

Project “Rights, Duties, Solidarity - European Constitution and Muslim Immigration”

Baseline survey report in Germany

elaborated by Volkshochschule im Landkreis Cham e.V.

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Introduction

This report summarizes the research activities undertaken by Volkshochschule im Landkreis Cham e.V. (VHS Cham) in Germany regarding good practices (GP) on fostering the integration of people with different cultural backgrounds and attitudes towards Germany, as well as countering violent extremism and radicalization. The main focus was to find out what kind of good practices already exist on a national level and which subjects are addressed in the field of promoting democratic value and fundamental rights amongst newcomers. The general idea of this survey was to identify previously or currently implemented practices that have delivered good results and which ones of these could be transferred to other situations/countries as functional sets.

The results of the baseline survey are supposed to serve as a basis for the local adaptation of Dozza Best Practice and support the development of the training modules and active teaching tools like audio-visual materials, case studies or manuals to support trainings. Therefore, VHS Cham aimed at building up a network of contacts with professionals who will be involved in the development, spreading and utilizing of project outcomes later on.

The methodology for identifying good practices was designed in two steps:

- Selection of projects and/or methods implemented nationwide, as these entail an educational component in the field of integrating migrants and refugees in the society. Moreover, these projects/methods also promote democratic European values and fundamental rights and freedoms, but also emphasize the responsibilities of people living in Germany according to the German Basic Law. Nationwide projects also help to raise awareness about interculturality and fight discrimination and racism among the staff working with migrants and refugees;

(The description of the following five German good practices can be found on the project platform managed by the project coordinator:

- o *Ich will lernen DVV*
 - o *Treffpunkt Ehrenamt/ Meeting point Volunteerism*
 - o *Orientation course for migrants*
 - o *Feel like a migrant – multicultural approach in teaching*
 - o *Cooking in the correctional facility for women*
- Survey of experts working with the target group and/or dealing with one of the following topics in their professional career: countering radicalization, extremism, fostering integration in the host society. The aim of distributing these questionnaires was on the one hand to obtain feedback on how relevant and useful Dozza Best Practice is and what tools or additional information would be needed for a successful implementation. On the other hand, the experts were asked to provide or suggest good practices in relation with countering radicalization and violent forms of behaviour or in general in their line of work.

The present report outlines primarily good practices identified according to the above mentioned methodology. The feedback on Dozza Best Practice is only marginally highlighted. A thorough analysis will be conducted in another report.

Survey of experts

VHS Cham contacted a range of institutions and experts, who have experience in working with migrants (especially Muslims) in one of the following fields: education, (de)radicalization, legislation in Germany/Europe and/or in predominantly Muslim countries, and/or criminal offenders with migrant backgrounds. The following organisations have been considered:

- DVV International - German Association of Adult Education
- The Bavarian Council for Refugees
- Competence Centre for de-radicalization in the Bavarian State Criminal Police Office
- University of Regensburg, Institute for Political Science
- Educational organization Kolping Bildungswerk
- Law Office T & P Treml | Pohl | Berzl & Partner PartG mbB

All the organizations included in the survey expressed their interest to stay in touch with the project team and some of them expressed their readiness to participate in designing and implementing teaching modules.

Results of the questionnaires

The following part summarizes the findings of the questionnaires. The first questions were related to their professional career and experience in the field of the integration and prevention of radicalization and violent conflicts and fostering intercultural dialogue and mutual understanding. The **focus** will be set on the second part of the questionnaire which consists of “**best practices**” and **measures** carried out in their line of work in this context. In the last part, participants were asked to evaluate on Dozza Best Practice.

