for Statistics, 2011. Glossary – Formal Education. [Web page – <http://uis.unesco.org/en/glossary-term/formal-education>]).

Gender

Refers to the socially constructed roles for women and men, which are often central to the way in which people define themselves and are defined by others. Gender roles are learned, changeable over time, and variable within and between cultures. Gender often defines the duties, responsibilities, constraints, opportunities, and privileges of women and men in any context. Gender equality refers to the equal enjoyment of rights, responsibilities and opportunities of women, men, girls and boys. Gender equality implies that the interests, needs and priorities of each gender are respected (Inter-Agency Standing Committee (IASC), October 2016. IASC Policy on Protection in Humanitarian Action, Gender).

Gender-based Violence

Gender-based violence (GBV) refers to any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e. gender) differences between males and females. It includes acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty, whether occurring in public or in private life (Inter-Agency Standing Committee (IASC), October 2016. IASC Policy on Protection in Humanitarian Action, Gender-based Violence).

Host Community

A host community or country refers to the country of asylum and the local, regional and national governmental, social and economic structures within which refugees and IDP's live. Refugees and IDP's live within host communities with or without legal status and recognition by the host community. In the context of refugee camps, the host community may encompass the camp, or may simply neighbour the camp but have interaction with, or otherwise be impacted by, the refugees residing in the camp (UNHCR, 2015 (2011). UNHCR-NGO Toolkit for Practical Cooperation. Community Outreach to Host Communities. [Web page – <http://www.unhcr.org/protection/resettlement/4cd7d1509/unhcr-ngo-toolkit-practical-cooperation-resettlement-community-outreach.html>]).

Inclusive Education

Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve 'Education for All'. In the field of education, inclusion entails the right of all learners to quality education that meets basic learning needs and the development of their full potential, regardless of special educational needs, sex, social or economical backgrounds.

As an overall principle, it should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society. (UNESCO, 2009. Policy Guidelines on Inclusion in Education).

Informal Learning

According to UNESCO and her International Standard Classification of Education (ISCED) is informal learning a form of learning that is intentional or deliberate but is not institutionalized. It is less organized and structured than either formal or non-formal education. Informal learning may include learning activities that occur in the family, in the work place, in the local community, and in daily life, on a self-directed, family-directed or socially directed basis. (UNESCO Institute for Statistics, 2011. Glossary – Informal Learning.).

Internally Displaced Person

An internally displaced person (IDP) is a person who has been forced to flee their homes but never cross an international border. They seek safety anywhere they can find it - in nearby towns, schools, settlements, internal camps, even forests and fields. IDPs, which include people displaced by internal strife and natural disasters, are the largest group that UNHCR assists. Unlike refugees, IDPs are not protected by international law or eligible to receive many types of aid because they are legally under the protection of their own government. (Internal Displacement Monitoring Centre, www.internal-displacement.org; UNHCR, What is a refugee? [Web page – <http://www.unrefugees.org/what-is-a-refugee/>]).

(Local) Integration

Integration is a sociological term describing the integration and particularly the acceptance of individuals in the social group they belong to. Belonging to groups or networks and social contacts within and outside of one's group helps to be socially accepted, build trust and confidence, provides a feeling of security and protection and eventually leads to social and political participation. Within the context if forced displacement Local Integration is one of the three Durable Solutions.

Local Integration is based on the understanding that those refugees, who are unable to repatriate and are willing to integrate locally, will find a solution to their plight in their country of asylum. The process of local integration is greatly facilitated by refugees becoming self-reliant, since they become better able to interact with the local population economically and socially (economic component).

Furthermore, it is important, that interactions between refugees and local communities enable refugees to live amongst or alongside the host population, without discrimination or exploitation and as contributors to the development of their host communities. Due to the fact, that refugees are granted a progressively wider range of rights and entitlements by the host state, it has to be the aim that local integration should lead to permanent residence rights and perhaps ultimately the acquisition of citizenship in the country of asylum. (BMZ/GIZ, Social (Re-) Integration in (Post-) Conflict Situations by TVET and Employment Promotion. 2014; UNHCR, 2003. Framework for Durable Solutions for Refugees and Persons Of Concern. [Web page – <http://www.unhcr.org/partners/partners/3f1408764/framework-durable-solutions-refugees-persons-concern.html>]).

