SOCIAL COHESION IN TÜRKİYE:

PROGRAMING
MODEL AND GUIDE

Review of Proven Models,
Best Practices and Improvement Areas

With the support of

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Contents

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STUDY OBJECTIVE AND METHODOLOGY

This guide aims to provide practical recommendations for the effective design and monitoring of social programs so that these contribute positively to social cohesion in society. The guide is developed with the following objectives:

i. Emphasizing the multi-faceted nature of the social cohesion concept as it is shaped by the political, economic, legal, and social aspects of a community's living conditions.

ii. Cultivating better opportunities for high-quality intergroup interaction between refugee and local host community members through different types of social programming such as livelihoods, protection, and trainings among others.

iii. Improving the integration impact of such programs in consideration of both the vertical (state-individual) and horizontal (between individuals) components.

The primary goal of this guide is to assist practitioners in designing and implementing interventions that contribute to social cohesion in society.

The content of this guide builds on a thorough review of past academic studies, policy papers and impact assessments of actual projects and programs. The project employed a mixed methodology approach involving the following data collection methodologies:

i. Literature Review
ii. Key Informant Interviews
iii. Group Discussion (Roundtable Discussion)

Please see Annex 4 for detailed information on the methodology of the study.

FLOW OF THE GUIDE

In line with the objectives stated above, this guide is organized in the following way:

Section 1 provides an overview of the **theoretical groundwork** for social cohesion. It explains the **working definition** for social cohesion used in the guide, the factors contributing to social cohesion, and different types of social programs that can support social cohesion. The section ends with providing an overview of **underlying programming principles** that lead to conditions which can help bring about social cohesion within a society.

Section 2 provides various **programming recommendations** to practitioners on how to implement those principles in their social programs.

Section 3 provides examples of social programs that can serve as **effective practices** for supporting social cohesion.

The Facilitator Toolkit in Annex 1 provides a summary of all recommendations provided in this guide.

Flow of the Guide

SECTION #

1 Lays down the BACKGROUND

What does Social Cohesion entail? What are the principles that can bring about cohesion in a society?

2 Provides RECOMMENDATIONS

What are the practical tips and actions that can help practitioners enact those principles in interventions?

3 Shares GOOD PRACTICES

What are the examples of programs that successfully supported social cohesion?

4

SECTION 1: THEORETICAL BACKGROUND

A WORKING DEFINITION OF SOCIAL COHESION

A working definition of social cohesion is essential for developing and implementing coherent interventions. This section of the guide thus establishes a working definition of social cohesion that allows for the development of practical recommendations for effective design and monitoring of programs.

Since the 1990s, both national governments and leading international organizations utilized the concept of social cohesion extensively to address the rationale behind a set of policies and programs they implemented. Policymakers and implementers used diverse but overlapping definitions of social cohesion describing the principal aims, scope, and substance of intended social cohesion initiatives. The vagueness around the notion of social cohesion mainly stems from using this term as a "catchword"[1] that encompasses both a specific list of abstract principles defining an ideal state of society and a set of policies and programs that are supposed to help attain this ideal state. This vagueness around the concept is often seen as one the key issues driving down the effectiveness of social programming[2] together with the absence of a comprehensive agreement or common understanding on the key traits of an ideal cohesive society. This often forms the root of the misunderstanding and conflicts surrounding the scope of social cohesion initiatives.

To tackle this myriad of views, this guide suggests a definition of social cohesion that allows to extract the contributing factors to social cohesion and underlying programming principles:

Social cohesion **is the set of attitudes and behaviors adopted by individuals and institutions which *collectively* lead to the inclusive outcome of *Integration* in which no individual within a society faces systemic barriers with respect to their economic, legal, or social inclusion. Systemic barriers in this context may involve a range of different situations from prejudice, hatred, or discrimination to threat of violence.**

Factors of Social Cohesion[3] presented in the next sub-section and Core Indicators of Social Cohesion[4] summarized in Annex 2 provide an outline of **the set of attitudes and behaviors** associated with social cohesion as per the working definition.

Integration, along with its subcomponents, is taken as an *outcome* because it is the vertical and horizontal components of social cohesion—such as trust among individuals, trust between individuals and state, low intergroup anxiety, low social distance, tendency for being accepting of differences or having the conviction to find peaceful solutions to conflict—that lead to various aspects of integration such as:

- More frequent transactions among members of society (increasing economic activity)
- Lower likelihood of citizens attempting to take security or legal matters into their own hands through violence
- A more tolerant political environment

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[1] Chan, Joseph, Ho-Pong To, and Elaine Chan. "Reconsidering social cohesion: Developing a definition and analytical framework for empirical research." *Social indicators research* 75.2 (2006): 273-302.

[2] World Bank Group, UKAID- Social Cohesion And Forced Displacement: A Desk Review to Inform Programming And Project Design; June 2018, http://documents1.worldbank.org/curated/en/125521531981681035/pdf/128640-WP-P163402-PUBLIC-SocialCohesionandForcedDisplacement.pdf (Last Accessed: February 23, 2021)

[3] Please see the subsection titled, "Factors of Social Cohesion" on page 6 of this document.

[4] Please the annex titled, "Annex 2- Core Indicators of Social Cohesion" on page 131 of this document.

- Fair access to services and opportunities

In this context, **economic integration** depends on whether all members of a society feel they have a future in that society in terms of having the capabilities, assets, and income to secure the necessities of life for themselves and loved ones such as basic survival needs like food and shelter as well as access to services such as healthcare, education, or protection.

Moreover, if members of a society possess a widespread belief that their rights and security will be respected and protected within their society (including by all or most other members of society as well as legal public authorities), **legal integration** can be said to have formed there. Legal integration shouldn't be considered equivalent to voting and involves the recognition and protection of each individual's universal human rights and freedoms including their right to fair and non-discriminatory access to services such as healthcare, education, protection, or legal counsel. In a low social cohesion setting, it is less likely that public authorities or other citizens will recognize, protect, and/or respect such rights and freedoms of each individual or every social group.

Social integration, another important component, would rely on the relations between friends, family, co-workers, and others we share our society with. Social integration indicates that individuals do not have any social biases which would prevent them from making acquaintances (or sharing a public or business environment) with people from any other group within that society. It's about whether one's concerns and issues are addressed within the society they are a part of. It also has to do with whether individuals in a society can be free of fear of discrimination or violence against themselves. For instance, in a low social cohesion setting, individuals typically live in fear of disagreements, slights, grudges, or conflicts quickly escalating into bouts of violence.

FACTORS OF SOCIAL COHESION

Social cohesion is generally conceptualized around certain key factors. These factors are typically derived from a hypothetical society meant to be "an ideal to be striven for."[5] In this respect, concrete programs related to social cohesion originate from a preceding "mental construction" about an idealized cohesive society.[6] A core finding of this research study is that the following factors are expected to be observed in such a society:

- **Trust and Reliability:** Social cohesion requires that members of society trust each other. This includes people from different communities such as refugee or host communities. Another component of trust involves the relationship between public authorities and the public. Governmental institutions should be transparent towards members of society and responsive to their needs. This is essential for building trust between public institutions and individuals.
- **Equal Opportunities**: At both national and sub-national levels, institutions should ensure "inclusivity and fairness in housing, transportation, access to health, employment" and education[7]."
- **Participation**: Social cohesion flourishes when all members of society have equal access to political representation and influence. This is essential for preventing

[5] Council of Europe, 2004 (9)

[6] Bernard, P. (1999) La Cohésion sociale : critique d'un quasi-concept, *Lien social* et Politiques – RIAC, 41, 47-59.

[7] United Nations Development Programme (UNDP). 2020. *Strengthening social cohesion: Conceptual framing and programming implications.* New York: UNDP

segregation and exclusion[8]. Voting is not the only indicator of participation; the right to freely express one's opinions, to participate in civil society organizations or associations, and to have access to public officials or services can all be important factors determining the level of participation.

- **Non-Discrimination**: State institutions should have a non-discriminatory approach towards minority groups from different ethnic origins and religious beliefs. Their equal access to economic resources and rights should be guaranteed by the state.

- **Gender Equality**: The necessary steps to ensure gender equality at all levels of society should be taken. Legal precautions to prevent gender-based violence and discrimination should be in place.

- **Support for Civil Society**: Social, political, cultural, leisure associations and digital media platforms are crucial platforms for enhancing common bonds, civic values, and cooperation between different groups of society[9]. The individuals must be free (and should be encouraged) to form such platforms and take part in them.

- **Recognition of Diversity and Accepting Difference**: An appreciation for individuals from diverse social and or ethnic backgrounds, lifestyles, opinions, and cultures is a critical factor for social cohesion[10].

- **Empathy**: Inter-group empathy is essential for the reinforcement of solidarity links between different groups in society.

- **Shared Vision and a Sense of Belonging**: A sense of belonging for all communities based on universal values such as respect for diversity and egalitarianism is essential for cohesiveness and well-being of society[11].

- **Peaceful Resolution of Conflict:** Conflict resolution is the informal or formal process by which two or more parties attempt to resolve their dispute peacefully. Committed group members seek to overcome group disputes by open communication with the rest of the group and through collective negotiation. Even if there is any inter-group conflict, a society with social cohesion will be able to manage that risk without resorting to violence.

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[8] World Bank and United Nations, *Pathways for Peace: Inclusive Approaches to Preventing Violent Conflict* (Washington, DC: World Bank, 2018)

[9] Berger-Schmitt, R (2002). 'Considering Social Cohesion in Quality of Life Assessments: Concepts and Measurement', Social Indicators Research, 58(3): 403–428.

[10] Danish Red Cross, Programming Guide, Protection & Social Cohesion, 2015, https://www.rcrc-resilience-southeastasia.org/wp-content/uploads/2016/11/Programming-Guide-Protection-Social-Cohesion-Danish-Red-Cross-EXT.pdf

[11] Danish Red Cross, Programming Guide, Protection & Social Cohesion, 2015, https://www.rcrc-resilience-southeastasia.org/wp-content/uploads/2016/11/Programming-Guide-Protection-Social-Cohesion-Danish-Red-Cross-EXT.pdf (Last Accessed: April 25th, 2021)

TYPES OF SOCIAL COHESION PROGRAMS

In connection to the factors outlined above, a social intervention/policy that is conducted with the aim of supporting social cohesion usually attempts to fulfil one or more of the following objectives:

- Develop the capacity of governmental and non-governmental organizations both at national and sub-national levels to institutionalize and practice the principles of trust, responsiveness, accountability, non-discrimination, political participation, and pluralism.

- Increase the resilience of minority groups facing the risk of exclusion so that they are empowered to take part in social and political processes beyond their communities.

- Form and develop social spheres, activities and platforms that cut across group lines so that individuals with different identities could interact, build, and strengthen bonds, and cooperate towards a shared goal.

Social cohesion programs are generally developed and implemented in contexts where the principles of social cohesion are jeopardized by dynamics such as economic crisis, inter-state or civil wars, refugee influxes, political upheavals, and environmental degradation. Forced migration is such a distinctive phenomenon that a social cohesion policy needs to be specialized and planned according to the unique patterns observed in forced migration processes. The following are the main categories of social cohesion programs in refugee/forced migration contexts[12]:

Programs related to Building Resilience: As refugees are typically deprived of the full rights associated with the status of citizenship, they often find themselves in a state of "legal liminality"[13]. In some cases, this hampers their access to economic resources, employment opportunities, and political processes.[14] It may also inhibit their capacity to access basic services, seek or exercise their rights, as well as raise their grievances collectively in social and political platforms. This situation typically forces refugees to rely on employment under highly exploitative, insecure, and abusive conditions. These circumstances increase refugees' propensity to social clustering and closure, aggravate their segregation and exclusion, and hinder their sense of belonging to society.

This overall situation necessitates social cohesion intervention programs that are directed toward boosting the wellbeing of refugees through empowerment in the areas such as health, employment, and education[15]. Resilience-building activities also include host communities, especially in countries with economic, social, and political crises, where the wellbeing of the receiving society is essential for the positive reception of refugees. Resilience-building programs may include livelihood-generation activities such as skill development for labor market integration, and direct financial assistance schemes to enhance the conditions of refugees and host community alike. Another aspect of resilience is related to the awareness

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12 Ozcurumez and Hoxha, 2020

13 Menjívar, Cecilia. "Liminal legality: Salvadoran and Guatemalan immigrants' lives in the United States." *American journal of sociology* 111.4 (2006): 999-1037.

14 Ibid

15 Ozcurumez, Saime, and Julinda Hoxha. "Practicing Social Cohesion in the Dark: Diverse Processes and Missing Indicators in Forced Migration Contexts." *Frontiers in Human Dynamics* 2 (2020)

of one's rights. **Awareness-raising campaigns** related to the legal framework of the host country constitute another part of resilience-building activities. It is possible that some services may remain under-utilized by refugees due to a lack of awareness. Building resilience therefore involves activities that aim to disseminate knowledge of aid programs or support services available to refugees such as legal consultancy on documentation issues, vocational or language trainings, and healthcare or psychosocial support.

Programs related to Community Engagement: Refugees typically lack enough economic, social, and cultural capital to participate in everyday society. They also usually suffer from language barriers. These disadvantages deprive them of the opportunities to develop bonds with the host community. The lack of communication and socialization between the host community and refugees could lead to **social clustering**, persistent marginalization, and isolation from the host community.

Community engagement programs are designed to mitigate this problem. They consist of activities that aim to enhance mutual understanding and ensure peaceful interaction between refugees and the host community. Such programs could encompass a wide array of activities, including building and/or supporting community centers where the refugees can socialize, learn skills, and receive psycho-social consultation; to socio-cultural activities through which they develop relationships of trust with host community.

Programs related to the Prevention of Xenophobia and Violence: Addressing the risk of xenophobia—and the potential of violence stemming from xenophobia—is one of the main reasons why social cohesion programming is crucial. Xenophobic reactions may manifest in various forms, ranging from the use of exclusionary stereotypes and labels in everyday conversations to physical violence, and assaults against refugee individuals and communities. Under these circumstances, refugees are forced to be confined within their own communities, further leading to social clustering and segregation. Alleviating these xenophobic sentiments and raising awareness against discrimination is a core component of social cohesion intervention in forced displacement contexts.

SIGNIFICANCE OF INTERGROUP CONTACT

A key finding that came out of the past research on social cohesion interventions is that **intergroup contact has a major role in reducing prejudice** and boosting cohesion.

Intergroup contact consists of the engagement between members of different groups within society. Regardless of how groups are defined in a social context (ethnic, religious, lifestyle, racial, etc.), intergroup contact is relevant to all types of social cohesion programs. There are two main types of intergroup contact that should be considered by a practitioner: direct vs indirect contact.

Direct contact refers to interacting directly with someone from the other group. **Indirect contact**, on the other hand, refers to other forms of contact such as having a common acquaintance with someone from the other group (even if one does not directly know them). Indirect contact also includes learning about the members of the other group through other

means such as media. Examples of indirect contact thus include stories and videos about the members of different social groups or perspective-taking exercises such imagining oneself as a member of the other group in a difficult situation.

Academic reviews show that direct intergroup contact reduces prejudice[16]. Many studies have also found that not only direct contact, but also indirect contact is effective in reducing conflict and increasing social cohesion.[17] [18]

Most crucially for the purposes of this Guide, past research further indicates that intergroup contact should take place under the following conditions in order to be successful:

a) Equal-Status Interaction:

There should not be an unequal or hierarchical relationship between individuals and groups in contact. If individuals or groups have any real or perceived asymmetries in terms of their rights, power, or social standing, positive effects of contact may not be attained.[19] Contact between individuals who perceive themselves to be of higher or lower status compared to others is less likely to give rise to experiences that reduce existing prejudices.[20] To make matters worse, such contact may in fact serve to reinforce perceived social hierarchies.

b) Non-competitive Interaction:

Individuals interacting with each other should be able to engage in a non-competitive environment. Circumstances where interaction leads to competition across group lines will not be conducive to social cohesion.

c) Common Goal:

Individuals who come into contact should feel that they need to rely on each other to derive a common benefit or achieve a valuable target. This is not unlike the members of a sports team working together to win a game. There is evidence to signify the importance of having a common goal for reducing prejudice in studies related to interracial sports teams.[21] Many inter-group activities may have bringing people together as the only objective. Research indicates that individuals who come into contact should feel that they need to rely on each other to derive a common benefit or achieve a valuable target. Interventions should ensure that there is a higher chance of generating high-quality contact among beneficiaries and boosting social cohesion.

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16 Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. *Journal of Personality and Social Psychology, 90*(5), 751.

17 Vezzali, L., Stathi, S., Giovannini, D., Capozza, D., & Trifiletti, E. (2015). The greatest magic of Harry Potter: Reducing prejudice. Journal of Applied Social Psychology, 45(2), 105-121.

18 Cameron, L., Rutland, A., Brown, R., & Douch, R. (2006). Changing children's intergroup attitudes toward refugees: Testing different models of extended contact. Child development, 77(5), 1208-1219.

19 Brewer, M. B., & Kramer, R. M. (1985). The psychology of intergroup attitudes and behavior. *Annual review of psychology, 36* (1), 219-243.

20 Cohen, E. G., & Lotan, R. A. (1995). Producing equal-status interaction in the heterogeneous classroom. *American Educational Research Journal, 32* (1), 99-120.

21 Chu, D., & Griffey, D. (1985). The contact theory of racial integration: The case of sport. *Sociology of Sport Journal, 2* (4), 323-333.