In total, five experts gave insights into their experience by filling in the questionnaires. Their long-term experiences are based on different educational and professional backgrounds. Some of them work in a regional institution (the Bavarian Refugee Council, the Competence Centre for de-radicalization in the Bavarian State Criminal Police Office), one works in an educational environment (University), one operates in a legal environment (attorney) and the last person questioned operates as a freelancer. All of them have been working with the target group (i.e. refugees and migrants) for several years now, whereas some of them have already travelled to the home countries of the target group to get more in-depth insights and to become familiar with the situation there. All of the people interviewed are keen on spreading their experiences regarding the causes for flight, social integration, communication of German values and rules, democracy and intercultural aspects. All of them make a large contribution in the prevention of radicalisation and the promotion of fundamental rights, as well as enhancing intercultural understanding. Their feedback is based on their individual experiences.

Expert 1:

Best Practices carried out which have been proven to be beneficial in own line of work.

Title of the good practice:

“Für und Miteinander Integration fördern – Integrationskoffer” (~ engl. Promoting integration together, promoting integration for us – Integrational suitcase“)

General objective of the good practice:

- The aim was to train volunteers, recognised asylum seekers and people with a migrant background to assist others that need support in the integration process in the host country, thus preventing radicalised behaviour amongst refugees. The participants developed methods and materials which correspond to the cultural background and living situations of refugees. The participants act as multipliers (17 people took part; of these 10 have a migration background).
- Following 4 aims/steps were defined:
 - o Reflection on personal backgrounds, change of perspective, understanding values, behaviour and communication structures.
 - o Together the participants develop materials and methods to promote integration, examine and adapt them (if necessary).
 - o The results are summarised within the “Integrationskoffer” (“integrational suitcase”).
 - o The participants are trained as multipliers.
 - ➔ 2018: the integrational suitcase has been and will be expanded and other topics (e.g. drug abuse, family etc.) will be included. Additionally, more participants will be involved.

Name of the institution which developed the GP:

- Judith Abdel-Massih-Thiemann developed the project (implemented in cooperation with the voluntary agency Oberallgäu and the regional agency for voluntary centres and civic commitment).

Environment of the GP:

- Education centre
- Hosting community
- Employees in job centres, Caritas, Johanniter (~ Social charity organization)
- ➔ Project could also be implemented in prisons (not done up to now).

Detailed description of the GP:

The participants reflected on their own and on "foreign" cultures, socializations, values, behaviours and communication structures. They practiced a change of perspectives and other methods and approaches to promote integration. A list with the most common “challenges” has been compiled and is subsequently worked on.

- Group discussion about how to reach a better understanding and peaceful communication.

- Different materials and methods were developed to support integration.
- The materials are summarised in a so-called integrational suitcase.
- Materials were checked, evaluated and adapted over several weeks. The project participants were accompanied during this time.
- The participants were trained as multipliers to spread the idea of the integrational suitcase among authorities, the police, job centres, schools, voluntary workers etc.; for this there was not just the integrational suitcase but a workshop was organised as well.
- It is concentrated on the method of participation as it improves empathy (through changing perspectives). By this intercultural competences and integrational aspects are improved.
Activities: information on the project, developing the integrational suitcase, checking it, multiplier training, multiplier events, evaluation of project (workshop), further developing integrational suitcase.

Target group(s) affected by the GP

- Staff
- Teachers/trainers
- Migrants
- Decision makers/policy makers
- Volunteers, police, pupils

Resources (Human, technical and other needs to implement the GP): (in the German version the costs of the implementation phase of the project are listed!)

- human resources: trainer, an employee and participants (i.e. volunteers)
- technical: layout and printing of integrational suitcase
- meals and transport

External conditions needed to be met for implementing the GP:

- Success of project depends on willingness of the participants (they need to be prepared to invest their time).
- The trainers should have experience in intercultural competence and participating methods. They need to be prepared to lead “harsh” discussions.

Expected results of the GP for the target groups (or staff):

- Participants should become able to reflect on their own culture and recognise the backgrounds to understand why they behave in a certain way. They should also recognise their values and evaluate on them.
- The participants should be encouraged to change their perspective which will lead to a higher degree of empathy.
- Exchange with other cultures.
- Improving personal competences and strengthening the ability of working with people from other cultures.
- Be able to act as a multiplier.