Life Skills

Life skills are defined as psychosocial abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills: cognitive skills for analysing and using information, personal skills for developing personal agency and managing oneself, and interpersonal skills for communicating and interacting effectively with others (UNICEF, Definition of Terms [Web page, updated 2003 – https://www.unicef.org/lifeskills/index_7308.html]).

Life Skills Education

Life skills education is a structured programme of needs- and outcomes-based participatory learning that aims to increase positive and adaptive behaviour by assisting individuals to develop and practise psychosocial skills that minimise risk factors and maximise protective factors. Life skills education programmes are theory- and evidenced-based, learner-focused, delivered by competent facilitators, and appropriately evaluated to ensure continuous improvement of documented results (UNICEF, Definition of Terms).

Livelihoods

Livelihoods are activities that allow people to secure the basic necessities of life, such as food, water, shelter and clothing. Engaging in livelihood activities means acquiring the knowledge, skills, social network, raw materials, and other resources to meet individual or collective needs on a sustainable basis with dignity. Livelihood activities are usually carried out repeatedly within an income stream such as agriculture, pastoralism, fishing, employment within a market sector, or as an entrepreneur. Ideally, people work within one or multiple streams providing goods and services to a market economy based on cash exchange or barter. Work provides the basis for their food security and self-reliance, adding stability, prosperity and peace to the community at large (UNHCR, A Global Strategy for Livelihoods. A UNHCR Strategy 2014–2018, Geneva, 2014).

Mental Health and Psychosocial Support

Mental health and psychosocial support (MHPSS) is commonly used to describe any type of local or outside support that aims to protect or promote psychosocial well-being and/or prevent or treat mental disorders for people in crises.

This composite term is now widely used and accepted by practitioners in the field. MHPSS serves to unite as broad a group of actors as possible and underscores the need for diverse, complementary approaches in providing appropriate supports. As such, the composite MHPSS term is an attempt to seek agreement on practice and avoid the conceptual and theoretical debates that have previously divided the field and, in many cases, hindered improved programs and co-ordination.

(United Nations High Commissioner for Refugees (UNHCR) - Policy Development & Evaluation Service, 2013. Geneva; Inter-Agency Standing Committee (IASC) (2007). IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings. Geneva: IASC. [Web page - https://interagencystandingcommittee.org/system/files/legacy_files/Guidelines%20IASC%20Mental%20Health%20Psychosocial%20%28with%20index%29.pdf]).

Non-Formal Education

According to UNESCO and her International Standard Classification of Education (ISCED) is non-formal education an addition, alternative and/or a complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters for people of all ages, but does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low intensity, and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal qualifications by the relevant national educational authorities or to no qualifications at all. Non-formal education can cover programmes contributing to adult and youth literacy and education for out-of-school children, as well as programmes on life skills, work skills, and social or cultural development. (UNESCO Institute for Statistics, 2011 <http://uis.unesco.org/en/glossary-term/non-formal-education>).

Non-Formal Learning

Non-formal learning is learning that has been acquired in addition or alternatively to formal learning. In some cases, it is also structured according to educational and training arrangements, but more flexible. It usually takes place in community-based settings, the workplace and through the activities of civil society organisations. Through the recognition, validation and accreditation process, non-formal learning can also lead to qualifications and other recognition (UNESCO Institute for Lifelong Learning (UIL), 2012. UNESCO Guidelines for the Recognition, Validation and Accreditation of the Outcomes of Non-formal and Informal Learning. Hamburg. [Web page - <http://unesdoc.unesco.org/images/0021/002163/216360e.pdf>]).

Peacebuilding

Policies, programmes, and associated efforts to restore stability and the effectiveness of social, political, and economic institutions and structures in the wake of a war or some other debilitating or catastrophic event. Peacebuilding generally aims to create and ensure the conditions for 'negative peace', the mere absence of violent conflict engagement, and for 'positive peace', a more comprehensive understanding related to the institutionalisation of justice and freedom. These require short- and long-term actions tailored to address the particular needs of societies sliding into conflict or emerging from it. It focuses on fostering sustainable institutions and processes in areas such as sustainable development, the eradication of poverty and inequalities, transparent and accountable governance. Peacebuilding aims to promote democracy with respect for human rights and the rule of law, in a setting of peace and non-violence (UN Peacebuilding Support Office (PBSO), , What Is Peacebuilding? [Web page - <http://www.un.org/en/peacebuilding/pbsos/pbun.shtml>]; University for Peace, A Glossary of Terms and Concepts in Peace and Conflict Studies, Second edition, San José, 2005).