SECTION 1: BACKGROUND

d) Support by the Authorities (The Importance of Vertical Integration):

Intergroup contact is more likely to reduce prejudice if an authority figure condones it. Past studies provide evidence for the importance of institutional support for constructive and positive intergroup contact in reducing prejudice.[22]

If there are social or institutional authorities that view intergroup engagement *negatively*, then having members of different groups interact with each other is less likely to be effective. In other words, if there is an authority that is perceived to support the prejudices toward a particular group, this will reduce the effectiveness of intergroup contact. People will then be more likely to feel that their biases against a particular group are justified: They may knowingly or unknowingly demonstrate such biases in their engagement with the members of the other group. Manifestation of biases in actual interaction will then end up harming social cohesion rather than strengthening it.

22 Landis D., Hope R.O., & Day H.R. (1984). Training for desegregation in the military. In N. Miller & M. B. Brewer 1984, *Groups in Contact: The Psychology of Desegregation,* pp. 257–78. Orlando, FL: Academic Press.

SECTION 1: BACKGROUND

SOCIAL COHESION PROGRAMMING PRINCIPLES

This section provides an overview of **key principles** that lie behind the models and approaches toward social cohesion as it is defined in the previous section. Each principle has the potential to strengthen social cohesion within a society. Keeping these principles in mind while planning and implementing social cohesion programs enhances a practitioner's ability to run an impactful social program.

Principle #1: Multiculturalism

It is possible to see a cohesive society as "monoculturalist". In such a conceptualization, a cohesive society consists of citizens that are united through unanimously shared values, symbols, and ceremonies.[23] Such an idea of social cohesion perceives the differences between society members and "newcomers" as detrimental and a threat to the order and unity of society[24]. From such a monocultural perspective, assimilation, closed borders, and autarchy are the major principles of a social cohesion intervention.

An alternative approach is multiculturalism. At the core of multiculturalism lies empathy, acceptance of differences, and universal human rights. This approach entails a focus on a rights-based and cosmopolitan paradigm centered on the peaceful and equal coexistence of identities in order to depict how a cohesive society forms.[25] A social program that relies on this view is likely to strive to implement occasions for intergroup contact: opportunities for beneficiaries from different communities to get into contact with each other. There are various methods for ensuring this within the scope of a program and these are investigated in Section 2: Programmatic Guidance. However, the ultimate aim would be to help beneficiaries explore each other's culture and reduce any existing bias by experiencing what it's like to be around the members of the other group. This can be done by listening to each other's stories, holding discussions, playing games, and carrying out recreational activities together.

Principle #2: Social Cohesion at Multiple Scales

In academic literature and strategic reports of international organizations, the picture of a cohesive society is typically drawn in a multi-scalar manner. It includes an ideal functioning of relationships between state authorities and the people (*vertical integration*), as well as a desirable form of relations between communities, groups, and individuals (*horizontal integration*).

In the vertical axis, a cohesive society is characterized by a democratic and transparent relationship between the institutions of a sovereign state on one hand and the people who are subject to its authority on the other. In a cohesive society the citizens would not doubt the impartiality and fairness of public services providers and institutions from different scales of authority, ranging from the local neighborhood level to national level. A cohesive society is one where the relationship between the governmental authorities and individuals is based on human rights, rule of law, trust, and mutual respect.

In the horizontal axis, the idea of a cohesive society recognizes that society consists of individuals with different ethnic, racial, and cultural identities, as well as varying political orientations and lifestyle choices. A cohesive society is characterized by an egalitarian, democratic and transparent relationship between groups and individuals with different identities. While the presence of different identities is recognized and they are allowed to organize, they all share some overriding universal principles and ethical norms that lay the basis of a collective will to live together and work towards the well-being of the entire society.[26]

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23 Cheong, Pauline Hope, et al. "Immigration, social cohesion and social capital: A critical review." *Critical social policy* 27.1 (2007): 24-49.
24 Jenson, J.: 1998a, 'Mapping social cohesion: The state of Canadian research',
Canadian Policy Research Networks, CPRN Study No. F|03
25 Schiefer, David, and Jolanda Van der Noll. "The essentials of social cohesion: A literature review." *Social Indicators Research* 132.2 (2017): 579-603
26 Markus, Andrew, and Liudmila Kirpitchenko. "Conceptualising social cohesion." *Social cohesion in Australia* (2007): 21-32.

In light of these considerations, it is vital for practitioners to take multiple scales that affect cohesion into account when designing an intervention. As for the horizontal component, it is important to consider the quality of interaction between the beneficiaries of a program. Practitioners should consider not only whether beneficiaries get to interact with the members of a different community and learn about their culture but also whether such interactions are high-quality and happen frequently enough. Turning to the vertical component, as mentioned in the subsection titled *Significance of Intergroup Contact*, support by public authorities or other authority figures in society is a key factor of effective intergroup contact. Practitioners should thus consider the vertical component of cohesion and try to involve public authorities in their programs. This may take several forms, such as establishing referral systems with public service providers, taking them on as program partners, inviting them to participate in outreach events or activities as, for instance, speakers, facilitators, or consultants. The key aspect is to create occasions where beneficiaries can engage with public authorities in a meaningful manner that builds trust and affinity.

There are several methods that can be utilized to boost the effectiveness of interactions for both horizontal and vertical components mentioned here. Such methods are discussed in more detail in Section 2: Programming Guidance, especially under the Intervention Phase Sub-section.

Principle #3: Variety of Needs and Services
Strengthening social cohesion should involve addressing a variety of different dimensions. This may require supporting different types of services and support mechanisms in a simultaneous manner.

The importance of economic, political, legal, and social integration was emphasized in the working definition of social cohesion developed in Section 1. All these different types of integration partially depend on the availability of and access to different types of services and tools such as financial instruments, legal counsel, healthcare services, etc.

Taking all such components into consideration, ensuring that members of a society can access support services in a variety of different fields is an important condition for achieving social cohesion. Letting members of the society know that their needs in a variety of different areas are addressed by the society they live in is a crucial aspect of strengthening their sense of belonging and trust towards their society.

Principle #4: Continuity
The perceptions and behaviors prevalent among members of the society are not static and may evolve. It is thus vital to preserve the variety of support services aiding members of the society over time. The perception that society respects and cares for its members is much more likely to take root if the components ensuring inclusion and access to services are consistently available. Their irregularity or interruption, on the other hand, may dampen this perception and result in behavior that is not conducive to social cohesion. For example, lack of trust towards the continual availability of security services may lead to violence if people attempt to take matters of protection into their own hands.

Social perceptions are reinforced by repeated experiences with people or institutions. As such, one-time interventions are less likely to change an individuals' perceptions of their society.

Practitioners should thus focus their inter-agency coordination efforts on ensuring both the variety and continuity of support services. Determining the future gaps in the range of available of services should be an important component of planning and addressing such gaps should similarly be a core component of interventions.

Principle #5: Presence of Shared Core Values
The idea of a cohesive society presumes that the community consists of individuals with different ethnic, racial, and cultural identities, and divergent political orientations. While the presence of different identities is recognized, a set of overriding universal values and ethical norms is necessary to live together and work towards the well-being of the entire society.[27] "The strongest of those values and commonalities are the equality of individuals in society and the mutual recognition of the dignity, worth and belongingness of all groups". [28]

As the subsection on *Significance of Intergroup Contact* attested, common goals are crucial if positive impact of intergroup contact is to emerge. One way of ensuring the prevalence of shared values is to target particular localities entirely: a social program should focus on certain neighborhoods and districts, attempting to collectively lift up as many disadvantaged individuals residing there as possible, regardless of, for instance, ethnic background. It would then be easier for beneficiaries to develop a sense of neighborship which includes everyone living in that neighborhood regardless of their ethnicity. This "sense of neighborship" can be an effective shared core value to build social cohesion within that locality. It can also be sustainable, lingering on after the timespan of an intervention. A locality doesn't necessarily have to be neighborhood, it can also be a workplace, school, or any other environment shared by people from different communities. An alternative to this would involve reaching out to beneficiaries from multiple localities (neighborhoods or districts) that are independent of each other. This however would not be recommended, as then it would be harder to find shared core values among beneficiaries. Guidance on how to concentrate on shared core values are provided in Section 2: Programming Guidance.

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[27] Markus, Andrew, and Liudmila Kirpitchenko. "Conceptualising social cohesion." *Social cohesion in Australia* (2007): 21-32.
[28] United Nations Development Programme (UNDP). 2020. *Strengthening social cohesion: Conceptual framing and programming implications*. New York: UNDP

SECTION 2: PROGRAMMING GUIDANCE

This section outlines the tools and techniques used for improving the social cohesion impact of social programs. This toolkit will lay out the facilitator guidelines for social cohesion project planning and coordination. This section aims to provide an easy-to-use and practical toolkit to ensure key aspects of social cohesion are taken into account in every stage of programming. The section is divided into three parts, based on the stage of programming where each set of tools can be utilized:

1. **Planning:** This phase has to do with first understanding the situation of the target groups and then designing the intervention in way that addresses their needs and barriers.

2. **Intervention:** This part will firstly provide recommendations on **good practices** that could be integrated into the implementation phase of various types of social programs to increase their cohesion impact. These good practices will involve practical activities, exercises, and methods. Secondly, **core approaches** supporting these good practices will be considered. These are the overall approaches that can be adopted to raise the impact and sustainability of social program.

3. **Measurement:** The third sub-section will provide recommendations for conducting effective monitoring and evaluation processes with respect to measuring the social cohesion impact of programs.

SUMMARY OF RECOMMENDATIONS:

PLANNING PHASE

UNDERSTANDING THE SITUATION
1. Explore the Context
2. Conduct a Conflict Analysis
3. Beware of Social Clustering

DESIGNING THE INTERVENTION
4. Mainstream Social Cohesion into Program Design
5. Engage Beneficiaries in the Design Stage
6. Focus on Disadvantaged or Vulnerable Groups
7. Ensure Gender Sensitivity
8. Keep the Host Community in Mind
9. Establish an Exit Plan for Sustainability

INTERVENTION PHASE

GOOD PRACTICES
1. Devise Intergroup Interaction around a Common Goal
2. Hold Group Conversations on Common Needs
3. Integrate Empathy-Building Activities
4. Ensure Intergroup Interactions are Equal-Status
5. Utilize Traditional and Digital Media
6. Involve Public Authorities
7. Provide Info on and Referral to Available Services
8. Identify and Contact Local Mediators

CORE APPROACHES
9. Share Knowledge through Inter-Agency Coordination
10. Support the Formation of a Local Sense of Community
11. Prioritize the "Do No Harm" Principle in Intergroup Contact
12. Avoid Top-Down Approaches in Social Interactions

MEASUREMENT PHASE

1. Ensure that Monitoring Activities Measure What Matters
2. Adopt the Participatory Approach
3. Ensure Flexibility and Self-Correction in Program Design

PLANNING PHASE

The planning stage consists of designing programs and activities to strengthen social cohesion at the national, urban or neighborhood levels. One of the main problems in social cohesion projects is a lack of coherence in project design, as well as a tendency to be over-optimistic about the extent to which a project by itself can promote social cohesion*. In this part, based on the insights gathered from past studies and projects, a step-by-step list of recommendations for boosting program effectiveness will be presented.

* de Berry, Joanna, P., and A. Roberts. (2018) 'Social Cohesion and Forced Displacement: A Desk Review to Inform Programming and Project Design', World Bank Group
http://documents.worldbank.org/curated/en/125521531981681035/pdf/128640-WP-P163402-
(Last Accessed: April 25th, 2021)

PLANNING PHASE RECOMMENDATIONS

This part focuses on the two main stages of the planning phase:

Understanding the Situation: The first step of the planning phase consists of identifying the concerns, problems, and barriers of the disadvantaged target groups. These might stem from various different reasons such as the relations between different communities, economic limitations, or governmental policies (but are not limited to these). Section on the Planning Phase thus begins by providing recommendations on how to increase the effectiveness of a situation analysis.

Designing the Intervention: Once a thorough analysis of the situation is completed, the intervention design should begin by addressing the problems affecting the target groups. The recommendations for this part focus on targeting as well as raising the social cohesion impact of the program. They include practical steps and actions that can be integrated into the program design to ensure that beneficiaries get sufficient opportunity to engage each other and that their communication is high-quality.
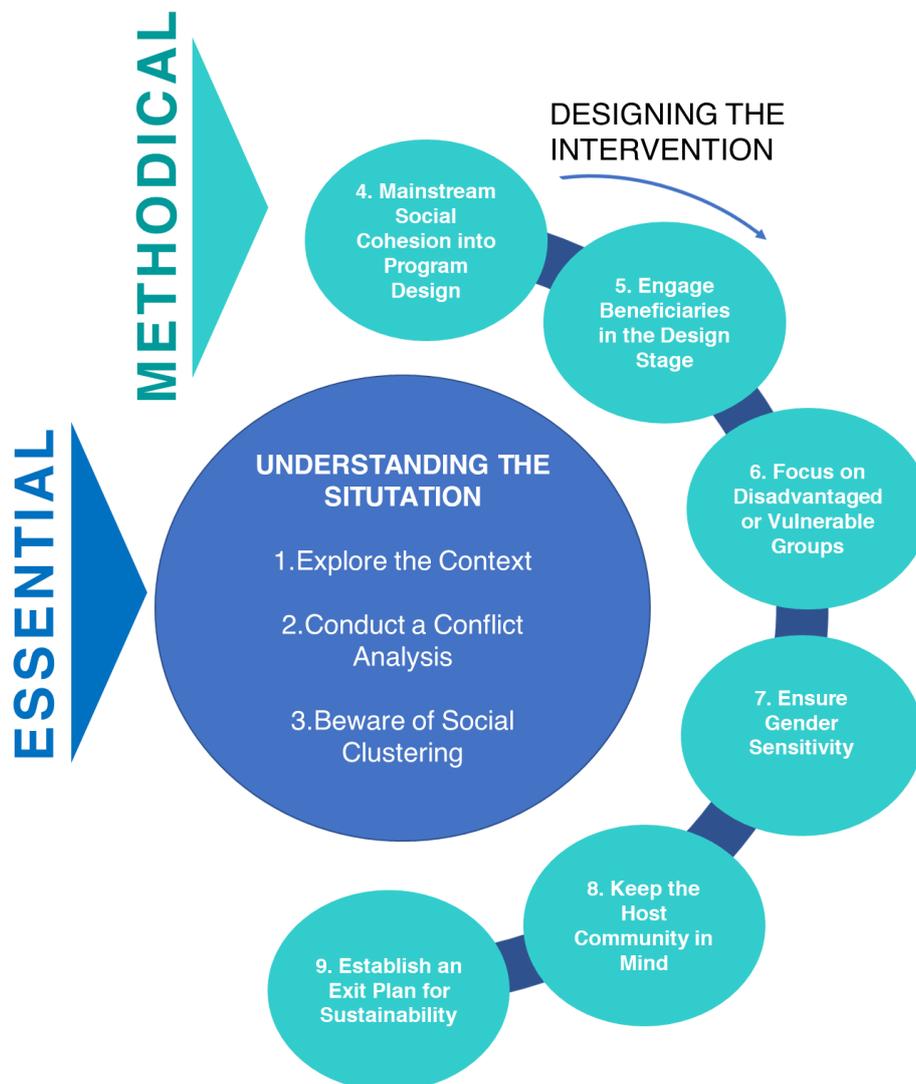
RECOMMENDATION 1
Explore the Context

WHY?

The specific dynamics behind the problems associated with social cohesion vary not only across countries but across regions and cities within the same country. As such, problems related to social cohesion could take different forms and result in different outcomes in different contexts. In this respect, a careful and rigorous exploration of the context is essential for accurately assessing the needs associated with social cohesion.

The scope, objectives, and content of a social intervention should rely on the findings of this assessment. A rigorous contextual investigation will help the project implementers designate and clarify the following components of the intervention:

- The time frame of the project
- Objectives and intended outcomes of the project
  - This step will also determine whether there are any issues that the practitioners aim to prioritize and address with their program
  - Objectives, for example, may be related to one or more of the following:
    - economic (including financial) inclusion,
    - social inclusion (including psychosocial support services)
    - legal inclusion of target groups (including services related to protection)
- Specific activities and programs to fulfil the chosen objectives
- The particular countries, regions, cities, or neighborhoods to be included in the project
- The specific target groups to be included in activities and programs
- The size of the population to be included in the activities
- The selection of partners to collaborate throughout the intervention; and
- The precautions to be taken in order not to inflict any harm upon the targeted population

The reliance on the findings of contextual elaboration is a safeguard against the possibility that practitioners' conjectural bias may inadvertently affect the design of the intervention. It is also critical for enabling the project team to designate achievable and realistic objectives, as well

as avoid being overly optimistic about the extent to which the project by itself can promote social cohesion.[29]

HOW?

The analysis of the context has two dimensions, one being quantitative, the other qualitative. The *quantitative dimension* concerns determining, according to a set of criteria, the level of social cohesion in the contexts where the targeted groups live. The *qualitative dimension*, on the other hand, is about diagnosing the factors behind the presence or absence of social cohesion as well as examining the concrete ways in which this affects the target group.

Quantitative dimension

- Apply Relevant Indices:
  Measuring, and understanding the degree of cohesion in society concerns the quantitative dimension of the contextual exploration. In the past ten years, international organizations such as UNDP and OECD have developed and utilized several indices such as SCORE (Social Cohesion and Reconciliation Index), PSCAR (Promoting Social Cohesion in the Arab Region), and VALCOS indices to quantify the state of social cohesion in a particular social context at a specific time. The application of these indices generates results about the degree of social cohesion in the countries under consideration according to the preordained parameters of cohesiveness. Such indices also demonstrate correlations between social cohesion and other related variables and indicators. They provide the policy implementers with a general state of social cohesion and help make comparative analyses across countries or regions. It is thus crucial to rely on social cohesion research data (if available) during project design. If there is no such research available, it is worth considering allocating some resources to generate it through fieldwork data collection.