References or documentation about the GP:

- https://www.heimatfueralle.de/sites/heimatfueralle/files/asyl_downloads/integrationskoffe_r-pdf-version.pdf
- <http://thiemannconsulting.de/7.html>
- Minutes of multiplier events can be found in several institutions (e.g. district administration Oberallgäu).

Why is it a GP?

- The project improves intercultural understanding, values and behaviour.
- Participants indicated that they learned about the differences between cultures and can more easily understand other cultures because they are aware of the differences.
- Participants learned that they can adapt their behaviours without giving up their values.
- The German participants have critically examined their own behaviours.
- It is important to find a starting point for communication and not only judge somebody because he/she behaves differently.

Which elements of the GP are transferable?

- All elements are transferable, as long as the participants are ready to actively contribute to the project.
- The main activities are:
 - o information on project, project development workshop, collection of topics/materials/methods, developing the integrational suitcase, multiplier training, coaching + supervision of multiplier event

→ All other activities can but don't have to be carried out.

Which elements of the GP are impossible to transfer to other context?

- None; but other elements can be added (e.g. specific topics on labour market, constitution, religion).
- Not all results must be written down in an "integrational suitcase" (saves resources).

Expert 2:

Best Practices carried out which have been proven to be beneficial in line of work.

Title of the good practice:

- Strengthening and support of voluntary commitment for working with refugees.

General objective of the good practice:

- Main focus lies upon strengthening civic commitment and volunteers who support refugees in their daily life. This is considered to be a preventive measure and leads to social inclusion. Experience shows that openness and acceptance between locals and refugees ease tension

and counteracts “deviations” from a “standardized” behaviour amongst people with migration background.

- It is required that the refugees do not live in one refugee shelter (this would lead to exclusion from society). Unfortunately, these premises are not always available; this problem is especially acute for those refugees who have a low perspective of being allowed to permanently stay in the hosting country. They are isolated right from the beginning (e.g. transit centres). As a result, it is difficult for those people to get in contact with locals. Therefore, transit centres promote prejudices, social exclusion and the locals become afraid of the refugees.
- The program aims at establishing contacts between refugees and locals. The volunteers have the tasks to foster and organise places where locals can meet and communicate with refugees, thus breaking the barriers between them.

Name of the institution which developed the GP:

- Bavarian Refugee Council

Environment of the GP:

- Hosting community
- Refugee shelters

Detailed description of the GP:

- Establishing contacts through several measures:
 - o Consultation services via telephone and email for volunteers facing problems in working with refugees.
 - o Networking between volunteers to exchange experiences.
 - o Supporting volunteers in further trainings.
 - o Supporting networking among refugees.
 - o Monitoring of legal status of refugees and providing support (e.g. visiting refugee shelters, speaking with social workers etc.) and actively influencing the decision making process by authorities/lobbying and public relation work.

Target group(s) affected by the GP:

- Staff
- Teachers/trainers
- Migrants
- Decision makers/policy makers
- Volunteers working with refugees

Resources (Human, technical and other needs to implement the GP):

- Currently twelve part time employees with offices in Munich, Nuremberg and Bamberg are involved.
- Bus is necessary (to visit people and consult, e.g. Transitzentrum Manching).

External conditions needed to be met for implementing the GP:

- It is an absolute disadvantage to accommodate refugees in specific centres where they do not have any contact with locals. The focus of this project lies upon decentralised accommodation in living areas and a broad range of integrational possibilities.

Expected results of the GP for the target groups (or staff):

- Measures mentioned above support consultation, training and monitoring of volunteers working with refugees.
- It helps volunteers in their work to comprehensibly support refugees.

References or documentation about the GP:

- It is documented and reported to supporting institutions (e.g. Pro Asyl).
- Further information: www.fluechtlingsrat-bayern.de
- Feedback from volunteers serves as documentation as well.

Why is it a GP?

