

A photograph of a man wearing safety glasses and a dark t-shirt, working with a power tool in a workshop. Sparks are flying from the tool, and the background is a warm, orange-toned industrial setting. The image is partially covered by a semi-transparent white box containing the title and a solid red bar below it.

Skills Development in the Context of forced Displacement and Migration

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► MIGRATION AND FORCED DISPLACEMENT – WHO, WHY AND WHERE TO?

International migration flows are not a new global trend. What is new is the number of refugees and internally displaced persons (IDPs) among these migrants. Around the world, **more than 65 million people are currently displaced**. That is almost **15 million more** than three years ago (51.2 million in 2013).

Almost two thirds – more than 40 million – of the people who have been forcibly displaced, are internally displaced within the borders of their own countries. They have no protection under international law. The mandate of the UN Refugee Agency (UNHCR) does not include any particular responsibility for internally displaced persons. It is primarily their countries of origin that are responsible for protecting them.



53 per cent of the 16.1 million refugees covered by UNHCR's mandate come from only three countries:

Syria (4.9 million), Afghanistan (2.7 million) and Somalia (1.1 million).

86 per cent – nearly nine out of every ten refugees – flee to developing countries, to countries already suffering from inadequate infrastructure, poor economic prospects and scarce resources. Trying to provide adequate supplies and care for the high number of refugees places a huge additional burden on these countries. This can be seen in particular in the field of education, technical and vocational education and training (TVET), employment and health care. The problems are compounded by the fact that more than 60 per cent of refugees around the world live in urban areas, beyond

the reach of the supply structures offered by refugee camps. Affordable housing is in short supply, leading to the rise of informal settlements.

Frequently, the local population regards refugees and internally displaced persons as a threat, given the intense competition that exists for precisely these scarce resources. There is thus a serious risk of social tension arising between the host community and refugees or IDPs.

Why do people leave their home countries? Violent conflicts, individual political persecution and human rights violations are only some of the **acute causes of forced displacement** as laid out in the 1951 Refugee Convention (and its 1967 Protocol), and as defined by UNHCR. **Structural conditions** including poor governance, inequitable distribution of resources and a **lack of education and employment** prospects can push people to migrate. It is often a combination of several different structural factors that cause the situation to escalate such that people are forced to flee their homes.

German development cooperation aims to mitigate the pressure to migrate while fostering voluntary, safe, properly regulated migration, and raising awareness of the potential migration offers.

However diverse the reasons might be that force people to leave their homes, what they have in common is the **desire for better, safer living conditions and the desire to take charge of their own future.**

The countries
that have taken
in most refugees

1. Turkey (2.5 million)
2. Pakistan (1.6 million)
3. Lebanon (1.1 million)
4. Islamic Republic of Iran (979,400)
5. Ethiopia (736,100)
6. Jordan (664,100)

Source: UNHCR (2015)



► SHAPING THE FUTURE DURING FORCED DISPLACEMENT?

There is no sign that violent conflicts are set to end any time soon, and thus no indication of when people will be able to return to their countries or regions of origin. In the last five years alone, 15 more wars and conflicts have erupted. Forced displacement is becoming increasingly long-term: 41 per cent of all refugees around the globe fled their homes more than five years ago. The world's largest refugee camp at Dadaab in Kenya was first established in 1992 and has become symbolic of a life in transit. The uncertainty about one's own future, and the inability to actively shape this future, is devastating. The difficulty of foreseeing political developments in crisis-affected regions also forces host countries to put in place the political and legal framework for at least 'temporary integration'.

UNHCR distinguishes between refugees and internally displaced persons. The two groups together are termed 'displaced persons'.

Who is a refugee?

Article 1 of the 1951 Refugee Convention stipulates that the term refugee shall apply to any person, who 'owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable, or owing to such fear, is unwilling to avail himself of the protection of that country'.

(<http://www.unhcr.org/protect/PROTECTION/3b66c2aa10.pdf>)

Who is an internally displaced person?

Internally displaced persons (IDPs) are people who flee their homes but remain inside the borders of their own country. For decades little notice was taken of these people as a distinct phenomenon, although they are one of the largest groups of vulnerable people. There are no specific instruments under international law for internally displaced persons, and general agreements such as the Refugee Convention are difficult to apply in many cases.