Qualitative dimension

- Get to Know the History
  Migratory movements typically trigger preexisting and deeply seated social, political, and economic fault lines in societies.[30] Therefore it is important to gather insights into the historical conditions that mediate the effects of displacement on national contexts. For instance:
  - The overall tone of pre-existing political relations between the host country and origin country should be explored to gauge the potential for social cohesion between host and refugee communities.

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29 de Berry, Joanna, P., and A. Roberts. (2018) 'Social Cohesion and Forced Displacement: A Desk Review to Inform Programming and Project Design', World Bank Group. http://documents.worldbank.org/curated/en/125521531981681035/pdf/128640-WP-P163402-PUBLIC-SocialCohesionandForcedDisplacement.pdf , p. 1. Last Access: 12 February 2021
30 Castles, Stephen. "Understanding global migration: A social transformation perspective." *Journal of ethnic and migration studies* 36.10 (2010): 1565-1586.

- The depth of the social connections between the peoples of two countries should be scrutinized. If familial or social links are common between the citizens of two countries, their cohesion is likely to be higher at least in regions where such links are common.
- Cultural distance between the societies can be investigated to identify potential sources of friction.

This exploration should also include an analysis of the history of the refugees' country of origin. This is because their perceptions and attitudes in their new social contexts could bear the imprints of their prior experiences related to war, civil war, and mass violence.[31]

- ### Get to Know the Demographics of the Target Populations
  A detailed knowledge of the demographic profiles of both the refugee and host populations is crucial to understand the actual and potential impacts of refugee movements. The actual and potential impact of displacement on the composition of the labor market, distribution of financial resources, and social services could be estimated by obtaining a background knowledge of the demographic profile. The knowledge of demographic profile is also important to gauge the possible effects of the size and composition of the refugee population on the existing cultural makeup of the national context.

- ### Get to Know the Law and Politics
  The knowledge of the political system, as well as the legal and administrative structure of a country, is essential to gain an understanding of the opportunities for (or obstacles to) the participation of refugees in political processes. The extent to which the refugees could engage in social circles and activities and presence of trust in the state or between the members of society are related to the features of the political and legal system in a country.

- ### Get to know the Economy
  Having a sense of the socio-economic profile of the country or the area of intervention is critical to assess how and to what degree the dynamics of displacement could trigger economic tensions and discontent in host communities. It is also important to evaluate the capacity of the host country to integrate refugees into national economic processes.

- ### Get to Know the Local Culture
  A grasp of the cultural makeup of the host country or the area of intervention (including widespread ideas, beliefs, rituals, symbols, and perceptions) is significant to understand the sources of actual and potential friction in everyday life.

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31 United Nations Development Programme (UNDP). 2020. *Strengthening social cohesion: Conceptual framing and programming implications.* New York: UNDP, p. 66.

This is also essential when it comes to planning activities in a way that can comply with the cultural norms of both refugee and host communities.

- ### Get to Know and Contact Civil Society

  A freely functioning, well-organized and vibrant civil society is integral to the enhancement of social cohesion in displacement contexts. Civil society organizations and other forms of social networks could fill the gaps left by the state authorities in refugee governance. They can also fulfil the function of disseminating unspoken demands and problems of the refugees to political platforms, which would enhance the relations of trust between the refugees and state authorities. Civil society could also function as a common platform in which the members of the host community and refugees discuss common social problems and take action. In this respect, an exploration of the strength of civil society in a country facing refugee inflows is an important component of contextual exploration at the national level.

- ### Get to Know and Contact the Media

  The use of traditional or digital media has important effects on social cohesion. Social media could help the refugees become more vocal about their needs and aspirations[32]. Nevertheless, refugees stratified along gender, socio-economic status, and age divides have often varying levels of access to such functions and opportunities provided by media. Social program implementers should acknowledge these differences for accurate planning strategies.

  Media could also be a channel through which misinformation, stereotypes and xenophobic discourses about refugees are constructed, circulated, and disseminated.[33] Therefore, project implementers also need to explore the extent to which print or virtual media plays a role in reinforcing or easing tensions between refugees and the host community.

- ### Map local services and programs

  To implement successful social cohesion programs, it is essential to thoroughly understand the programming context in your area of intervention. This understanding should investigate the range of services that are available to your target populations and a mapping of what other actors and stakeholders are doing in your area of intervention.

  This mapping has a dual purpose: it will allow preparing practitioners in their information efforts on available services (during the implementation phase) and it allows designers to ensure that their social programs do not overlap or are complementary to efforts by other stakeholders

- ### Remember that Factors of Social Cohesion Vary according to Scale

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32 https://www.sfcg.org/wp-content/uploads/2015/07/UNICEF_Baseline_Report_final.pdf
33 Ekman, Mattias. "Anti-immigration and racist discourse in social media." *European Journal of Communication* 34.6 (2019): 606-618.

Broadly speaking, a social cohesion program may function at three different scales: the national, urban and neighborhood levels. The specific procedures to follow at the stage of implementation may vary across these scales. The practitioners thus need to obtain preliminary information about the country, city, and neighborhood in which they will carry out social cohesion programs. At each scale the scope of this information would vary.
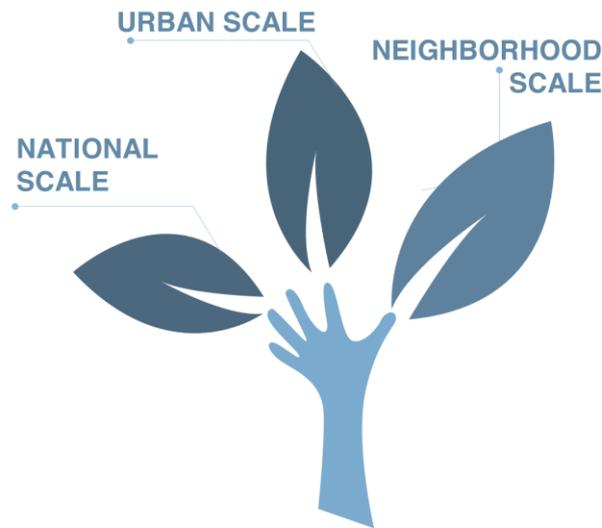
Programs at the National Scale

A social cohesion intervention at the national level is at the forefront of policymakers' agendas when the movements of displaced people trigger social and political processes that impair social cohesion at the country level. In such a situation, the policy implementers tend to design and implement programs that impact national institutions, socio-economic conditions, and perceptions. The practitioners need to collect preliminary information about the historical context, demographic profile, socio-economic conditions, political and legal structure, the structure of civil society, and cultural makeup of a country where they will carry out social cohesion programs.

Programs at the Urban Scale

The social repercussions of forced displacement and refugees vary in different urban contexts within the same country, depending on the size and composition of refugees that the cities receive. Every city could have some specific socio-economic, cultural and political features that could mediate the impact of forced displacement on social cohesion. Hence, the social cohesion project implementers should obtain knowledge and insights about the demographic profile, socio-economic conditions, political and legal establishment, cultural makeup, ideological and political dynamics in the cities.

An exploratory analysis at the urban level should include an investigation of the policies and strategies developed by municipalities concerning social cohesion.

This is because all kinds of local social policies could have an impact on social cohesion. As noted in the 3RP country chapter for Türkiye's Syrian refugees, "Municipalities play a key role in the implementation of social cohesion and harmonization programming as they are at the forefront of interactions between communities."[34]

Programs at the Neighborhood Scale:

Obtaining information about the neighborhood is key to understanding sub-national or community-level variations in social cohesion[35]. In the neighborhoods, one can observe the reflections of refugees' social and cultural traits on urban space, the functioning of the social networks they form, and the dynamics of their conflictual or cooperative relationships with the host community[36].

A social cohesion intervention at the neighborhood level could provide the policymakers with insights into how the processes and problems related to social cohesion are experienced by people in everyday life, and in what ways a social cohesion intervention could have real effects on the actual living conditions of communities.

Neighborhood-based projects are particularly relevant in conflict-ridden contexts. The effects of cultural distance on social cohesion could be best observed and analyzed in the neighborhoods. This insider information is of critical importance to design valid and effective programs related to community engagement and the prevention of xenophobia. Neighborhood-level programs could also enable policy implementers to discover and examine the informal networks of solidarity, as well as informal methods of subsistence among refugee communities.

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34 3RP Türkiye Chapter 2019, https://reliefweb.int/report/turkey/turkey-3rp-country-chapter-20192020-entr (Last Accessed: April 25, 2021)

35 United Nations Development Programme (UNDP). 2020. *Strengthening social cohesion: Conceptual framing and programming implications*. New York: UNDP

36 Bruhn, J. (2009) The Group Effect, Social Cohesion and Health Outcomes. Springer, New York

RECOMMENDATION 2
Conduct a Conflict Analysis

WHY?

It is important to study the potential areas of conflict between different communities as part of a contextual exploration. We should be concerned about the potential detrimental effects of conflict that can manifest as violence on vulnerable members of society, such as refugees.

Violence has a profound impact on the prospects of human development and social fabric, affecting factors such as self-confidence, national identity, and respect for differences. The challenge for social cohesion thus is related to whether people with differing choices, lifestyles, backgrounds, or ideas engage with each other in a healthy way without devolving into destructive behavior[37]. Conflict analysis helps social program facilitators understand the various dynamics through which social tension and conflict can turn into violence and become detrimental to social cohesion, rather than a force for change and progress.

HOW?

The conflict analysis should be distinct from the rest of the context analysis. The context analysis aims to comprehend the overall situation, taking into account all economic, social, and political variables.

For instance, although poverty is undoubtedly a significant factor in the wider context of social cohesion, the key issue for conflict analysis is to reveal the mechanisms in which poverty contributes to conflict. It is important to explore the issues and complexities surrounding income, poverty, privilege, rent seeking, and resource access in order to determine economic factors whose presence are more likely lead to violent conflict.[38]

To conduct a conflict analysis, consideration should be given to eliciting perspectives from target group members, public authorities, and stakeholders working on providing support services to the target group members. They should be interviewed about their input on the

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37 GPPAC, Conflict Analysis Framework: Field Guidelines and Procedures, pg. 8, https://www.gppac.net/files/2018-11/GPPAC%20CAFGuide_Interactive%20version_febr2018_.pdf (Last accessed: April 10th, 2021)
38 Ibid

nature of the conflicts in their community or region. The aim here is to ask them for their insights on the causes of the conflict. The analysis should include questions that aim to rank the issues according to importance and also gather insights into how different groups in the society view the conflict. Interviews or engagement with stakeholders should explain which issues are more likely to result in violence and where violence would be most likely to take place to guide the social programming.

Promising Practice

The Turkish Red Crescent (TRC) conducted needs assessment studies in the cities where they have Community Centers. One of these is in Kocaeli. Kocaeli is an industrialized city near Istanbul. As a result, there is a sizeable Syrian refugee population that relocated there in search of work. TRC performed a needs assessment before establishing Community Centers to determine the needs and problems of the Syrian people. A conflict analysis module was integrated into this study. The degree of social cohesion between the Syrian and local populations was found to be low. The tension caused by low familiarity between the two communities could result in conflict and potentially violence. The TRC management and practitioners then devised activities and workshops where members of both communities can spend time together. Many Syrians also took part in Turkish language classes.

RECOMMENDATION 3
Beware of Social Clustering

WHY?

According to the findings of this research study, the areas that are in highest need of intergroup contact are those where large populations of different groups live in close proximity of each other yet have low levels of intergroup contact. Groups that are large, mutually isolated, and physically close run the risk of developing conflict. A sense of threat posed by "the other" and ensuing prejudice tend to affect groups that do not have significant first-hand information about each other and are unconnected by common economic or social links. As such, it is often more urgent to target areas that have large social clusters of both communities with relatively fewer network connections between them.

HOW?

Social clusters are best understood at the neighborhood level. Even if the number of refugees in a city may be low, the refugee population could be densely concentrated in a few neighborhoods, forming a mostly closed and relatively large community. This could generate ghettoization, wherein a minority group remains confined to a particular area with little connection to the wider community. Looking at the cluster at the city level, one might think that because the proportion of refugees compared to the overall city population is low, it would be more efficient to divert efforts to cities with larger numbers of refugees.

Promising Practice

As part of the Promotion of Economic Prospects (PEP) program, GIZ targeted cities such as Bursa and Tekirdag, where refugee populations are relatively smaller, along with cities such as Istanbul and Gaziantep, with much larger refugee populations. While refugee populations are smaller in Bursa and Tekirdag, the potential of social clustering and ghettoization poses a risk of conflict. It is thus important to build social cohesion in these areas.

However, the city scale is too large to understand the network dynamics at the local level. Regardless of the city—or even district-wide—population statistics, areas that would be best served by added opportunities for intermingling and socializing are those with adjacent neighborhoods that have rather homogeneous populations of refugee and host community members living in close proximity.

RECOMMENDATION 4
Mainstream Social Cohesion into Program Design

WHY?

It is important to ensure that social cohesion is integrated into program design as a separate dimension and area of concern, even if the main activity field of the social program is different (such as education, trainings, livelihoods, protection, and psychosocial support, etc.).

HOW?

Mainstreaming social cohesion into the program entails integrating the following action points into program design:

Promising Practice

The Summer Pre-School for Syrian and Turkish Children Project (implemented by UNICEF, UNHCR, GAP and ACEV) is a good example of mainstreaming social cohesion. While the main focus of the project was education, the program implemented various multicultural activities to create opportunities for socialization between host and refugee community children. It was implemented in 10 provinces of Southeastern Turkey, reaching out to 2,620 children between five and six years of age.

- Define a project role who is responsible for ensuring high-quality engagement and intergroup contact among beneficiaries (a practitioner whose role in the program covers these aspects)
- Include ways to monitor the engagement level of participants with each other and practitioners.
- Ensure that methods and tools for increasing the quality of intergroup contact are available and sufficiently integrated into the daily activities of the program;[39]
- Include program activities to train all facilitators who provide services to the beneficiaries are properly trained in intercultural sensitization or ensure that they are properly trained during the recruitment phase

- Ensure monitoring whether program facilitators possess any biases that could cause them to divide beneficiaries (knowingly or unknowingly) into high- and low-status social groups according to their ethnic background or other personal characteristics
- Define program targets and metrics in line with key social cohesion indicators; and
- Integrate key social cohesion indicators into the program's monitoring and evaluation framework

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[39] Practical guidance on intergroup are available in the sub-section on the INTERVENTION PHASE.

RECOMMENDATION 5
Engage Beneficiaries in the Design Stage

WHY?

Common goals shared by participants is a key condition for effective intergroup contact. Involving beneficiaries in defining the goals and targets of a social program is a way of establishing common and relevant goals. In addition to the functional benefits of this practice, peer engagement has emotional advantages, such as building trust between beneficiaries and implementers, as well as strengthening the motivation of target group participants. These are likely to help with outreach by enabling wider participation and engagement in the program.

HOW?

One of the most frequently mentioned best practices for the design stage in key informant interviews was the inclusion of beneficiaries from the target group in the design of the project. The formation of advisory committees with the involvement of beneficiaries is one way of doing this. Group discussions, fieldwork visits and needs assessment studies are also useful, as long as they are sufficiently localized to the actual catchment area of a specific service provider, rather than relying on country-level research studies.

Promising Practice

The Al-Shami Kitchen project, supported by the Izmit Municipality, offers an example of involving beneficiaries in the design stage. The Al-Shami Kitchen is operated by refugee and host community women in Izmit. While the project had initially included plans for different components and business areas, after receiving the input of beneficiaries the municipality decided to provide a kitchen facility in line with the business aspirations of participating women. Moreover, in response to the feedback from the beneficiaries, the municipality arranged a playground for their children while their mothers are at work.

Crucially, engagement with beneficiaries should not only focus on understanding their needs but also on having them actively participate in the design of interventions. Beneficiaries can provide important insight into the practical aspects of project design, such as the venue for or method of service delivery, as well as appropriate teamwork objectives (for making teamwork learning activities useful) and relevant group discussion topics for intergroup contact.

If target group engagement is not possible during the design phase, a higher degree of beneficiary input should be included during the implementation phase. This may address issues such as how to deal with unexpected developments, urgently emerging needs, or issues that reduce satisfaction with delivery of services.

RECOMMENDATION 6
Focus on Disadvantaged or Vulnerable Groups

WHY?

It is important to keep in mind that any group such as refugees will contain different sub-groups that can be more vulnerable or disadvantaged than the overall population, e.g., people with disability or children who have to adapt to a new life in the host country. It is important to ensure that outreach activities of a social program can effectively include those who may not always have the means of making themselves heard. As both refugee and host communities may comprise diverse sub-groups within them, it is vital to ensure these are accounted for during project design. Project implementers should consider how to reach out to different groups of people and ensure their inclusion in social programs.

As approximately 40% of all Syrians under temporary protection in Türkiye are younger than 15 years old[40] (and around 20% are between 15 and 24), it is worth emphasizing the importance of reaching out to children and young people with social cohesion programs. UNICEF describes the special position of children and youth vis a vis social cohesion as follows:

"Children are in a very different situation [compared to adults] *regarding both vertical and horizontal integration: their vertical relations are governed by strict hierarchies at home and school, and the horizontal aspect involves integration with many people who they are not with through choice but necessity (such as a classroom or playground). Furthermore, adolescents from both communities are more likely to encounter and interact in everyday life in the public spaces of the cities and, more importantly, in schools"* [41].