- The process of supporting volunteers has been carried out and adapted for 30 years now.
- Networking among volunteers offers a lot of advantages. They can learn from each other, assist and identify problems of individuals and help to find solutions.

Which elements of the GP are transferable?

- Methods can be transferred to other contexts.
- Necessary: identification of volunteers and establishing a network among them.
- Practical methods to foster good communication between refugees and volunteers.

Which elements of the GP are impossible to transfer to other context?

- None. It is necessary to have a network of volunteers, qualified and motivated employees that are prepared to promote the network and its work.

Expert 3:

Best Practices carried out which have been proven to be beneficial in line of work.

Title of the good practice:

According to the experience of this expert, “the perfect one” best practice does not exist. Many individual measures over a long time are necessary for a de-radicalisation process.

General objective of the good practice:

- Aims of the general concept of the institution the expert works at:
 - o Identify people who are in danger of radicalisation: therefore, people close to this person must know where they can find help (promotion).
 - o Individual reaction: every case is different. Therefore, individual reaction in every case (it is necessary to carry out an in-depth analysis of the case, risks and its structure).

- Using measures in a coordinated way: coordination is the key. It has to be made clear which institution is responsible for what (e.g. authorities, private companies etc.). Only appropriate coordination can guarantee that the correct measures are taken (on time).
- Voluntariness: the person concerned has to be open and willing to change his “radicalised” attitude and views.

Name of the institution which developed the GP:

- It was developed by the Competence centre for Deradicalisation, a department of the Bavarian criminal investigation office) and has been applied for more than 2 years now.

Environment of the GP:

- Education centres: schools, VET institutions
- Prison
- Hosting community (refugee shelters)
- Family (personal environment), mosques, youth centres, sport clubs

Detailed description of the GP: *one “good practice” was explained by giving a specific example!*

- An 18 year old German/Afghan is under suspicion that he wanted to meet with a person that is classified as being dangerous. They were suspected of having plans to kill a soldier of the Germany army. The investigator had the impression that the man is a follower and handed the case over to the Bavarian Competence centre for Deradicalisation.
- These actions were taken:
 - Finding out more information about the young man.
 - Carrying out a structured risk analysis and getting a personal impression of the man (during a police interview).
 - Contacting the parents (they were partly responsible for the behaviour of their son; they have a big company and no time for their son. Therefore, he was looking for new contacts in social media).
 - Showing him the consequences of his behaviour and explaining the possibilities of how he could “leave this environment/scene”, giving him the contact details of an Imam (he can talk about religious aspects with him) (the Imam was an employee of the Violence Prevention Network, a cooperation partner of the Competence centre).
 - Personal support through the employee of the Violence Prevention Network (VPN is always in contact with Competence centre).
 - His parents also received support.
 - The man concerned was informed about professional perspectives. He started an apprenticeship.
 - No judicial sentencing, but the man has to continue with the programme of the Competence centre.
 - Further consultation by VPN and the Competence Centre.
 - Competence centre was also in contact with other authorities (to check whether the man concerned has still contacts with dangerous people).

- The man is no longer interested in radicalisation. He focuses on his profession.
- One year follow-up investigations in this case (to check whether the man will try to get contacts with dangerous people again).
- Summarising informative report for the court was prepared.

Target group(s) affected by the GP:

- Staff
- Teachers/trainers
- Migrants
- The concerned persons themselves and their personal environments

Resources (Human, technical and other needs to implement the GP):

- Extensive financial and human resources are necessary.
- Coordinating centre organised by the state (about 10 employees, e.g. psychologists, Islam researchers, social education workers, office employees).
- A strong civic cooperating partner (at least 8 employees for 60-70 cases relevant to security).
- Should be financed through taxes.
- 100.000 EUR per job are necessary (including costs for office equipment, travel, training etc.) to cover the costs.

External conditions needed to be met for implementing the GP:

- Strong political will to act and to establish such an authority.