(ibid)

Most refugees I have met, like almost all people, hope for a future in their own country. Like us, they want to live at home, where their families are. This is where our efforts and our energy are required.

Gerd Müller,
Federal Minister for Economic Cooperation and Development

► TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING IS CRUCIAL FOR ECONOMIC (RE)INTEGRATION

Young people account for a large percentage of displaced people. It is vitally important that they receive skills development training if they are to become integrated into the economy in the host country or reintegrated in their country of origin. TVET not only helps make young people employable. It also enables them to participate in society and enhances their confidence.



Syrian refugees are being trained as plumbers in a TVET school in Irbid, Jordan

TVET is an integral part of education in the broader sense. The foundations that enable young people to take up any type of skills development training are laid at primary school level.

Parallel to economic and employment promotion, TVET also has a very important part to play in mitigating migratory pressure: The lack of training and ultimately decent employment opportunities forces many young people to leave their homes in search for work and better living conditions. As a result,

nations that are already struggling lose their main source of generating revenue: their human capital, their future workforce!

These are some of the factors that have created great demand for GIZ's advisory services in the field of technical and vocational education and training in BMZ's partner countries. In 63 of the 80 current partner countries, bilateral development cooperation programmes aiming to improve TVET systems are already being implemented. One fundamental focus of advisory services is to design work-based TVET courses that are responsive to labour market needs. It is also crucial that training measures are accompanied by employment promotion, because although TVET can enhance employability, new jobs will only be created if the economy grows, and with it the demand for more human resources.

In many partner countries, there are often a number of challenges to be overcome. In many cases, TVET institutions have no clear mandate, the private sector is not involved in curriculum development, there is a lack of infrastructure and qualified teachers and instructors, certification procedures are not standardised.

The integration of refugees in skills development training programmes is an additional and highly complex challenge for the partner countries and for German development cooperation.



SKILLS DEVELOPMENT FOR REFUGEES AND INTERNALLY DISPLACED PERSONS

There are a number of aspects to consider in the design and implementation of skills development programmes: Are there any legal restrictions that prevent refugees from taking part in skills development measures? And even if they are legally entitled, do they have the educational background required to take part? How can they acquire the language skills they will need? Will they be able to obtain a work permit in the host country so that they can work in the occupation for which they have been trained. Will their qualifications be recognised outside the host country?

Answers are not always on hand. The legal and political frameworks for dealing with refugees vary enormously from one country to another, as does their access to TVET, skills development training and the labour market. These are often highly sensitive political issues. German development cooperation is involved in these negotiation processes in an advisory capacity. It raises awareness of the potential skilled refugees could have for domestic economies, as well as pointing to the urgency for society as a whole of integrating refugees (also on a temporary basis) by providing training and enabling them to work.

With BMZ's Special Initiative '**Tackling the root causes of forced displacement, stabilising host communities, supporting refugees**', Germany is responding to the increasing relevance of providing technical and vocational education and training for refugees and IDPs. This is an important precondition for both economic integration in the host country and reintegration in their country of origin. Training programmes for refugees, IDPs and host communities are already being implemented by GIZ in Turkey, Jordan and Somalia on behalf of BMZ.

In the Somali Reintegration Programme (SRP) as part of BMZ's Special Initiative '**Tackling the root causes of forced displacement, stabilising host regions, supporting refugees**', GIZ is advising the Somali Government and local communities on the reintegration of IDPs in Somalia as well as returning refugees. 24 years after civil war first broke out in Somalia, there are about 1.1 million IDPs. About the same number again are living as refugees outside the country. Voluntary return is one of the goals of the political stakeholders, but the actual number of returnees has been very low to date. The reasons for this can be seen in the lack of socioeconomic infrastructure and any real opportunity to earn a living. The project promotes income-generating measures and offers **short-term and long-term training courses** in carpentry, tailoring, electrical engineering and catering. Innovative continuing education options are also promoted in the field of solar technology in close cooperation with private businesses. **Support programmes for business start-ups** embrace training measures and the provision of start-up kits (e.g. tools, materials and machinery, cash grants) as well as offering access to microcredit programmes run by local finance systems.