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40 Directorate of Immigration Temporary Protection Status Data, https://www.goc.gov.tr/gecici-koruma5638 (Last Accessed: May 20th, 2021) – Note: Website is updated periodically
41 Search for Common Ground, UNICEF Baseline Report 2015, https://www.sfcg.org/wp-content/uploads/2015/07/UNICEF_Baseline_Report_final.pdf (Last Accessed: April 25th, 2021)

HOW?

It is critical to put standard procedures in place at the design stage of a program in order to include frequent training and information-sharing occasions for both practitioners and target group members (e.g., parents or caretakers) to brief them on what is and is not harmful to the target group (e.g., children and young people or people with disability) in a social program setting.

- Such training should cover as many types of programs as possible, including psychosocial assistance, educational support, life skills, and outreach.[42]
  - By using this approach, knowledge about common objectives of different social cohesion programs would be disseminated among both implementers and target group members.
- Such trainings should also include information about the specific types of dispositions and behavior that support social cohesion:
  - For example, these include listening and developing trusting relationships; equality; inclusion in social activities; not jumping to conclusions about intentions of other; confirming news from different sources to guard against the spread of disinformation; and avoiding violence and bullying.[43]

Bullying is a significant barrier for social cohesion of children. This applies most specifically to school environments. The pervasiveness of bullying in schools can be attributed to several factors. Adults may not see bullying behavior due to a lack of resources for supervision, or they may not consider it a problem. In addition, children may be unaware of reporting mechanisms[44] and may assume bullying is a normal part of life.

Children can benefit from being trained about how to protect themselves and others against bullying. The following are key concerns for practitioners for carrying out activities in school settings[45]:

- Are the children aware of the providers that offer support and protection?
- Do they know how to report concerns or get assistance?

Other problems that may be addressed for child safety outside of the school setting include[46]:

- What are the authorities, channels, and means for reporting danger?
- What can be done in advance or in the moment to defend oneself if children encounter strangers who threaten them?

The continuity of impact is critical for long-term improvement in social cohesion. Implementers should thus focus on following up with children on the above processes, i.e., not only educating them about ways to deal with bullying, but also periodically checking in to see if children have

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[42] UNICEF, Towards a Child-Led Definition of Social Cohesion, https://www.unicef.org/jordan/media/616/file/Towards%20a%20Child-Led%20Definition%20of%20Social%20Cohesion.pdf (Last Accessed: July 27th, 2021)
[43] Ibid
[44] Ibid
[45] Ibid
[46] Ibid

had any experiences with bullying and, if so, whether they require assistance in dealing with such issues.

In addition to bullying, informal employment among the school-age refugee adolescents is believed to be quite prevalent. The effects of this situation on the social integration of refugee youth and children should also be considered in the planning stage of a social program.

Refugee children and youth are more inclined to learn the language of the host community, and this advantage could enable them to play the role of mediator between the refugee and host community in different areas of social life. In this respect, children and youth's role in the community engagement programs should be defined in line with their specific skills and social experiences in everyday life.

It is important to note that youth unemployment is one of the key issues facing Türkiye's economy. According to TURKSTAT[47], the employment rate of the youth[48] in the country was 29.2% in 2020, a decline of around 3 percentage points from 2019 (33.1%). Unemployment also affects Syrians under temporary protection (SuTP). Of the 3,670,717 SuTP, 20% are between 15 to 24 years of age[49]. When asked about their problems in Türkiye, the most frequent responses by SuTP tend to be related to livelihood generation[50]. As such, programs that aim to improve the job market and youth' entrepreneurship skills, as well as supporting young individuals in their transition from school to work, are crucial avenues for progress with respect to social cohesion.

The employment rate of people with disabilities in Türkiye is approximately 22%.[51] As such, livelihood support projects such as vocational training, employment incentives and other job placement programs are crucial in supporting self-reliance and social cohesion of refugees with disabilities.

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[47] Turkstat, "Youth Statistics" (in Turkish) https://data.tuik.gov.tr/Bulten/Index?p=Istatistiklerle-Genclik-2020-37242 (Last Accessed: May 22nd, 2021)

[48] Defined as those who are between 15-24 years old by TURKSTAT.

49 Republic of Türkiye Ministry of Internal Affairs, Directorate of Immigration, Temporary Protection, Statistics, 28 April 2021, https://www.goc.gov.tr/gecici-koruma5638 (This webpage is in Turkish and periodically updated by the Directorate. The figures shown in the table were obtained on May 6th, 2021)

50 INGEV-Ipsos Refugee Livelihood Monitor, 2017. Summary Findings page 3: http://ingev.org/wp-content/uploads/2017/07/Syrian-Refugee-Livelihood-Monitor-Summary-Assessment.pdf. Refugee Livelihood Monitor involved 1282 face to face interviews with refugees over the age of 15 living in 10 different cities in Türkiye. 10 cities with the highest Syrian population in Türkiye were chosen for the study. These cities represented 79% of the Syrian population in Türkiye at the time. (Last accessed: 20. Jan.2021)

51 Overview of the Employment of People with Disability in Türkiye and the World (available only in Turkish: "Engelli İstihdamının Dünyada ve Türkiye'deki Görünümü"); Doç. Dr. Funda ÇONDUR2 Doç. Dr. Aslı YENİPAZARLI3 Doç. Dr. Necmiye CÖMERTLER, Eurasian Journal of Researches in Social and Economics (EJRSE) https://dergipark.org.tr/tr/download/article-file/1128161 (Last Accessed: August 8th, 2021)

RECOMMENDATION 7
Ensure Gender Sensitivity

WHY?

Gender refers to women's and men's socially created roles, which are frequently fundamental to how people define themselves and are defined by others. Gender, unlike sex, is not a biological factor. Gender roles are taught, can shift over time, and differ among cultures. For almost every context, gender defines the obligations, responsibilities, limits, opportunities, and privileges of women, men, girls, and boys. In order to prepare for integration, these gender norms and roles must be understood and considered throughout the design and implementation phase.

Gender-blind interventions do not distinguish between men and women. They may make gender assumptions that prejudice them in favor of current gender relationships. They may even include provisions that discriminate between men and women. Gender-neutral interventions, on the other hand, acknowledge gender inequities but do not contain particular measures to alleviate prejudice and inequality between men and women. Finally, gender-sensitive interventions identify women and men's unique needs and objectives, and they consciously and proactively address gender inequities by examining and challenging the structures, organizations, and norms that underpin them. In general, a gender-sensitive program performs one or more of the following:

- It increases women's financial independence and decision-making power in the household.
- It promotes favorable household level dynamics and improves women's psychological well-being.
- It assists in the transformation of gender roles
- It increases women's engagement in public life by increasing their access to social networks

Gender is an axis of inequality affected by mass displacement. Potentially restrictive patriarchal practices in refugee or host communities could pose severe obstacles to refugee women's social and economic integration. As women gain greater economic independence and embrace new opportunities in the receiving community, this may lead to conflicts between men and women in refugee families and communities. Changes in roles that affect men and women may also affect refugee children and teens. Gender exploitative, gender blind, or gender-neutral procedures and programs may prolong (or even worsen) prejudice while

limiting the extent to which services may engage and help refugees, especially women and girls.

As an example, when young people in Türkiye are not educated, employed, or in training programs ("NEET"), their probability of getting out of this NEET situation is 50.6% for men and 23.5% for women.[52] The employment rate for young males in Türkiye was 43.4% in 2020 while it was much lower – at 19.2% for young females[53]. It can thus be deduced that there is significant room for boosting the overall social cohesion in Türkiye by addressing the economic, legal, and social integration of women.

HOW?

In compliance with the gender mainstreaming perspective of the UN, social cohesion projects need to take into account the adverse effects of persistent gender inequalities on social cohesion[54]. Community engagement programs could play an influential role in this matter, as research shows that "empowerment for women may be more effectively enhanced through participation in community groups and activities in which relational processes are emphasized"[55].

It is important for practitioners to conduct a gender analysis of their target group at the planning stage. A gender analysis of the target community can provide vital information about men, women, and youth's unique needs, vulnerabilities, strengths, opportunities, and priorities, and can be used to guide engagement with beneficiaries or make work more gender sensitive. The following issues may be covered by gender analysis:

- the degree to which gender roles and relationships differ between refugee origin countries and receiving communities;
- whether women without family or relationship support, as well as single males, have more serious challenges with respect to integration.

There are various obstacles to refugee women and girls participating meaningfully in integration efforts. It's critical for practitioners to be able to spot these barriers and to try to address these. For example, individuals may not wish to engage in language training and orientation programs in mixed-sex environments. Or women may not be able to attend project interventions because of different duties they must handle, such caring for their children. When women are responsible for most of the domestic care duties, it is likely that they are unable to spend time in formal livelihoods interventions and project trainings. Some women may find it difficult to transition to formal employment if they have never worked outside the household before and may require more comprehensive job placement assistance and training. Participating in the formal labor force can help refugee women integrate more quickly because

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52 ILO Türkiye, Jan'21, "Beyond unemployment: The impact of the pandemic on hours worked in Türkiye", https://www.ilo.org/ankara/areas-of-work/covid-19/WCMS_766572/lang--en/index.htm (Last Accessed: April 20th, 2021)
53 Defined as those who are between 15-24 years old by TURKSTAT.
54 United Nations Development Programme (UNDP). 2020. *Strengthening social cohesion: Conceptual framing and programming implications*. New York: UNDP
55 Peterson, N. Andrew, and Joseph Hughey. "Social cohesion and intrapersonal empowerment: gender as moderator." *Health education research* 19.5 (2004): 533-542

of language acquisition and social contact in the labor engagement. This in turn enhances their households' integration as a whole and prevents isolation.

Research findings indicate that displacement-related stressors can raise the likelihood of domestic violence, especially in places where gender norms are not particularly strong against violence against women. Gender roles and identities may alter as a result of displacement. Many refugee men, whose identity may be deeply tied to their paid employment, duties as providers, and civic involvement, may struggle to adjust to the loss of social standing that typically comes with displacement, particularly if they are unemployed or unable to work in their previous professions. Displacement frequently causes similar interruptions in their capacity to provide for the family. Men may lose a positive way to exhibit their masculinity as a result of this.

In order to boost the cohesion impact of a program, soft-skills trainings can be provided to both female and male beneficiaries. These might focus on intercultural communication (to better understand host community's norms and daily practices) or stress-coping skills (for instance, to help male beneficiaries better cope with economic stress without lashing out at loved ones). As much as possible, these activities should target families as a whole, and not just one female or male member from the household.

While it is critical that integration planning considers the needs of individual refugee men and women, it is also recommended to consider the needs of the family unit. When it comes to children, for example, it's crucial to remember that gender roles, expectations, and norms affect them too. Roles can evolve during adolescence, and the manner in which norms affect boys and girls may vary. Attitudes toward education, romance, dating, family, and other areas develop during childhood and adolescence. As a result, practitioners must create ways to assist both refugee men and women in adjusting to gender role expectations, family connections, and women's, children's, and youth's rights and duties. It is therefore recommended to include men in couples' workshops, parenting programs, and other activities that may help families maintain their bonds while they adjust to their new surroundings and communities.

Programs that provide livelihoods support and training, assist women to address protection risks and enable them to develop stronger social ties with the rest of society can all be substantial when it comes to strengthening cohesion. Through such programs, practitioners can address the barriers that prevent better economic and social integration of women in the design stage of their programs.

Promising Practice

Malala Fund and IGAM's implementation of the "No Lost Generation" project in Ankara and Gaziantep addressed the social norms that prevent young girls from resuming their education. A diverse community of stakeholders, from foreign to local, partnered to raise family awareness about the value of education for Syrian school-aged girls. Additionally, Women and Girls Safe Spaces (WGSS) program by UNFPA addressed the security and empowerment of women and girls during the Syrian crisis. The WGSS program involved the creation of formal and informal environments in which women and girls can feel physically and emotionally secure.

As per some *examples* of promising programming practices towards gender sensitivity,

- It is important for practitioners to take time to understand the particular situation of women and girls in their target group and determine the barriers that might prevent them from participating in a particular social program.
- Women's empowerment and economic integration can be supported through vocational skills development and employment or entrepreneurship support. Components of economic integration can be introduced into various types of social programs through trainings, mentorships, and consultancy services on entrepreneurship and employment support.
- Bringing refugee women together might be advantageous in terms of reducing isolation, developing mutual support, and engaging women in tackling integration challenges.
- Orientation programs could provide refugees the chance to learn about gender and family issues in their new communities (e.g., laws relating to family violence and marital and property rights).
- During service delivery, meeting separately with women and men in households and ensuring that translation services are available (ideally with both male and female interpreters) improves the ability to build relationships and provide accurate information to refugees women, as well as identify gender risks, challenges, and priorities. Ensure that male relatives are not utilized as interpreters and that, if feasible, women have access to a female interpreter.
- Efforts to support women's access to transportation (such as increased funding for integrating transportation services into an intervention or for driver's license trainings) serves to eliminate isolation and improves access for both children and women to the services while at the same time encouraging independence
- Having separate bank accounts in the names of both men and women family members as household heads can help encourage financial independence.
- Conduct 'women only' trainings, seminars, or workshops, where women may feel more at ease speaking out and participating
- Providing social or job market orientation services and language training through established women's support or social organizations

- Ensure that orientation and language training programs include topics that are especially important to women of all ages, such as sexual harassment, domestic abuse, and gender discrimination
- Organizing programs in a way that women may access them (e.g., scheduling sessions in daylight hours, offering transport and childcare, offering home tutor options)
- Increasing sensitivity of gender concerns among training professionals
- Establishing a monitoring system to detect any negative impacts of programs on women's and girls' labor loads, time poverty, productivity, as well as household and community dynamics. This system should also incorporate effective measures to offset these negative consequences
- The effects of programs on household level dynamics, such as women's and men's status and psychological well-being, should be tracked

During the design of the project, one should include some *indicators* to support gender sensitivity. Some examples may include:

- Participation rate by beneficiaries at various stages of the project cycle, disaggregated by gender
- Increased awareness of gender roles, norms, how they shape our decisions and actions in daily life
- Increasing involvement of beneficiary women in crucial decision-making processes at household level. This can be assessed through qualitative responses. Also, women's feedback for the activities included in the intervention should also be regularly collected and considered.
- The number of women's groups or civil society organizations focusing on women that the intervention collaborates with
- Proportion of women to males among beneficiaries
- The number of people who have been taught and counseled on prevention of gender-based violence in household, social, and economic roles.

Some of the *external indicators* that can be tracked during and after the timespan of program activities are as follows:

- Change in workload disaggregated by sex
- Number or frequency of violent outbursts or other kinds of retaliation towards women
- A shift in gender stereotypes and discriminatory attitudes toward women and girls, as well as men's dedication to empowering women (to be tracked through qualitative input)

RECOMMENDATION 8
Keep the Host Community in Mind

WHY?

Social cohesion does not only refer to internal cohesiveness and well-being of refugee groups. It is also a relational phenomenon that concerns the enhancement of trust, empathy, and respect between the host and refugee communities. It covers the objective of preventing forced displacement waves from triggering pre-existing tensions and controversies among the host community. As such, practitioners who primarily aim to improve refugee communities' harmonization in the host country should give careful consideration to the impact of their project on the host community.

A program that focuses too much on how it affects the refugee community may alienate the host community. For instance, in conflict-ridden societies, a project that intends to contribute to the self-reliance of refugees through livelihood generation activities could increase the resentment and a sense of relative deprivation among those sections of the host community who are unhappy with the lack of employment opportunities for the local population.[56.]

HOW?

Practitioners need to make a careful preliminary analysis of the possible impact of their program on the host community. It is important to inform and target the host community for inclusion in these programs as well.

Recent scholarly research shows that anti-migrant sentiments stemming from perceived group threats can be particularly strong among the lower-income and economically fragile segments of the host community. Preexisting economic and political anxieties can be fueled by the perceived crowding-out in the labor market after immigration.[57]

As such, practitioners would need to combine their resilience-building activities with programs centered on community engagement and xenophobia to prevent such risks. These combined

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56 Pettigrew, T. F., Christ, O., Wagner, U., Meertens, R. W., Van Dick, R., & Zick, A. (2008). Relative deprivation and intergroup prejudice. *Journal of Social Issues*, *64*(2), 385-401.

57 Hjerm, Mikael, and Kikuko Nagayoshi. "The composition of the minority population as a threat: Can real economic and cultural threats explain xenophobia?." International Sociology 26.6 (2011): 815-843.

programs could help the development of sustainable solidarity links between the economically vulnerable sections of the refugee and host community.

For instance, programs that encourage members of refugee and host communities to cooperate towards a common target, such as doing business together, provide benefits for both groups involved.

RECOMMENDATION 9
Establish an Exit Plan for Sustainability

SOCIAL COHESION IN TÜRKİYE: PROGRAMING MODEL AND GUIDE

WHY?

An exit strategy is a plan describing how the program intends to withdraw its resources while ensuring the positive impact on beneficiaries is long term. Exit strategies should be built into the program design. This will encourage the development of interventions that are sustainable, since an exit strategy is, in essence, a sustainability plan.

HOW?

Promising Practice

The Women and Girls Safe Spaces (WGSS) project by UNFPA aimed to strengthen physical and legal security of women through sexual and reproductive health promotion, and sexual and gender-based violence awareness events, as well as curative and referral assistance services. The exit strategy of the project involved incorporating the core WGSS personnel and services into 24 Migrant Health Centers managed by Ministry of Health and sponsored by the EU. This was done to enable the long-term institutional capacity development of these centers after the conclusion of the project. The exit strategy may also involve the establishment of long-term activities that bring together different communities on a regular basis, such as local business associations or recreational gatherings at the neighborhood level.