Expected results of the GP for the target groups (or staff):

- For the person concerned: searching for alternatives to radicalisation, e.g. in finding a job, concentrating on family, beginning to live a normal life without getting legal problems in Germany.
- Environment of the person concerned: enhancing family relations, thus the person concerned does no longer want to become part of a radicalised community.
- Police/authorities: it is no longer necessary to implement deradicalisation measures for this person which leads to a reduction of the workload.
- society: safety increases

References or documentation about the GP:

- Every case is documented.

Why is it a GP?

- Progress in every individual case contributes to overall safety.
- Journalists or representatives of other areas already gave positive feedback and copied the practices.

Which elements of the GP are transferable?

- The central responsibility of one authority is beneficial.

- An early identification of an endangered person due to a high degree of cooperation between authorities.
- The structured analysis of every case and risk. Only then individual measures can be taken.
- The high degree of cooperation between police, authorities, civic cooperation companies etc.

Which elements of the GP are impossible to transfer to other context?

- None; all elements can be transferred if the personal and logistic conditions are fulfilled.

Expert 4:

Best Practices carried out which have been proven to be beneficial in line of work.

Title of the good practice:

“Pack ma’s” (~ engl. “Let’s do this”) a prevention project for schools initiated by the police headquarters in Munich.

General objective of the good practice:

Prevent radicalisation, bullying and violent behaviour by implementing specific methods and exercises.

Topics of the project:

- Promotion of civic courage (meaningful sacrificial and supporting behaviour).
- Strengthening community and trust (e.g. why is community important?).
- Dealing with conflicts (e.g. proper reaction in dangerous situations).
- Promoting empathic capacity (e.g. what can be done against bullying?).

The aim of the project is to create a set of rules that are applicable for different groups living together. There can be penalties, if someone of the group breaks the rules. The set of rules should be made visible in the room, so that every group member can see it. The rules and sanctions are developed by the group itself, which leads to a higher acceptance.

Name of the institution which developed the GP:

- Polizeipräsidium München (police headquarters Munich)

Environment of the GP:

- Education centres

Detailed description of the GP:

- 2-days-training
- 1st step: dealing with the topics of “community” and “trust”
- 2nd step: dealing with the topics of “violence” and “courage”
There is a set time framework for dealing with those topics accompanied with specific exercises.
- Exercises: e.g. role plays, games promote empathy
- 3rd step: follow-up discussion session to talk about experiences in role plays etc.

- 4th step: creating a set of rules (formulated by the group members) about living together as a group and determining penalties (if someone breaks the rules)

Target group(s) affected by the GP:

- Staff
- Migrants

It has already been tested in school classes in cooperation with a social worker and created positive effects also for teachers as they receive insights into their classes.

Resources (Human, technical and other needs to implement the GP):

- 2 trainers (leading the discussion)
- Materials: flipchart, media (e.g. mobile phone), chairs (depends on exercise)
- A room (it can get quite loud during the exercises, one has to think about not disturbing other people when selecting the room)
- Create possibilities to reflect afterwards

External conditions needed to be met for implementing the GP:

- The participants should be released from other classes for the time of the training (so that they are able to fully concentrate on the training).
- Before the training takes place, one must talk with parents and other reference persons and present the training to them. This will improve the efficiency of prevention measures.

Expected results of the GP for the target groups (or staff):

- Promoting courage (reflection on being the victim, exclusion, bullying and violence in daily life).
- Learning how to handle and react in conflict situations.
- Promoting the ability of empathy (e.g. put oneself in the situation of being the victim).
- Strengthening trust and the community.
- Working on action alternatives (e.g. how should I behave as a witness? What can I do against bullying?).
- Teachers etc. get insights into their group of pupils.

References or documentation about the GP:

- The idea of this project is based on another project (called “zammgraft”) which was also initiated by the police headquarters Munich. For this project, trainings, handouts etc. were created.
- It’s definitely a multiplier project as everyone can register on the homepage (www.pack-mas.info).
- Supported by the “Dominik-Brunner-Foundation”, the Bavarian Teachers’ Association, Ministry of Education and cultural Affairs.