Peaceful Coexistence

There is no single definition for the term. According to UNHCR, it is used as followed: It describes (1) an end-state in which individuals and groups are living peacefully with others in their communities, even when fundamental differences exist. It encompasses all inter-group relations at a community level, particularly in societies, which have diverse religious, political, social and cultural groupings. (2) A process whereby a situation and a group (or groups) transition from a state of mere absence of violence to more positive dynamics characterised by shared values, positive relationships, interaction and interdependence, respect, trust and cooperation. (3) An approach based on the process of building social cohesion and peace between host communities and displaced persons. UNHCR's approach to coexistence is rights-based, community-based and context-specific, and ensures that communities can live together equitably and peacefully. It is relevant to urban or rural settings, collective or dispersed settlements, and both during displacement and upon realisation of a solution (UNHCR, Principles and Operational Guidance on Coexistence Projects, 2013).

Refugee

According to Article 1 of the 1951 Geneva Refugee Convention, a refugee is someone who has been forced to flee his or her country because of persecution, war or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership of a particular social group. Most likely, they cannot return home or are afraid to do so. They are defined and protected in international law, and must not be expelled or returned to situations where their life and freedom are at risk (UNHCR, What is a refugee?).

Repatriation, Voluntary

Repatriation of refugees must be strictly voluntary and take place in conditions of safety and with dignity.

Among the durable solutions available to displaced persons and refugees, voluntary repatriation remains the preferred option in the majority of situations. Unfortunately, it has become one of the more difficult solutions to achieve, because voluntary repatriation requires the full commitment of the country of origin to help reintegrate its own people. Under less ideal conditions, e.g. when the sustainability of the peace process is not yet assured, but refugees are returning on their own, UNHCR may facilitate the return process. (UNHCR, Handbook for Repatriation and Reintegration Activities, 2004; UNHCR, Global Focus – Glossary).

Reintegration

Reintegration is part of the proposed durable solutions. It is a process which enables former refugees and displaced people to secure the political, economic and social conditions to maintain their life, livelihood and dignity.

Such a process assumes that refugees return to societies that are more or less stable. It should be stressed that communities in areas of return could benefit from returnees, as they can bring new skills and resources, which they may have acquired during their displacement. Reintegration can be a socially transformative process.

Reintegration is a collective responsibility under government leadership; some actors (e.g. UNHCR and other humanitarian agencies) play a lead role in the earlier stages, while other actors (e.g. development agencies) play a greater role later in the reintegration process. (UNHCR, Handbook for Repatriation and Reintegration Activities, 2004).

Resettlement

Resettlement is one of three durable solutions to the plight of refugees. Resettlement under the auspices of the UNHCR involves the selection and transfer of refugees from a State in which they have sought protection to a third State that has agreed to admit them – as refugees – with permanent residence status. The status provided by the resettlement State ensures protection against refoulement and provides a resettled refugee and his/her family or dependents with access to civil, political, economic, social and cultural rights similar to those enjoyed by nationals. Resettlement also carries with it the opportunity to eventually become a naturalized citizen of the resettlement country. Resettlement can only be achieved through collaboration with various partners, in particular, resettlement States, international organizations and nongovernmental organizations (NGOs).

Resettlement is also a tangible expression of international solidarity and a responsibility-sharing mechanism, allowing states to help reduce problems that affect the country of first asylum. (UNHCR, 2003. Framework for Durable Solutions for Refugees and Persons Of Concern. UNHCR, 2017. Frequently Asked Questions about Resettlement. [Web page – <http://www.unhcr.org/56fa35b16>]).

Resilience

Resilience fundamentally concerns how an individual, household, community, society or state deals with shocks and stresses. Resilience involves the ability to adapt to stresses while mitigating the negative impact that they have on development progress and humanitarian conditions. Resilience applies in equal measure across sectors and involves components related to livelihoods, governance, the environment, the economy and more. The aim of resilience-oriented programming is to ensure that shocks and stresses, whether individually or in combination, do not lead to a long-term downturn in well-being and further seeks to build capacity to deal with future shocks and stresses (UK Overseas Development Institute [Web page – <https://www.odi.org/>]).

Returnee

An individual who was of concern to the UNHCR when outside his/her country of origin and who remains so, for a limited period, after returning to the country of origin. The term also applies to IDPs who return to their previous place of residence (UNHCR, Global Focus – Glossary [Web page – <http://reporting.unhcr.org/glossary/r>]).