The exit strategy should involve a sustained reduction in intergroup prejudice within society, as well as increased trust towards other members of society and public institutions. The social program may facilitate such effects by, for example, establishing an economic structure that allows members of different communities to cooperate for livelihood generation (such as the establishment of cooperatives or enterprises) or by training internal mediators within different communities to facilitate intergroup contact after the program is completed.

Peer engagement and the recruitment of local community members as program facilitators are also important elements in achieving a successful exit with respect to social cohesion. Other practical recommendations for achieving continuity beyond the timespan of a social program will be provided in the subsequent sub-section, which outlines the recommendations for the Intervention Phase.

SOCIAL COHESION IN TÜRKİYE: PROGRAMING MODEL AND GUIDE

| Stage	Process	CHECK-LIST
Planning	Understanding the Context	1. Have you considered who the stakeholders and beneficiaries are in your planning? Have you identified the individuals and groups that will be affected by the results of the planning process? Have you identified the individuals or organizations that might be able to influence the outcome of the planning process? 2. Do you know what the community's demographics are, as well as any socioeconomic indicators? Do you know if the people in your neighborhood are aware of planning issues? What were their reactions to previous interaction processes? 3. Do you have any quantitative or qualitative information regarding the depth and frequency of network connections between different groups within your target community? What is the level of social clustering or ghettoization at the neighborhood level? 4. What is the level of vertical integration for your target community? Communities that have lower trust in public institutions' capacity to enforce laws, protect individual safety and rights, or provide services may be more likely perceive threats from the out-group members. Such communities may be in higher need of social cohesion support to prevent developing conflictual relations with out-group members. 5. Do you have any information regarding the range of services available to your target community in their local area? Have you conducted a mapping of what other stakeholders are doing in the same area? Individuals with lower access to services are less likely to develop a sense of local community (which would include all people from different ethnic backgrounds living in the same locality) and perceive more pronounced distinctions between social groups. 6. Have you identified people in your organization who are familiar with the social, cultural, and political backgrounds of the place and people with whom you are interacting? To build trust and improve engagement processes, traits such as cultural competency and an awareness of the social and cultural contexts of place and "identity" will be essential. 7. Have you considered whether there are any legal requirements that need to be addressed as part of your engagement process, especially in the case of children or people with special needs? 8. Is there something preventing any stakeholders from taking part in the process? Physical, economic, cultural, or linguistic barriers can exist. 9. Have you considered whether women and men face different requirements in their economic, social, legal, or political integration and have different levels of access to resources such as skills development opportunities or legal services? Have you thoroughly analyzed the limits and possibilities that women and men encounter in engaging in economic, political, and communal life?

Stage	Process	CHECK-LIST
Planning	Developing a Strategy	1. Have you determined the best actions/course of actions to address the social cohesion problem you want to solve in the programme? 2. Have you considered the participatory approach or how to involve community members in identifying the actions to tackle the social cohesion problems affecting your target groups based on local strengths and needs? 3. Have you decided on the phases of your project and the types of data needed to help the planning decisions that are being made? 4. Have you defined a project role and the processes through which effective intergroup contact will be carried out throughout the program? 5. Have you defined your engagement objectives, activities, and practices? 6. Have you considered tools that allow you to inform the community and key stakeholders from the beginning of your outreach process? 7. How much of a positive or negative impact will a stakeholder have on the planning process's outcomes? Have you considered whether you have consulted with all or nearly all of the main local stakeholders, mediators, or community leaders during the planning stage? How enthusiastic were they about the program? If not, what were the factors driving down their enthusiasm? 8. Is there a group representative or community leader who can help with the outreach process? Will this contact be able to make introductions? Can this community leader's assistance help the project, or the project team gain credibility? 9. Have you considered resources that will enable strategic planning discussions to continue after the plan is finalized? Continued discussion would increase community capacity to contribute to the implementation process and assist in the correction of any unintended errors that may hinder the program from reaching its full impact potential. 10. Will women stakeholders, particularly female beneficiaries, be consulted equally with men stakeholders during the action plan design process? How? 11. Will there be collaborations with regional women's NGOs and community-based organizations (CBOs)? How will they be constructed? 12. Will there be consistent systems in place to guarantee that women and men are equally represented in capacity building activities (such as training, seminars, job placements, et cetera) and are equally consulted throughout planning and follow-up? What do these mechanisms entail? 13. Do you have baselines, objectives, and indicators that are disaggregated by sex? Have you considered how women and men are

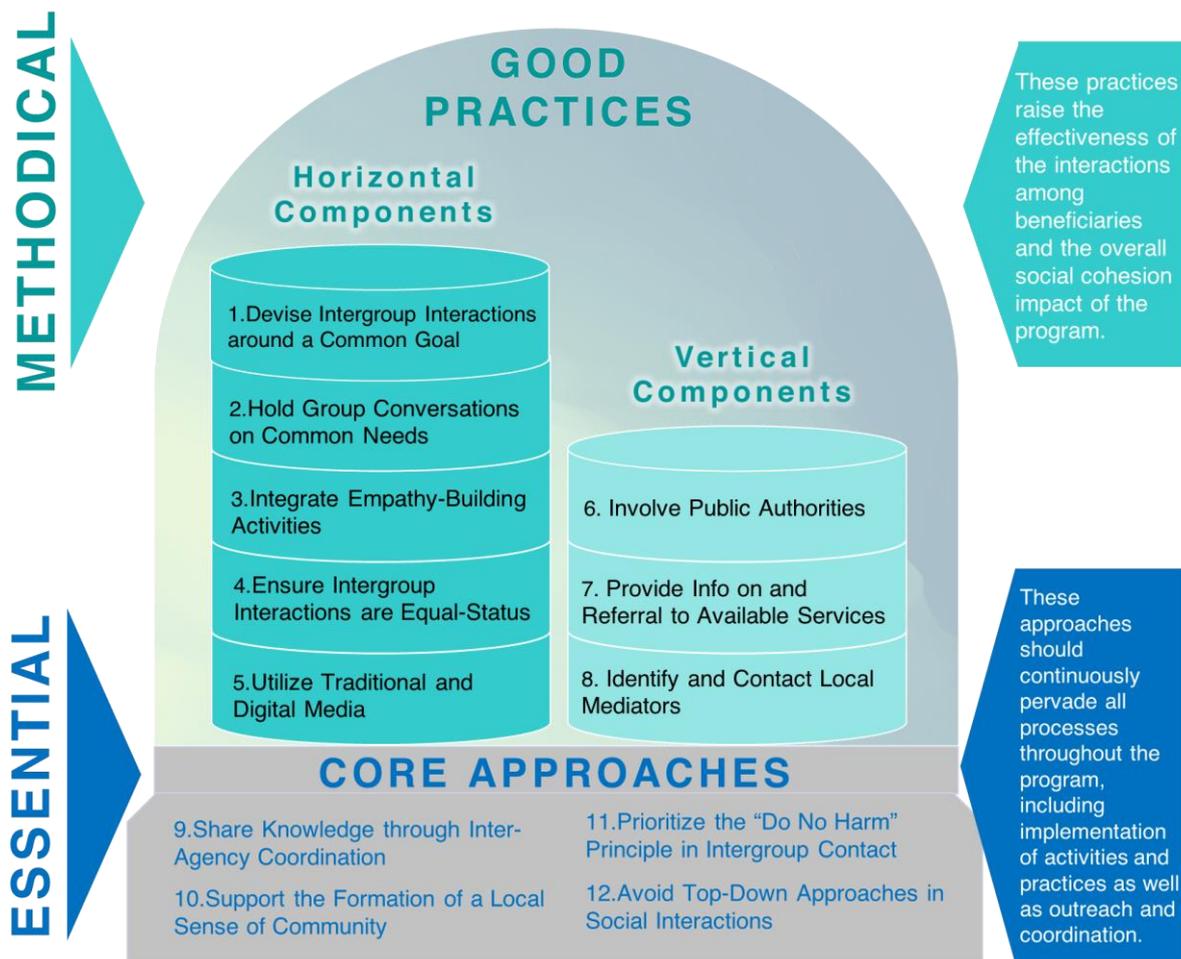| Stage	Process	CHECK-LIST
Planning		subjected to different sorts of prejudices and discrimination, and how this affects project outcomes? 14. How will the work plan's actions help national and local actors gain the skills they need to promote gender equality and women's empowerment in a culturally appropriate way? 15. Is there enough funding for gender-specific activities? Will they be connected to at least one specific output and a matching output indicator, allowing practitioners to track gender-related expenditures and actual output? Are there any activities or components that were specifically designed for women? What is their goal, and how will you track how well they are going? How do the activities affect women's empowerment in particular? (Taking qualitative measurements in areas such as self-esteem, capacity for leadership and self-organization)
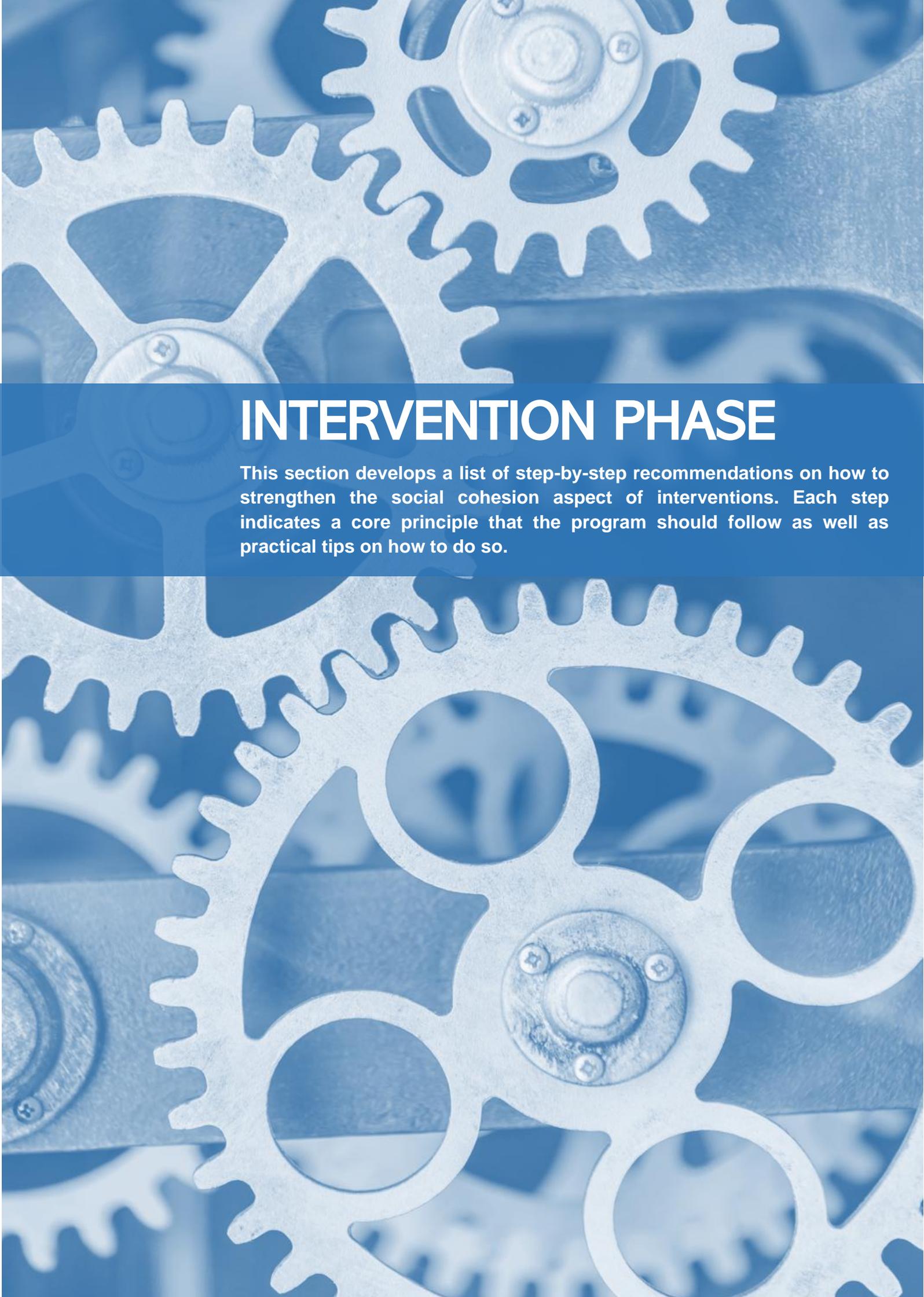
INTERVENTION PHASE

This section develops a list of step-by-step recommendations on how to strengthen the social cohesion aspect of interventions. Each step indicates a core principle that the program should follow as well as practical tips on how to do so.

Intervention Phase Recommendations

There are 12 recommendations presented in this guide for targeting the intervention phase of social programming. These recommendations are twofold: the essential and the methodical. The former makes up the **Core Approaches** that can inform key decision-making processes and actions within the program. The latter consists of **Good Practices** that can be implemented as part of the program activities in order to boost the social cohesion impact of the program.

Recommendations related to the Good Practices can further be categorized into practices that address the horizontal component of cohesion and those that focus on its vertical component.

This sub-section starts by exploring various practical steps that can amplify the cohesion impact of social programs ("Good Practices"). It then moves on to more general and fundamental approaches that can guide a practitioner's thinking throughout the entire intervention phase of a social program ("Core Approaches").

METHODICAL

ESSENTIAL

GOOD PRACTICES

Horizontal Components

1. Devise Intergroup Interactions around a Common Goal

2. Hold Group Conversations on Common Needs

3. Integrate Empathy-Building Activities

4. Ensure Intergroup Interactions are Equal-Status

5. Utilize Traditional and Digital Media

Vertical Components

6. Involve Public Authorities

7. Provide Info on and Referral to Available Services

8. Identify and Contact Local Mediators

CORE APPROACHES

9. Share Knowledge through Inter-Agency Coordination

10. Support the Formation of a Local Sense of Community

11. Prioritize the "Do No Harm" Principle in Intergroup Contact

12. Avoid Top-Down Approaches in Social Interactions

These practices raise the effectiveness of the interactions among beneficiaries and the overall social cohesion impact of the program.

These approaches should continuously pervade all processes throughout the program, including implementation of activities and practices as well as outreach and coordination.

RECOMMENDATION 1
Enhance Teamwork: Devise Intergroup Interaction around a Common Goal

SOCIAL COHESION IN TÜRKİYE:
PROGRAMING MODEL AND GUIDE

WHY?

For improved social cohesion effects, focus should be on the contact between beneficiaries from different communities, rather than contact between members of the same community. Otherwise, program activities would strengthen the bonds only within the refugee community and may even inadvertently increase their propensity for social clustering and closure, further alienating them from the host society.

Contact between different groups is likely to have a positive impact when group members have a **common goal** to cooperate toward. It is thus helpful to incorporate exercises or activities that involve beneficiaries working in groups toward a goal. This can happen in the form of sports activities, carrying out a project together such as researching and answering a question or problem posed by the facilitator, and building a device or product.

HOW?

Sports and recreation are important instruments with the capacity to reduce exclusion and improve social cohesion. Sports and recreation activities are effective means of increasing social cohesion between refugee and host community members. Sports and recreation activities include (but are not limited to) team and individual sports, dance, drama and photography workshops, intercommunal meetings and festivals, and summer or winter camps. If delivered in a sensitive manner, sports and recreation activities for building trust will have a significant effect in terms of supporting young people's help-seeking behavior and increasing social interaction with civil society organizations[58].

Participation in sports and recreation activities can present a range of physical and psychosocial advantages and may even act as a critical mediator for achieving positive settlement[59]. With these types of events, refugee and host community members may have

58 Olliff, Louise; Playing for the future: The role of sport and recreation in supporting refugee young people to 'settle well' in Australia https://www.researchgate.net/publication/292789180_Playing_for_the_future_The_role_of_sport_and_recreation_in_supporting_refuge e_young_people_to_'settle_well'_in_Australia (Last Accessed: February 23, 2021)
59 Gibbs, Lisa; Block, Karen; Promoting Social Inclusion through Sport for Refugee-Background Youth in Australia: Analysing Different Participation Models, Social Inclusion, 2017/06/29, https://www.researchgate.net/publication/318031897_Promoting_Social_Inclusion_through_Sport_for_Refugee-Background_Youth_in_Australia_Analysing_Different_Participation_Models (Last accessed: February 23, 2021)

further opportunities for social interaction going beyond the timespan of the activity. This is because they can self-organize around such activities even after the completion of the program. Moreover, participation in sports activities and becoming part of a team empower refugees in a way that other programs cannot always provide.

Promising Practice

The UNFPA's Sahinbey Social Service Center project team held sports activities in a school in Gaziantep's Beydilli area, which is home to a large refugee population as well as a low-income host community. With the help of the school administration, the project team divided the students into two groups and launched a football tournament. Children from both the host and refugee populations were mixed in each team. According to feedback from the school administration, this intervention resulted in a significant reduction in peer bullying, and school officials and teachers improved their capacity to detect and respond to it when it occurs.

RECOMMENDATION 2
Reduce Social Distance: Hold Group Conversations on Common Needs

WHY?

Holding group conversations is one of the most effective ways of establishing high-quality intercultural engagement, especially because it helps people understand that the cultural distance between groups is much lower than they previously thought. Some conversations may also help individuals develop friendships that can continue outside of the social program.

The most engaging topics of conversation recommended by Turkish and Syrian adults were topics that members of both groups tend to feel strongly about. Once a program facilitator gets the conversation going, participants usually have stories, anecdotes, and important tips on these subjects to share with others.