Why is it a GP?

- It offers preventative concept which is supposed to support teachers/social workers in schools in creating a peaceful atmosphere.
- The project was evaluated several times and rated as being very good.
- Provides teachers (who are working with the pupils for several years) with a concept.

Which elements of the GP are transferable?

- Many exercises can be transferred after a preparation phase.
- Often it is necessary to inform migrants what is meant by “courage”. It must be explained more detailed than in classes with only German children.

Which elements of the GP are impossible to transfer to other context?

- Some exercises cannot be used with refugees.
 - o E.g. there is one exercise called “boat trip”. All pupils have to stand closely together on a chair and no one is allowed to touch the floor. Refugees often have negative associations with “boats” or problems with being really close to other pupils; therefore, this exercise is not suitable for refugees.
- Some exercises might take longer due to communication problems.

Expert 5:

This expert did not describe a specific good practice which was implemented so far. However, he provided good suggestions on what kind of prevention measures might be taken in order to counteract and avoid radicalization.

- To elaborate on suitable prevention measures, it is necessary to overcome own prejudices (no matter whether they are too optimistic or too pessimistic).
- Migrants are no worse (or better) people than native inhabitants of a country.
- First of all, the migrants’ behaviour is influenced by their past experience (e.g. traumatisa-tion, discrimination or similar), intrinsic values and religious convictions.
- It is necessary to understand that refugees and migrants (especially from (North) African countries) often have unrealistic expectations regarding a overwhelmingly prosperous life in Germany (they are often misinformed by media or traffickers):
 - o Due to the fact that their qualifications, certificates etc. are not recognised in Ger-many and that they are not allowed to work during asylum procedures, refugees and migrants often think that the only way to finance a prosperous lifestyle is to take part in illegal activities (e.g. drug trafficking).
 - o Therefore, it is also necessary to reflect on disappointment or lack of orientation when migrants and refugees suffer from the risk of getting involved in illegal activi-ties.
- It is necessary to focus on (and include) differentiation in trainings, instead of only basing training contents on determined values which were transmitted via (supposedly) Islamic or other cultural based attitudes.

- It is very important to promote the self-esteem of those people taking part in prevention measures and demonstrate opportunities and risks of certain decisions.
- Migrants who have already committed a crime have to be informed about the positive effects of resocialisation. It can only be successful if corresponding (training) offers are created.
- On the one hand, people must develop an understanding for the migrants' inner conflict and their alternative idea about society and gender roles – two aspects which make it more difficult for migrants to integrate (additionally, there is also great anxiety towards “the Islam” among German people).
- On the other hand, people clearly have to insist on rules, regulations and values of Western societies and demonstrate how these aspects contribute to peaceful cohabitation and economic wealth (it has to be made clear that one cannot exist without the other).
- For successful prevention measures it is necessary to concentrate on commonalities of the values of migrants and legally regulated values of Germans. On the basis of common aspects it is easier to promote integration into the society. The focus should also be upon differences and the possible coexistence of different values (while also pointing out limits).
- An appropriate solution should include values like tolerance, solidarity, the right of religious freedom, as well as the institutionalised relationship between politics and religion, and is supposed to focus upon the constructive but also complementary relationship of religious diversity.

In this context he outlined that integration always is a mutual approximation and means working together, therefore integration does not mean a one-sided assimilation. A training program for a group of Muslims regarding the prevention of radicalisation should include:

- Democracy as the fundamental concept of life.
- Positive relation between rights and duties, as well as between values and prohibitions/protections.
- Muslims' self-esteem/respect of cultural achievements of the Arab world.
- Philosophic communication about religion/truth, religious freedom in a positive and negative way/tolerance, the relation between politics and religion in Islam.
- Laws as a legal and ethically codified learning process of a society, in this case maybe also a comparison with religious rules (Decalogue, Sharia).