In contrast to the more traditional approach in conducting technical and vocational education and training programmes funded by German development cooperation, skills development programmes include **short-term and non-formal training and continuing education opportunities**, also in the informal sector. Skills development training for refugees and IDPs often also requires pre-training measures. Many of them only have a limited understanding of the language they will need. Skills development measures in this particular context often aim to train people quickly on a practical basis, specifically giving them the skills they will need to undertake income-generating activities (e.g. cash for work programmes), as well as giving them the necessary language skills.

Many people cannot provide any evidence of formal qualifications they may have previously obtained. To establish mechanisms for the recognition of prior learning, make it easier to assess and classify existing technical and vocational skills: a precondition to enter into (formal) employment or to access further education.

We have already learned that, in addition to legal and political aspects, some factors are specific to the target group:

Do no harm: Integrating the local population in training programmes is absolutely vital for the peaceful coexistence of refugees, IDPs and host communities. If the impression arises that refugees or IDPs are being given privileged access to exclusive resources or services, social tension is almost inevitable. **Acceptance among the local population is indispensable for the (temporary) integration of refugees and IDPs.** **Raising awareness of the economic potential offered by refugees:** Strict regulations often restrict refugees' access to training and to the job market. By offering skills development training specifically for areas in which there are labour shortages, it becomes easier to raise awareness of the economic potential offered by refugees and IDPs and to prevent the local population being forced out of the job market.

Integrating psychosocial counselling: Many people have experienced traumatic events in their countries of origin or as they fled, and bring these experiences with them to the host community, putting them under permanent strain. It is quite normal for mental problems to occur some time after the traumatic experience itself, and they can be so intense that they impact hugely on the receptiveness and performance of the individual. Against this backdrop, training measures should be accompanied more often by individual psychosocial counselling.



Quality TVET and skills development in the metal industry in Ethiopia

German vocational training expertise is in demand worldwide. Will training courses for refugees in Germany soon become a reference model too?

The German Federal Office for Migration and Refugees (BAMF) registered 468,762 initial applications for asylum in Germany between January and July 2016. This is an increase of 139.5 per cent compared with the previous year. The majority of applicants came from Syria, Iraq and Afghanistan. Although the scale of the problem is different, Germany too is being forced to address the issue of providing skills development training for refugees.

Can we learn from Germany?

- Germany has comprehensive legislation governing asylum and migration. This makes it easier to deal with refugees than in countries in which this legal framework still has to be negotiated and put in place.
- Once asylum has been granted, there are no restrictions on beginning a technical and vocational education and training course or continuing education in Germany, provided the immigration authorities give their approval.
- Individuals recognised as refugees have unrestricted access to the labour market, with the exception of becoming self-employed.
- Germany has an extensive system in place to recognise qualifications obtained outside Germany. This makes it easier for individuals with non-German qualifications to enter the job market. The multilingual information portal 'Recognition in Germany' provides answers to all the main questions arising in connection with the recognition of professional qualifications obtained outside Germany.

(<https://www.anerkennung-in-deutschland.de/html/en/index.php>)

- German for professional purposes (ESF-BAMF programmes): The courses combine German classes with skills development training and the opportunity to undertake an internship to find out more about an occupation. The training supplements the German language classes and consists of technical instruction, an internship and visits to private companies. (<http://www.bamf.de/EN/Willkommen/DeutschLernen/DeutschBeruf/deutschberuf-node.html>)
- A BMZ-assisted training initiative by the German Confederation of Skilled Crafts (ZDH) and the Chambers of Commerce and Industry: By the end of 2016, the plan is to prepare 1,000 refugees (mainly from Syria, Iraq, Afghanistan and various African countries) for training, and to place them with private companies.

The Federal Employment Agency offers additional advice on all aspects of what is needed to gain access to technical and vocational education and training and the job market.

It is the duty of the political level to put in place an **enabling environment for integration**. This primarily means creating **legal, social and economic opportunities to participate**. Access to skills development training and employment is the basic prerequisite for success. Training and capacity building measures for refugees and IDPs are also critically important for any reintegration in their countries or regions of origin.

Exceptional circumstances call for innovative approaches, which can be pragmatic, flexible and sometimes less than perfect. But they must make **refugees and internally displaced persons active players**, and open up opportunities for them to take charge of their own future, even though the circumstances are certainly more difficult. TVET is essential for this. **Skills are not bound to a place. When everything that you termed 'home' is taken from you, education and skills become the most valuable good you can carry.**



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