Examples include:

- Difficulties in the job market or workplace, and work life in general.
- How to support children's education as parents.
- Issues with their children's social development, and children's relations with their friends.
- Healthcare issues and accessing healthcare services (especially for the elderly in their families).

HOW?

It is important to choose a topic of discussion that is relevant to the beneficiaries to ensure a strong engagement. It is also possible to build upon shared events and common interest or to devise games that can be played in pairs or groups to strengthen bonds between beneficiaries.

o Events such as Children's or Mother's Day festivals, or religious meetups such as *iftars* can be good reasons to gather many people from both communities and give them an occasion to socialize around a common theme.

o The issue is that such one-time only events are generally not designed with personal intergroup contact with mind, so they just end up bringing together

many people at the same physical location who nevertheless do not socialize with each other in any meaningful way.

o Such events should be supported by various micro-activities that ensure participants also actively engage each other or at least a facilitator from the other community during the event. These events could also serve as venues for shared activities such as storytelling or video-watching, which are effective means of indirect intergroup contact between refugee and host communities.

o Since these are one-time only events, they do not usually possess continuity of impact, which is one of the principles of social cohesion programming outlined in Section 3. One way to compensate for that shortcoming would be to compile videos and photos of the unique moments or mini activities that take place throughout these events. Such media content can then be disseminated through social media campaigns. Their presence on social media could serve as examples of positive indirect intergroup contact that are continuously available for viewing online.

Promising Practice

ASAM, for example, conducted Turkey's inaugural Refugee Film Days. The purpose of the event was to counteract some unfavorable impressions toward refugees among the host community members. Films and documentaries focusing on the humanitarian aspect of forced displacement were utilized as a method of empathy-building. Film and video distribution can be effective means to capitalize on the positive benefits of indirect intergroup contact. In terms of reach, such procedures centered on creating media material tend to be multiplicative.

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RECOMMENDATION 3
Reduce Stereotyping: Integrate Empathy-Building Activities

WHY?

Perspective taking is the act of considering the point of view and psychological experience of an individual whom we perceive to be from a different social group. It is effective as an empathy-building exercise since it helps participants break down the us-versus-them mentality[60].

Research shows that perspective-taking exercises are especially effective in reducing stereotyping[61]. That is because such exercises generate a mental merge of the representation of self and the target. The overlap of two entities supports the formation of an intercultural identity[62]. One study found that perspective taking is effective in reducing both implicit and explicit biases toward the members of the other group[63].

HOW?

Examples of perspective-taking exercises are generally simple and short. They can bring beneficiaries together and allow them to get emotionally closer. Such exercises include writing, from the perspective of a discriminated person from a different social group, the challenges they go through at the workplace – such as being undermined or harassed because of their identity. The aim is to convey the message that there are certain common values and needs that unite us all, regardless of differences in various traits such as ethnicity, socio-economic status, gender, and age.

60 Cialdini, R. B., Brown, S. L., Lewis, B. P., Luce, C., & Neuberg, S. L. (1997). Reinterpreting the empathy–altruism relationship: When one into one equals oneness. *Journal of personality and social psychology*, *73*(3), 481.
61 Galinsky, A. D., & Moskowitz, G. B. (2000). Perspective-taking: decreasing stereotype expression, stereotype accessibility, and in-group favoritism. *Journal of personality and social psychology*, *78*(4), 708.
62 Galinsky, A. D., Ku, G., & Wang, C. S. (2005). Perspective-taking and self-other overlap: Fostering social bonds and facilitating social coordination. *Group Processes & Intergroup Relations, 8*, 109–124.
63 Todd, A. R., Bodenhausen, G. V., Richeson, J. A., & Galinsky, A. D. (2011). Perspective taking combats automatic expressions of racial bias. *Journal of personality and social psychology*, *100*(6), 1027.

Exercises and Games:

Below are examples of empathy-building games or exercises. They can be conducted in pairs or groups. It is important to note that these may not be suitable for all participants, depending on factors such as their age or literacy level. These examples do not constitute a comprehensive list and are given to assist in explaining the concept of empathy-building:

- **Identity Hands Game**[64]: Participants first work individually on defining a set of characteristics of their identities that are important to them. Then they share these aspects with the other person in the pair or rest of the group. This allows people from different communities or cultures to interact at a personal level. They get to explain why they chose the aspects they chose and understand others at a deeper level. In past studies, aspects of identity that are important ranged from the football team supported by the participant to their religion. This exercise allows participants to observe their similarities and differences with others from different cultures. More importantly, it allows participants to humanize and make sense of people in a way they might not have done otherwise.

- **Pulse Game**[65]: This is a choose-your-path type of game ("If game"), where participants separate into two teams from mixed communities and try to a solve a mystery or reach a goal within a time limit by making decisions together (various pulse games and scenarios can be found through online search engines by searching for "if games" or "interactive story games"). Such a game is beneficial because it makes the participants adapt a new role as part of a team. Participants tend to focus on the task at hand under the game's tension without paying attention to pre-conceived notions about the members of the other group. As mentioned in the subsection on the Significance of Intergroup Contact, equal status between groups in contact is a pre-condition for such contact to be successful in reducing anxiety and/or prejudice. Team games such as this create a simulated reality among participants in which prior social hierarchies, if they exist, become less important. The only concern for participants tends to be being a useful team member throughout the game.

- **Anyone Who**[66]: This is a relatively well-known game and various versions exist. A participant stands and makes a statement about themselves. Others stand up if the statement is also true about them, otherwise they remain seated. The game starts with simple statements such as "anyone who drank orange juice today" but then progresses to statements prepared by program facilitators such as "anyone who wants to make a change." The exercise is followed by a conversation guided by the facilitator about why people did or did not choose to stand up for various statements.

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64 Talking our way out of conflict: critical reflections on 'mediated dialogue' as a tool for secondary level Countering Violent Extremism; https://www.gov.uk/government/publications/talking-our-way-out-of-conflict, (Last Access: May 9th, 2021)
65 Ibid
66 Ibid

Story-Telling Activities

Participants sharing stories or anecdotes describing instances of positive intercultural communication could be helpful in reducing prejudice and anxiety. For indirect contact, individuals from one group can be asked to imagine a fiction or they can be told a real-life story that involves elements of intergroup contact. For instance, participants of an activity can simply be asked to **imagine a situation where two people from different groups carry out a conversation** at the workplace or as neighbors while they are meeting for the first time and discuss what these two people would talk about. Any activity that compels members of one group to adopt the point of view of members of the other group would be helpful in this respect.

The problem to be addressed here is that people sometimes fail to attribute feelings to those who are different (e.g., those who are much richer or poorer; those who do not live in the same country as them etc.). These instances are when insensitivity towards the feelings of others generally kicks in.

Storytelling is a proven method that increases intergroup contact quality and improve social cohesion. An example for effectiveness of storytelling on host community members is as follows:

Through the Peace & Art Center in Gaziantep, SGDD-ASAM, in collaboration with GIZ, aims to improve the protection conditions of Syrian refugees and empower them by building the capacity of the most vulnerable refugees. The center also aims to create a healthy environment between refugees and the host community through a variety of arts, recreational, and public awareness activities. Gaziantep's Al-Farah Center is one of the leading initiatives in this area. Since its inception, numerous initiatives have been implemented, conducted, and presented. GOCERKEN, a theatre production performed by Syrian and host community teenagers in Arabic and Turkish, is one such event. GOCERKEN has been performed in numerous Turkish cities to large crowds from both populations, and it has helped host community members better comprehend the experience of being a refugee and the sentiments of people who had to go through that experience.

MOR AHVAL is another example of people working together to improve empathy and understanding. It is a quarterly journal in which women from refugee and host communities write about their experiences, fears, and problems. To reach a wider audience, the journal is produced in Arabic and Turkish and distributed by a number of non-governmental organizations.

Save the Children, UN agencies, INGEV, and other organizations compile and distribute their beneficiaries' experiences online, in printed form, or on their website. This allows refugees and host community members to learn about each other's stories, issues, and concerns. This is a powerful technique for increasing empathy between the two populations. The better people get to know one other, the more cohesive the atmosphere they can create.

There are also international examples of stories building social cohesion between different communities. These point to the universal nature of stories as an empathy-building tool. For example, a social experiment presented two different sets of books to Italian adolescents to

read during their summer break[67]. The books in the first set included stories in which heroes from children's own culture interact positively with individuals from different cultures. The books in the second set did not focus on intercultural interaction. The study aimed to measure whether the first set of books have a stronger social impact. The results showed that adolescents who read the stories of intercultural contact acquired more positive attitudes towards migrants/refugees compared to the students in the control group.

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67 Vezzali, L., Stathi, S., Giovannini, D., Capozza, D., & Trifiletti, E. (2015). The greatest magic of Harry Potter: Reducing prejudice. Journal of Applied Social Psychology, 45(2), 105-121.

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RECOMMENDATION 4
Ensure Intergroup Interactions are Equal-Status

WHY?

Positive intergroup contact is diminished when participants perceive each other to be of unequal status. If some participants deem themselves to be higher or lower status than others they might not engage with the group or, even if they do, their engagement may not be sufficiently deep. Worse yet, such contact can have negative effects that reinforce exclusionary biases.

In refugee-host community relations, some in the refugee community may think being newcomers in the society makes them lower status while some in the host community may deem themselves to be of higher status compared to refugees for the same reason. If such perceptions are ingrained, intergroup contact established through a social program may be ineffective or may produce unintended negative results. It is thus important to utilize practices or activities that equalize the perceptions of status among all beneficiaries of an intervention.

An example for an intergroup interaction that went wrong due to lack of equal status is when a "buddy" program at a school turns into a high status – low status interaction in the minds of the participants. In a buddy program, newcomer refugee students are paired with host community students who are supposed help them adapt to their new school. The problem is that the interaction can quickly turn asymmetric if the host community student assumes that they are a superior who can give directives which need to be obeyed by the newcomer. This attitude by their "buddy" will be detected by the newcomer student. Upon detection it may be perceived as a condescending attitude, thereby reducing, or reversing the positive intergroup effects expected from the interaction.

It might be necessary for facilitators to integrate various practices into group activities to strengthen the equal-status condition.

HOW?

It is important for program facilitators to establish ground rules prior to peer engagement. These rules of engagement should ensure that the interaction remain within the boundaries suggested by the intergroup contact theory, i.e., equal-status and non-competitive.

The three methods outlined below could be applied to ensure that intergroup contact happens through equal status interactions. These are broad generalizations to serve as guiding examples, but program facilitators should decide how such practices can be applied throughout their program.

- **The Multiple Ability Treatment**[68]:
  o Facilitators can come up with rather complicated collective tasks for group activities that require various intellectual abilities (e.g., reasoning, creativity, spatial problem solving, etc.). Facilitators should also emphasize that none of us alone can have all the abilities required for the task in question but each of us has some of them. This intervention will thus move the focus from in-group vs. out-group dynamic to personal competences. Consequently, teamwork projects would fare better in terms of reducing prejudice if team formation is carried out by matching particular people with different tasks required by the activity objective.
  o It can generate a mixed set of expectations for each participant which will weaken the status effects even if it cannot completely eliminate them.
  o For instance, participants can split into pairs or teams. Each team, if possible, can have a member responsible for one or two tasks according to their pre-determined or self-reported abilities.
  o This will create a new team dynamic that will cause ethnic identities to momentarily take a backseat and modify status perceptions among participants, if there are any.
  o In the buddy-system example given above, if pairs of buddies were involved in a group project implementing the multiple ability treatment, the practice could remind students who felt superior that we all have different abilities and traits in which we can act as the mentor instead of the mentee.

- **Assigning Competence**[69]:
  o Participants who receive positive feedback or evaluations from facilitators may be more likely to engage in intergroup contact activities.
  o By giving praise, facilitators can modify the low-status dynamic and prioritize competence ahead of perceived social status. This will also create the feeling of a safer environment for participants to share their ideas and feelings.

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68 Producing Equal-Status Interaction in the Heterogeneous Classroom; Elizabeth G. Cohen; Rachel A. Lotan; American Educational Research Journal, Vol. 32, No. 1 (Spring, 1995), 99-120
69 Producing Equal-Status Interaction in the Heterogeneous Classroom; Elizabeth G. Cohen; Rachel A. Lotan; American Educational Research Journal, Vol. 32, No. 1 (Spring, 1995), 99-120

- Turning back to the buddy example, mentioning the different competencies of the new students would help their buddies remember that being a newcomer is not the only thing that defines these individuals. This could make the interaction between the newcomers and their buddies more equal in status.
- Especially during group tasks that require use of multiple skills, facilitators should provide public and realistic praise to those participants who tend to interact less with others so that they are encouraged to put themselves out more.
- This practice targets those who are aloof because they perceive themselves to be of lower status.
- Such praise should be based on competencies or skills that are observed by other participants as well. Unconditional praise will not usually modify the status dynamics.

- **Comparisons:**

  - Facilitators should always refrain from making direct or public comparisons between participants. While experienced facilitators are usually aware of this rule, they may still inadvertently do it. Especially in training programs, this can lead to loss of status and subsequent disengagement by participants who are unfavorably compared to others.

  - A good rule of thumb is to give praise publicly but criticize in private. Positive feedback can be given amid other participants as long as it does not implicitly or explicitly draw on comparisons with others.

RECOMMENDATION 5
Utilize Traditional and Digital Media

WHY?

Media represents a useful alternative or addition to intergroup contact, not least in cases in which direct contact between different groups is not feasible or possible[70].

A review of past studies[71] indicated that interventions utilizing media are likelier to affect improvement in intergroup attitudes, especially in children. One study also warned that top-down instructive approaches[72] are less likely to work through media as well: "*In relation to using media as part of educational curriculum, scenes and stories of intergroup contact among peers fared far better than multicultural education.*" Media may thus be more useful to tell stories of grassroots interaction between different groups, rather than lecturing individuals on what they should do.

The two aspects mentioned previously, peer engagement and storytelling, are still important when designing media contents to simulate indirect intergroup contact.

This also is an important point with respect to Covid-19 restrictions that were in place at the time of writing as face-to-face contact is limited due to health restrictions.

Media is also helpful in debunking misinformation. It should be kept in mind that media in general and especially social media can spread hate speech and disinformation. Considering the importance of media in shaping people's worldviews, a practitioner should understand media's impact on target group beneficiaries. How traditional or digital media shape the perceptions and prejudices held by refugee and host communities can become a significant determinant of a program's cohesion impact.

Witnessing hate speech against one's own community on traditional or digital media can be quite detrimental for social cohesion. Key informant interviews indicated that such negative experiences may be traumatic for the victims and severely reduce their trust in the members of the other community. Such experiences may also normalize hate speech and disinformation in the eyes of the victim, causing them to later practice such behavior themselves.

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70 Aboud, F. E., Tredoux, C., Tropp, L. R., Spears Brown, C. S., Niense, U. and Noorf, N. M. (2012). Interventions to reduce prejudice and enhance inclusion and respect for ethnic differences in early childhood: A systematic review. Developmental Review, 32: 4, 307–336.
71 Ibid
72 For further details, please see Recommendation 12- Avoid Top-Down Approaches in Social Interactions.

HOW?

Establish positive working ties with local media: Good communication between members of the media and social program practitioners is critical. Practitioners should ensure that all information supplied to the media is accurate, fair, and responsible.

- Making an effort to develop relations with members of media and press will allow the practitioners to work with the local media on issues that harm social cohesion, as well as help the media to see all sides of an issue before they broadcast a news story.

- **Develop Your Own Media Tools:** Practitioners should also consider utilizing their own media tools, such as bulletins, to promote social cohesion.

  - Such content should disseminate information on intercultural events and success stories.

  - Deciding upon a list of essential institutional messages and reiterating them in all types of communication is crucial**.**

Think Like a Journalist: When generating content for the media such as a press release, content should be considered from the perspective of a journalist. The content should be relevant and interesting to the general audience. If the messages are so convoluted that the human side of the content is lost, then it is better to rethink the content.

Contact Opinion Leaders: Opinion leaders may be beneficial in getting the messages of a social intervention through to the media. It is thus a good idea to try to develop relations with the opinion leaders in the society, such as respected leaders from private sector, civil society, or faith-based organizations, as well as elected officials.

Collaborate with Relevant Institutions: It is also important to consider collaborating with universities or media companies to provide training on various social issues and activities of humanitarian organizations. For example, in 2019 ILO Türkiye provided a one-day, personalized training session to media members and journalism schools to sensitize journalists to the situation of refugees.

Utilize Social Media: One key finding from key informant interviews was that social media influencers from refugee or host communities can be an important source of indirect contact among young people from both communities. During the time of Covid-19 restrictions, the advantages of social media became especially significant and unique. For example, programs incorporating joint broadcasts between Syrian and Turkish influencers could be viewed by thousands of people and serve as positive examples of intergroup contact for young members of both communities who do not have any contacts with the other group themselves. Syrian social media influencers broadcasting to Syrian audiences in Türkiye, such as Mahmoud

Bitar[73,] Yusuf Mohamad[74] or Om Sayf[75], can be successful in bringing attention to social programs in Türkiye. They can also be effective in collaborating with Turkish influencers on producing videos that can then serve as positive examples of indirect intergroup contact for their millions of viewers.

As part of the activities under Strengthening the Resilience of Syrian Women and Girls and Host Communities in Iraq, Jordan and Türkiye Project, UN Women in Türkiye shares messages through its social media channels on combatting stereotypes and prejudices against the refugee population.