Self-Reliance

Self-reliance is the ability of an individual, household or community to meet essential needs and to enjoy social and economic rights in a sustainable manner and with dignity. By becoming self-reliant, refugees and displaced persons lead active and productive lives and are able to build strong social, economic and cultural ties with their host communities. Self-reliance can assist in ensuring that persons of concern are better protected by strengthening their capacity to claim their civil, cultural, economic, political and social rights (UNHCR, A Global Strategy for Livelihoods. A UNHCR Strategy 2014–2018, Geneva, 2014).

Skills Development

The acquisition of practical competencies, know-how and attitudes, which are necessary to perform a trade or occupation in the labour market (UNESCO/UNEVOC, TVETipedia Glossary [Web page – <http://www.unevoc.unesco.org/go.php?q=TVETipedia+Glossary+A-Z>]).

Sustainable Development Goals

The Sustainable Development Goals (SDGs), officially known as 'Transforming our world: the 2030 Agenda for Sustainable Development' is a set of 17 Global Goals with 169 targets between them. On 25 September 2015, the 193 countries of the UN General Assembly adopted the SDGs, to end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda. Each goal has specific targets to be achieved over the next 15 years. The SDGs replace the Millennium Development Goals, which ended in 2015. The SDGs and their targets are the result of a deliberative process involving its 193 Member States, as well as global civil society and other stakeholders around the world. (UN, Sustainable Development Knowledge Platform [Web page – <https://sustainabledevelopment.un.org/>])

Technical and Vocational Education and Training

Technical and vocational education and training (TVET) is understood as comprising education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods.

TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development, which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts (UNESCO/UNEVOC, TVETipedia Glossary).

Transition

Transition describes the passage from one state or stage to another. A successful transition is one in which the shift from providing direct lifesaving services to working under the leadership of, and in partnership with, national authorities is managed in a way that does not create further vulnerabilities. A well-managed shift that often involves the simultaneous delivery of humanitarian assistance and fast-tracked recovery programmes that consolidate peace dividends helps reduce vulnerability and long-term reliance on relief, laying the foundations for sustainable development. BMZ has developed transitional development assistance as a tool aimed to build connectedness, e.g. linking humanitarian aid, under the portfolio of the Federal Foreign Office and development cooperation. This is in line with the international approach of Linking Relief, Rehabilitation and Development (LRRD). (BMZ, Transitional Development Assistance [Web page – <https://www.bmz.de/en/issues/transitional-development-assistance/index.html>]).

Trauma

A traumatic event is perceived and experienced as a sudden and unexpected threat to one's own safety or to the stability of one's world. The experience causes physical, emotional and psychological distress or harm. Especially in situations of armed conflict and post-conflict, violence or the threat of it, traumatic experiences of any kind may seriously restrict the ability of the individual to enjoy good health. Things that remind the person of the traumatic event may cause avoidance symptoms, as can resemblance to the characteristics of perpetrators (smell, movement, habits, etc.). In learning situations, the ability to remember and to retain information can be affected. People may be unable to talk freely or to take any space in group situations. They may appear to be disruptive, disrespectful or show destructive behaviours as a consequence of their experience (Psychologists for Social Responsibility, Trauma, Recovery and Resilience [Web page – <http://www.psysr.org/about/programs/wellbeing/projects/trauma/>]).

Vulnerability

Vulnerability can be defined as the diminished capacity of an individual or group to anticipate, cope with, resist and recover from the impact of a natural or man-made hazard. The concept is relative and dynamic. Physical, economic, social and political factors determine people's level of vulnerability. Vulnerability is most often associated with poverty, but it can also arise when people are isolated, insecure and defenceless in the face of risk, shock or stress.

Potentially vulnerable groups include e.g. displaced populations, migrants, returnees, young children, unaccompanied children, widows, elderly people without family support and disabled persons (International Federation of Red Cross and Red Crescent Societies (IFRC). 2017. [Web page – <http://www.ifrc.org/en/what-we-do/disaster-management/about-disasters/what-is-a-disaster/what-is-vulnerability/>]).

Youth

The UN Secretariat uses the terms 'youth' and 'young people' interchangeably to mean the age between 15 and 24 years old with the understanding that Member States and other entities use different definitions. Definitions of 'youth' perhaps change with circumstances, especially with changes in demographic, financial, economic and socio-cultural settings (United Nations Department of Economic and Social Affairs (UNDESA). 2013. Fact Sheet – Definition of Youth).

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Lessons Learned and Recommendations

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