> **Empower Beneficiaries against Risks in Media Consumption:** It is recommended for practitioners to develop psychosocial support mechanisms that address the consequences of interacting with low-sensitivity individuals or groups on social media. Practitioners would do well to not only monitor the social cohesion impact of their program's activities, but also track the outcomes of the engagement of beneficiaries with traditional and digital media. Such factors may greatly affect the psychological well-being of beneficiaries outside the scope of a program. Especially for younger refugees who have better command of Turkish language on average, internet is a key medium of interaction with the host community. If such interactions cause stress-induced behavior such as avoiding the members of the other group or lashing out, then referral for relevant support services may be beneficial.
>
> User-based awareness and literacy, according to key informant interviews, are the most effective measures against misinformation and hate speech. The most significant technique in minimizing harmful online behavior is user-targeted training and instructional materials. Negative behaviors should be defined in such trainings, as well as how to recognize and react to them. Especially for digital media, social media platforms offer various functions and procedures for combatting hate speech, disinformation, and other negative behavior such as cyber-lynching. Learning about these will help beneficiaries protect themselves on social media, especially if hate speech or other types of cyber-bullying is directed at them personally.
>
> For a practitioner seeking to provide training materials for digital communication and etiquette, the main consideration should be to convey the values and principles that make communication more effective. These include empathy and self-monitoring against prejudice and bias.
>
> A key message for all stakeholders and beneficiaries should be that no community consists of homogeneous members. Consensus in key informant interviews was that many people nevertheless share this underlying perception. It leads to the belief that people who share a common ethnic or lifestyle characteristic must all have a single unchanging personality with a similar set of beliefs. This belief in turn may cause people to judge others without even knowing them or shape their perceptions about entire social groups based only on a few members.

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73 Mahmoud Bitar Youtube Page: https://www.youtube.com/channel/UCPvITdo4ThmEMvpf3QT5Fsw ;
74 Yusuf Mohamad Facebook Page: https://www.facebook.com/yusuf90.06/
75 Om Sayf Youtube Page: https://www.youtube.com/channel/UCq8wSOMKwfqIhpVMdvYiZiQ/videos

Trainings supported with media such as videos or stories that let one group better understand the lives, obstacles, and challenges of the members of the other group is thus helpful in reducing prejudice or hatred. Such materials can also be disseminated online as part of awareness-raising activities.

Practitioners may consider organizing digital literacy and digital citizenship seminars in institutions of formal education such as primary schools in cooperation with the relevant authorities. This can be done to reach the host community more effectively.

RECOMMENDATION 6
Involve Public Authorities

SOCIAL COHESION IN TÜRKİYE:
PROGRAMING MODEL AND GUIDE

WHY?

Authority support is an essential requirement in intergroup contact theory. If individuals in positions of legal or social authority unambiguously support the objective of integration, contact between members of different communities is more likely to lead to social cohesion. The authority should be perceived to support the growth of friendly, helpful, and egalitarian attitudes between the members of different groups.

If both groups detect the presence of an authority figure that supports their communication and engagement, intergroup contact is more likely to be harmonious. Casual contact in the absence of this perceived support for cohesion by authorities has a higher likelihood of involving negative behavior such as stereotyping, animosity, or violent confrontation.

HOW?

It is important for practitioners to involve legal or social authority figures in social programs. Involvement of these authority figures will reinforce the perceptions among members of both target groups that the public authorities put their support behind the objective of social cohesion and harmonization.

It is important to engage key institutions from central and local government when implementing social programs and work on finding ways to collaborate. In Türkiye, some key partners for developing social cohesion between refugee and host community members include:

- o   the Presidency of Migration Management (PMM);
- o   the Ministry of Family and Social Services
- o   the Ministry of Labor
- o   the Ministry of National Education
- o   the Presidency for Religious Affairs ("Diyanet")
- o   City Governorates
- o   Municipalities
- o   Security forces
- o   Public health providers; and
- o   Local officials such as *mukhtars* and *imams*

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- **Building Connections and Collaborations with the Public Authorities:**
  - o Practitioners may prefer to get in contact with various levels of public and social authorities in the design and implementation phases of their programs. Frequent and regular communication with the authorities will help practitioners understand the needs and concerns of the authorities better and explore pathways for cooperation. Cooperating with the authorities and having them involved in social programs can help strengthen the perception among target groups that authorities support better relations between host and refugee community members.

  - o An effective way of involving public authorities is to cooperate with them on boosting the strength and capacity of public services.
    - ▪ One example of this is UNHCR's support of Social Service Centers operated under the Ministry of Family and Social Services. The services provided in these centers include cash assistance, education, and family counseling.

    - ▪ Collaboration may involve helping public service providers extend their services to refugees by providing information to refugees on their rights, legal procedures, and available services.

    - ▪ Establishing cooperation or referral systems[76] will help strengthen links between public authorities and refugees. Making it easier for refugees to access public services boosts the trust in public authorities, which in turn contributes to social cohesion.

    - ▪ Local governorates, municipalities, *mukhtars* and *imams* are also key stakeholders in building social cohesion. The key aspect of their involvement is their local-level proximity to members of target groups. Because of this proximity, their attitudes and approach toward the issue of social cohesion may significantly affect whether the perceptions of authority support will take root among target group members.

    - ▪ Municipalities in particular can include refugees in the provision of social services such as livelihoods training, healthcare, and community activities. However, the implementation of such services varies according to the capacities of municipalities. They may have limitations with respect to their budget allocations toward refugees, as well as their access to data and information on refugees living within their areas.
      - Potential areas of collaboration between municipalities thus include support and assistance in extending municipal services to refugees.
      - Another potential cooperation area is data collection. It is important for municipalities to understand the profile of refugees

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[76] For further details, please see Recommendation 7- Provide Info on and Referral to Available Services.

within their jurisdictions. This could help them better assess beneficiary profiles or professional qualifications for programs in livelihoods support and training.

- **Carrying out Effective Outreach and Communication:**
  - o Municipalities, mukhtars, imams, and other local authorities and service providers are in an advantageous position to spread information broadly, giving it more weight and credibility, and assuring effective targeting of the host community.
    - ▪ Capacity-building may thus involve providing social cohesion trainings to civil servants, members of security forces, healthcare staff, mukhtars, or imams. Such trainings will strengthen their sensitization toward the refugee issue and make it more likely that their daily, on-the-job interactions with the host and refugee community members will bolster perceptions of authority support for social integration.

  - o It is important for practitioners to engage in joint activities with key partners from the public sector. These activities may include awareness-raising campaigns.
    - ▪ The utilization of traditional and digital media should be considered. Content generated in collaboration with public authorities will strengthen the messaging of social cohesion to both host and refugee communities.
    - ▪ It is also beneficial to disseminate success stories that benefit both communities through traditional and digital media. These stories may involve social programs done in cooperation with authorities such as ministries, municipalities, trade chambers and other public service providers in order to:
      - • Provide humanitarian assistance to disadvantaged individuals from both communities, conveying the human-interest angle of social cohesion.
      - • Establish successful business cooperation between entrepreneurs from host and refugee communities and help both sides grow their businesses.
      - • Create successful cooperatives or businesses that involve employees from both communities and/or that sell to members of both communities.
      - • Strengthen Türkiye's export links with other countries, especially based on the activities and business contacts of refugee businesspeople.

RECOMMENDATION 7
Provide Information on and Referral to Available Services

WHY?

If there are multiple services that refugee or host community members can access, it is crucial in terms of social cohesion to inform beneficiaries of their availability. It is easier for people to feel like they belong in a society if they know their needs are addressed within that society. If a sufficient variety of services are available in their locality, members of an intercultural community will be more likely to develop an intercultural identity connected to being a part of that locality in a way that is independent of their ethnic background or other personal characteristics. This intercultural identity can work in parallel with their in-group identity to reduce intergroup prejudice. It is thus important to make sure beneficiaries of a social program are aware of other types of services that are available to them, if there are any. Ensuring the availability of referral pathways for various services can help build a sense of belonging among beneficiaries.

HOW?

- Any social program in a given area, regardless of its primary objective and field of activity, should have a referral system in place where all beneficiaries are informed about the range of service types they may access through civil society or public service providers.

- This communication should be carried out proactively and should not be limited to those who explicitly express a need. It would be more effective to prepare written materials that can be distributed to (or shared online with) beneficiaries.

- The awareness about the availability of various services—which can be accessed if needed in the future—would help build the sense of belonging to a local community consisting of different ethnic or social groups.

RECOMMENDATION 8
Identify and Involve Local Mediators

WHY?

Individuals who already have links with both communities sharing a locality have the potential to bring the two communities together, as well as provide assistance in instances of conflict. Such individuals can act as local mediators who can deliver social cohesion impact beyond the social program.

HOW?

Family health practitioners, as well as religious and community leaders such as *imams* and *mukhtars*, are examples of individuals who often have links to multiple communities. Local tradespeople, artisans, craftspeople, and leaders of associations may also have well-developed social networks in their areas. Some individuals will simply be well-connected based on their social skills.

Connecting with local mediators as part of a social program and involving them in program activities is helpful in creating a stronger sense of intercultural community.

They can also be provided with intercultural sensitization and communication training to ensure that they are more likely to shape the social norms in their area through a more positive view of multiculturalism. At the local level, insider mediators may have the advantage of closely tracking community tensions. If any conflict poses a risk of turning into violence, local mediators are well-placed to act as a first line of defense against animosity. In light of this, it is valuable to train mediators in conflict scans (how to identify existing and emerging social dynamics related to a potential conflict), conflict resolution, effective communication, and dialogue facilitation.

Such insider mediators may also support vertical components of social cohesion. In some settings, a society undergoing significant change may experience a deficit of trust in the central government's capacity to maintain stability and order. Local mediators may assist in facilitating communication between individuals and the public authorities. This may include transmitting the concerns, problems, and needs of the people to the authorities. Moreover – especially in refugee contexts – such mediators may act as a source of information for the refugee

community with respect to the policies, regulations, and bureaucratic procedures of the host country government. Information on such matters may at times be confusing for or inaccessible to the refugee community, especially if they are unable to speak the language of the host country. In this respect, it is also beneficial to provide training on host country regulations and procedures to insider mediators, such as those on work permits, business operating licenses, taxation as well as personal rights and legal protection.

RECOMMENDATION 9
Share Knowledge through Inter-Agency Coordination

WHY?

While all stakeholders operating in Türkiye have made great strides in successfully dealing with the refugee influx, there are still some obstacles to social cohesion. Learning the lessons of past and concurrent programs, activities, and research studies regarding what works well in terms of building cohesion is crucial. **A key aspect of interagency coordination is thus knowledge sharing.**

As there are many different stakeholders working on similar areas of activity in different locations, the management of the knowledge gained from learned lessons and real-life experiences becomes crucial for increasing the impact of all stakeholders simultaneously and effectively. Inter-agency coordination also helps to efficiently plan for the variety and continuation of social programs in an area. Knowledge transfer makes it likelier that shortcomings in the scope and duration of different types of services are more effectively spotted.

HOW?

Interagency engagement should never be solely about sharing the outcomes of projects based on metrics. They should focus more on running the intervention processes together by working jointly on problems that implementers face in different areas and regions.

Knowledge sharing should be focused on problem solving. Interagency coordination efforts (such as interagency meetings) should put a greater focus on discussing the daily problems that implementers experience with regards to outreach, intervention effectiveness, dissemination, and other practical issues that are prioritized by the beneficiaries. Practitioners should share the key problems they faced during the project, explain how they dealt with them, and gather ideas from others about alternative solutions. This body of knowledge that emerges from interagency coordination should be stored, expanded via independent reviews, and periodically published as knowledge management reports or booklets outlining the problems faced and solutions provided. This would ensure better dissemination among all stakeholders.

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RECOMMENDATION 10
Support the Formation of a Local Sense of Community

WHY?

Program design should take into consideration the fact that beneficiaries are not isolated individuals. A social program should not only attempt to support individual beneficiaries, but rather strive to strengthen the entire local community.

People from the same neighborhood or workplace share a local environment in which they can develop a sense of belonging with each other *if* they find **occasions to interact**. This community-based targeting ensures that beneficiaries are selected among people who can interact with each other outside the time span of program activities. It involves targeting individuals from different groups who live, work, or study in the same setting or locality, so that their bonds of community can be permanently strengthened as a result of the social program. This constitutes an important step in forming a local identity that encompasses individuals from different cultures, which is conducive to social cohesion and contributes to the continuity of impact for the program.

HOW?

- It is useful to target a locality rather than individual beneficiaries from different settings. When beneficiaries from different social groups who share a similar setting like a neighborhood, workplace, or school get to know each other under the auspices of a social program, they will have a higher chance of interacting outside the activities or events of the intervention, since they live or work in close proximity.
- Interventions that target individuals who are already sharing a locality in their daily life are more likely to have longer-lasting social integration effects. People who can engage relatively easy outside program activities are better able to knit longer-term ties. Programs can thus increase the duration of their cohesion impact by engaging beneficiaries who have a higher likelihood of crossing paths in daily life.
- Localization is not only defined by geographical areas. There could be different sub-groups within a community that require specifically tailored interventions. Project design should involve fine-tuned approaches for certain sub-groups within a local

population. For example, there was consensus among key informants interviewed for this toolkit that intergroup anxiety and prejudice are worse among older people. Interventions may thus design specific intergenerational approaches that make sure inclusion of older people, even if they require more support than younger people to participate when it comes to transportation or engagement during group work.

Promising Practice

ASAM carried out a well-defined and localized targeting process for their "Enhancing the Protection Mechanisms for International Protection Applicants in Turkey" program. The program specifically targeted cities where availability of social services related to internal protection applicants were limited. These cities included Corum, Aksaray, Bolu, Sivas, and Usak. The initiative was successful in making an impact since it was carried out in areas where such projects and implementations are uncommon. It expanded the range of local services offered in its target areas and improved the vertical integration of the entire local refugee communities in those cities.

RECOMMENDATION 11
Prioritize the "Do No Harm" Principle in Intergroup Contact
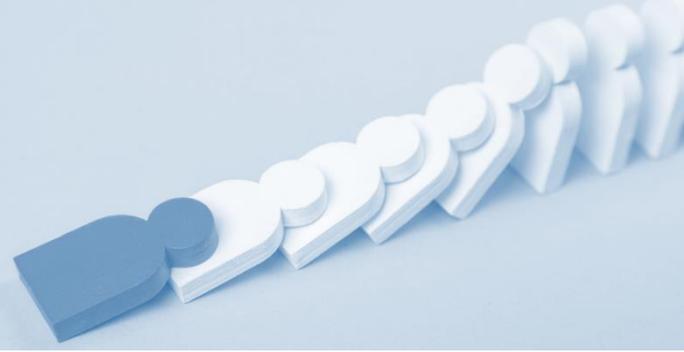
WHY?

One considerable risk in intergroup contact activities is unintentionally harming the participants, either emotionally or socially. Some instances of intergroup contact may harm, rather than improve, relations between different communities. The principle of "first, do no harm" should always be prioritized. Acts of discrimination (intended or unintended) by practitioners and beneficiaries damage the principle of common goals and cooperation among participants. Such negative attitudes tend to signify a need for higher intercultural sensitization.

HOW?

Some participants of exercises related to group work may make discriminatory remarks toward members of the other group. Initiative should be left to the expert program facilitators in such cases, but some recommendations from key informant interviews were as follows:

- In some cases, individual exercises, such as perspective-taking or indirect contact, can be preferable before or instead of group work studies. This allows the program facilitators to observe the overall attitudes of each participant before moving forward with group work.

- A beneficiary may act discriminatory towards others without being aware of it. In such cases the program facilitators should take the time to individually explain to the person in question the harm that might potentially be caused by their remarks or actions.

- There may also be individuals possessing actively discriminating attitudes who knowingly direct discriminatory or hateful remarks against others. If such a person is spotted, in line with the "do no harm" principle, they should not be included in the group activities without other measures such as psycho-social or sensitization support in place. Each case should be evaluated by program facilitators independently, but some potential considerations are:

o If possible, any individual with attitudes that are deemed to be harmful for other beneficiaries should not be considered for group activities without certain precautions in place (even if they continue to benefit from other support activities).

o Indirect contact activities such as storytelling or video-watching, or other empathy-building exercises can be considered for such individuals rather than group discussions.

o **It is still important to note that social cohesion activities may be necessary for those who actively discriminate**. Even if those who are openly discriminatory may be harmful for others during group work, other methods that are more individualistic are still recommended. Program facilitators may prefer to track individual responses to indirect contact methods before bringing them together in group work.

o Moreover, it may still be possible to engage those with discriminatory tendencies in the types of teamwork activities that—unlike group discussions—do not directly require participants to go into sensitive topics such as their attitudes toward the members of the other group. Such teamwork activities can, for instance, involve the games or exercises mentioned in the [Recommendation](#) regarding empathy-building activities.

- Some heated exchanges during group discussions or teamwork exercises may be harmful for participants by destroying the sense of common good or perceptions of equal status.

- A forceful clash of words between participants over differing views should not be confused with hatred or discrimination. In such cases, initiative should always be left to the program facilitators monitoring the activity, but, as a principle, participants should be allowed to voice out their differences in order to get to know each other better.

- Unless the exchange gets too personal, or offensive and insulting, such quarrels might actually increase the effectiveness of intergroup contact as they help both sides better understand each other's viewpoints.

- If heated exchanges do take place, they should be allowed to play out to an extent. It should be up to the facilitators in charge to decide on limits.

  ▪ If limits deemed appropriate are exceeded by participants and facilitators decide it is necessary intervene, they can ask the participants stop the exchange.

- A recommended way of doing that is to confirm to the participants that they will be able to return to their discussion a little later after more people got an opportunity to speak, or that they will be able to discuss in private, once the group session is over.

- It is likely that participants will not be so agitated once they get a chance to cool off and divert their minds to other topics of discussion. They may decide to carry it out in a much calmer manner or even not to go back to the discussion at all.

- If facilitators see a risk of further aggravation, they should simply ask the participants to put off the discussion indefinitely (if the exchange gets to a level where participants are involved in violent threats or incidents, facilitators should of course report it).

o How to manage the interactions among participants should be decided by facilitators supervising the discussion. Such methods cannot always be expected to be planned on a step-by-step basis beforehand, so facilitators should be briefed about how to receive help in unexpected situations.

o In various projects, facilitators are chosen for their technical expertise in areas such as entrepreneurship, healthcare, law, or finance. These experts may, however, have less experience with group interactions, so one component of mainstreaming social cohesion into different types of social programs is to develop policies, procedures, and ground rules for facilitating intergroup contact along with communicating these to the facilitators involved in the project.

o When facilitators intervene in the exchanges by the participants, these should not be considered attempts to stop the exchange from taking place, but to instead reduce the possibility that participants will be disengaged from the activity because of the stress caused by the heated exchange.

RECOMMENDATION 12
Avoid Top-Down Approaches in Social Interactions

WHY?

Top-down approaches can be self-defeating when it comes to social cohesion. Direct attempts by an authority figure to persuade people to become aware of their biases and consequently change their attitudes may be ineffective. Dictating certain ideas or principles to beneficiaries is likely to fail when it comes to creating long-term change. Such attempts may often have unintentional negative effects as well.

For example, diversity training risks failing by causing ethnic stereotypes to become more deeply entrenched in the minds of the participants. Such top-down approaches may end up making group categories seem as if they are an ordinary or inevitable part of life, strengthening in-group identifications. They may also put too much emphasis on the differences and inequalities between groups, inadvertently exacerbating them in the minds of the participants[77].

A top-down approach to promote integration through policymaking or mass media dissemination may end up fueling social tensions. This is because such top-down or mass activities may inadvertently strengthen the perception that cross-cultural sensitization serves to benefit diffusion of one particular culture at the expense of the other(s)[78].

Approaches that instruct and/or direct participants to change the way they think about the world may cause participants to feel that their culture or way of life is under attack. This may compel them to try and defend their own culture instead of becoming more accepting of the cultures of others.

It should be noted that political discussion of integration sometimes rests on the assumption that integration means conformity to a homogenous set of norms and values within a monocultural society[79].

77 Bargal, D. (2008). Group Processes to Reduce Intergroup Conflict: An Additional Example of a Workshop for Arab and Jewish Youth, Small Group Research, 39: 42-59.
78 Kuran, Timur; Cultural Integration and Its Discontents, Department of Economics, Duke University, 2007, https://www.ssc.wisc.edu/~whs/research/ci.pdf, (Last Accessed: Sept. 17, 2020)
79 Castles S, Korac M, Vasta E, Vertovec S. 'Integration: Mapping the Field.', Report of a project carried out by the Centre for Migration and Policy Research and Refugee Studies Centre, 2001 University of Oxford, pg. 3, http://www.n-i-s.cz/pdf_clanky/Castles%20et%20al.2001.pdf (Last Accessed: Sept. 19, 2020)

A bottom-up approach implemented with a local focus on networking and socializing between members of different communities may be better suited to promote multiculturalism. Personal networking may more effectively induce individuals to adapt their views by taking into account the needs and concerns of others[80].

HOW?

Adult participants in particular may be likely to contest when a facilitator starts instructing them on the types of behaviors, language, or attitudes that are acceptable or right. Such direct instructions may feel too subjective to some participants. Instead of such an approach, practices that attempt to teach and emphasize particular skills and dispositions such as critical thinking and empathy are more effective[81]. There are some methods that were observed to be more effective in reducing prejudice and lowering the risk of unintended negative impacts. Interventions that involve perspective-taking or empathy-induction practices are generally considered to be more effective[82].

Cooperative learning and the use of story-telling activities which embeds stories or historical incidents of positive intergroup contact are promising when it comes to education[83].

The academic literature[84] on past interventions support the principle of peer engagement. This suggests that behavioral change is best affected when outside mediators work in tandem with facilitators from within peer groups where possible. For instance, field facilitators can be chosen from successful participants in the early stages of the program.

It is important that participants think facilitators are credible and trustworthy. Facilitators should initiate their interactions with the participants of any intergroup activity by displaying their respect and knowledge of the social or ethnic groups in question. This is also important when it comes to ensuring that facilitators do not unknowingly say or do something that can be offensive or

Promising Practice

A project offering a good example of peer engagement is the Refugee Council by the Association for Migrant Rights and Social Cohesion (GOCDER). The Refugee Council was established using a community-based strategy to improve connectedness, collaboration, and involvement among Ankara's refugee groups. The Council, which included representatives of the local public authorities, meets on a regular basis with its members to discuss issues such as children's school registration, housing, youth activities, as well as rights and duties of host and refugee community members. A municipal representative attends every council meeting and provides information as well as answering inquiries.

80 European Union and United Nations; Migration for Development: A Bottom-Up Approach; A Handbook For Practitioners And Policymakers, pg.34; http://www.migration4development.org/sites/m4d.emakina-eu.net/files/jmdi_august_2011_handbook_migration_for_development.pdf (Last Accessed: Sept. 18, 2020)
81 Souweidane, V. S. (2012). An Initial Test of an Intervention Designed to Help Youth Question Negative Ethnic Stereotypes. PhD thesis, available online at http://deepblue.lib.umich.edu/bitstream/handle/2027.42/91482/visaad_1.pdf?sequence=1&isAllowed=y, (Last Access: February 23, 2021)
82 Devine, P. G., Forscher, P. S., Austin, A. J., and Cox, W. (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention, Journal of Experimental Social Psychology, 48:6, 1267–1278
83 Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. Journal of Personality and Social Psychology, 56, 5-18.
84 Stukas, A. A., Clary, G. E., & Snyder, M. (2000). Service learning: Who benefits and why. Social Policy Report: Society for Research in Child Development, 13: 4, 1-20.

hurtful toward beneficiaries. Studying important events in a group's history, and taking examples from their literature, (or any other aspect of their culture that is significant in making up the group's identity) will help bring the facilitator and participants closer.[85]

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85 Bargal, D. (2008). Group Processes to Reduce Intergroup Conflict: An Additional Example of a Workshop for Arab and Jewish Youth, Small Group Research, 39: 42-59.

CHECK-LIST FOR THE INTERVENTION PHASE

Stage	Process	CHECK-LIST
Intervention	Direct and Indirect Contact	1. Have you considered the range of techniques that could appeal to your target group as part of an intercultural engagement with other beneficiaries? Have you considered videos, music, group discussions, games, or teamwork projects? Do you have a clear understanding of what you are asking the community to do? In other words, have you considered the advantages and disadvantages of different intergroup contact methods? Are you well-informed about your proposed methods? 2. Have you tested the appropriateness of your suggested communication approaches with individuals from your target groups? This will aid in the development of community ownership for the program. When interacting with a group, you may want to think about hiring an unbiased facilitator to help you build behavioral ground rules. 3. Have you considered resources that are relevant to the culture or local community that your program would serve? Have you considered how your choice of engagement strategies could be influenced by issues such as mobility or availability of the members of your target group as well as accessibility of your facilities and engagement methods? Have you formulated any backup activities or methods to help you reach people who have difficulties participating in a specific form of engagement method due to these reasons? 4. Do you have a clear objective for the direct contact between members of different communities? Was it built around a common objective for the groups i.e., to address a common problem or need? 5. Have you thought about whether or not your target audience uses or is familiar with digital technology? Can you reach them with multi-media tools which provide effective opportunities for indirect intergroup contact? 6. Have you considered documenting instances of successful intergroup contact or other success stories from your project and generating traditional or digital media content based on them? 7. Have you considered collaborating with opinion leaders or social media influencers as part of your project's indirect intergroup contact component? 8. Have you considered using engagement tools to inspire diverse groups to participate in program activities including multi-media tools, games, exercises, or group activities? (e.g., young people, seniors, people with disabilities, people from various ethnic backgrounds, people from various socioeconomic groups)? 9. Have you considered the possibility that you will need to use a range of strategies and techniques over time? Different types of engagement tools can appeal to different groups of people. Have you considered that if the tools you chose initially are not producing a good engagement process, you might need to select a different combination of tools? 10. Have you set aside a variety of options for small gatherings? Smaller meetings, rather than large or one-to-one meetings, can enable people with psychological communication barriers to participate more fully. 11. Have you considered the food and beverages you will serve at your intergroup meeting or activity? When planning food for your catering, aim to include smaller items that can be picked up and consumed by hand, such as cookies or slices of fruit.

Stage	Process	CHECK-LIST
Intervention	Sensitization	1. Do all program facilitators have an understanding of other cultures? It is important, for example, to ensure the language used to refer to people from various groups or cultures is free of stereotypes, stigmatization, or denigration. 2. Do all program facilitators have a clear idea about what successful intergroup contact entails? Are they knowledgeable about how to deal with participants with discriminatory tendencies toward members of the other group or with heated exchanges among participants? 3. Have you found any local organizations or groups that serve or assist the refugee community? Are you prepared to refer your beneficiaries to these organizations for concerns or needs that your program cannot address? 4. Is it clear to all program facilitators what the negotiable and non-negotiable aspects of the program are? This will help to ensure that the project's parameters are always articulated accurately and that community expectations are not unrealistically high. 5. Note that the perception of common goals is among the pre-requisites of positive intergroup contact. If beneficiaries have that perception, the program will have a better chance of making a strong social cohesion impact. Have you considered the rules of engagement and messaging that will help community members understand what is in the best interests of the community, as well as the trade-offs that might be necessary to accomplish those goals? 6. Regarding the above point, have you tried to keep your messaging to your beneficiaries as simple as possible? Do your facilitators use simple language to explain your messaging? If there are any written materials for strengthening perceptions of common goals, is this material written in simple terms? Have you gotten rid of any planning jargon or acronyms? Have you used charts, infographics, diagrams, or photographs to aid in the explanation of complex concepts? Have you made sure that everybody has access to the details about your activities? 7. Since having common goals is an essential part of achieving successful intergroup contact, have you explored the tools that encourage the target group members to consider the big picture? Do you think they have a good idea of why better relations with the other group is necessary? This may include a mix of resources that provide understandable context information, as well as tools that enable community members to discuss issues affecting the quality of their life and collaborate on possible solutions (through group discussions on everyday issues such as education, health, etc.). 8. Have you made sure that all materials, activities, or tools to be used for facilitating intergroup contact (such as videos or written documents) are easy-to-comprehend? Materials for engagement must be well-designed and easily accessible. Clear language, translator services, captions in digital media, interpreted content, and graphics that illustrate complicated concepts clearly are all examples of ways to improve accessibility.

Stage	Process	CHECK-LIST
Intervention	Participatory Approach	1. What key information about your project are beneficiaries likely to seek?
		2. Have you clearly articulated how and why members of the group should participate in the project?
		3. Have you considered all of the dissemination and outreach mechanisms that would be accessible to various stakeholder groups and community members? This will ensure that they are informed about the engagement process and encouraged to participate.
		4. Has any attempt been made to involve under-represented population groups (e.g., younger people, older people, people with disabilities, people in different socioeconomic groups, working people) in all community outreach processes?
		5. Have you considered tools that will allow you to provide information to community members in an understandable manner? Have you checked to see if your resources present information in an easy-to-understand way, use plain language, and let you clarify issues?
		6. Have you communicated where and when the details about your activities will be made available? If you're calling your potential beneficiaries to action and participate, have you made it clear when and where the activity will take place?
		7. Have you worked with local representatives of diverse groups and those with particular needs from your target community to identify potential beneficiaries who will benefit from your program's participation? Have you ensured that the outreach process provides opportunities for all individuals to participate?
		8. Have you used local networks to connect regularly and often during the outreach process? Groups that are more difficult to access are less likely to respond to general ads and are more likely to respond to calls to action supported by trusted networks. It's also worth noting that, while some disadvantaged groups may have embraced technology and the interaction tools that come with it, others prefer more conventional communication methods.
		9. Have you tapped into community networks and developed the ability of individuals within those networks to participate in delivery of services or extending the impact of your program after it is completed?
		10. Have you scheduled meetings or events at times and locations that enable all groups, including those with special needs, to attend? Have you considered the meeting's location as well as the facilities' accessibility for people with disabilities or mobility issues? The meeting should be held near public transportation and parking, if possible, so that all attendees have a variety of transportation options. There may also be a need to assist with transportation to the location, including providing additional time, or to provide other resources to enable people to attend meetings.
		11. Have you considered whether the timing and location of meetings would promote or prevent certain demographic groups from attending (for example, young people or working people)?
		12. Have you produced materials that are appealing and easy to understand, with simple calls to action? People would be more likely to gather and read written materials or click on digital materials as a result of this.

MEASUREMENT PHASE

One of the leading problems in social cohesion interventions is the lack of coherent monitoring and evaluation procedures to identify the extent to which a program actually contributed to social cohesion.

This sub-section outlines the key recommendations to ensure monitoring and evaluation processes take the impact on social cohesion into consideration.

RECOMMENDATIONS FOR THE MEASUREMENT PHASE

Measurement, Evaluation, and Learning is a continuous activity not limited to the end of a project. Programs can be more impactful if monitoring and evaluation processes pervade all activity components from start to finish. This imparts a self-corrective quality to the social program in question, ensuring any component that turns out to be ineffective or irrelevant for the target group is spotted quickly and removed or altered. This in turn generates a more efficient allocation of the program's resources. In order for monitoring and evaluation processes to be successful, following actions and approaches are recommended:

- Measure what matters
- Use a participatory approach
- Build in self-correction points into the implementation

This part provides recommendations for each of these points in the following pages. These are then followed by:

- A sample M&E log frame that is built around the core components of social cohesion
- Information on approaches to measure the core indicators in the log frame ("Sources of Verification")

Annex 2- Core Indicators of Social Cohesion provides further elaboration on the core indicators and suggested questions for measurement.

RECOMMENDATION 1
Ensure that Monitoring Activities Measure What Matters

WHY?

The measurement phase of a social program should not only aim to track the program metrics such as number of beneficiaries, referrals, or satisfaction level with services or activities. As outlined in the Working Definition of Social Cohesion in Section 1, social cohesion describes the prevalence of a set of attitudes and behaviors which leads to higher inclusion. A social program can more effectively track its impact on social cohesion by pinpointing which of these attitudes and behaviors are likely to be addressed by the program contents and activities. It's crucial to note that some combination of the Core indicators of Social Cohesion can be utilized in the monitoring of all social programs, irrespective of the field of activity (protection, psychosocial support, livelihoods, healthcare, etc.). Tracking those indicators is likely to provide better insights into a program's overall effect on beneficiaries and, possibly, on society at large. Use of similar social cohesion indicators regardless of the activity field of the project could also make it easier to gauge the combined effect of different types of programs and to identify gaps and improvement areas across different activity types.

HOW?

- **Research Design:** The measurement phase of the program should not only aim to show the changes in the degree of social cohesion in a particular context. It also needs to demonstrate the degree to which the project activities and programs played a role in this change. Use of pre- and post-intervention, or test-control group controls can serve this purpose.

- **Using Relational Indicators**: Relational indicators are those that investigate the quality and characteristics of the relations between two groups. Social cohesion is a relational and interactive process. The indicators and variables used in social cohesion measurement may indicate the changes in the *social distance and relations* between members of a community (i); between members of different communities (ii); and between individuals and public authorities (iii). An evaluation scheme limited to demonstrating changes observed only in refugee communities or

only in host community could be misleading, and, if possible, all these three relations should be covered within the measurement phase. For instance, indicators related to intergroup contact quantity and quality between different communities making up the society must be tracked over time. Core indicators[86] such as stereotyping (e.g. qualities attributed to the members of another social group), trust in public authorities, trust in service providers, or intergroup anxiety (e.g. how one feels when one shares an environment with members of the other group) are examples of relational indicators. If there is no upward trend in relational indicators such as these, then progress toward metric targets might be taking place without opening up new connections between communities and strengthening social cohesion. This might also indicate that the given program is not creating enough occasions for beneficiaries of different communities to intermingle. Such a finding may also signify that the communication in the program is generally one-way, i.e., mostly from practitioners to beneficiaries without the reverse, or among intra-group beneficiaries.

The indicators and variables used in the measurement process need to have concrete references in the social context where a project is implemented.

The practitioners should consider the specific dynamics and problems associated with forced displacement while determining the variables and indicators to be used in the measurement process. Both technical indicators and quantitative metrics specific to program type and core social cohesion indicators should be utilized in connection with each other. A livelihoods support program may track the number of beneficiaries who received consultancy services for business plan development or participated in business networking events, and how satisfied they were with these components. In addition to these, it might be expected from a livelihoods program to generate changes in the Core indicators[87] of social cohesion as well. For instance, it could help increase life satisfaction with respect to available economic prospects or, due to the increasing frequency of business contacts with the members of the other group, it could reduce intergroup anxiety, social distance, or perceptions of threat from the other group. It is thus important to not only include technical metrics and indicators specific to the program type but more general social cohesion indicators as well.

Another example could be related to the fact that the objective and scope of a social cohesion intervention may vary according to whether the project is implemented at the national, urban, or neighborhood level. An indicator that may seem redundant in one scale may be crucial in another: a national administration's policies with respect to refugees may be effective and inclusive in general, but sensitization issues limited to one local public service provider may be reducing the level of vertical component of cohesion at a given neighborhood. As such, the indicators, variables, and procedures of measurement should be tuned to the specific features, dynamics, and actors associated with the issues at each scale. Given example thus

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[86] Please see Annex 2- Core Indicators of Social Cohesion for more details.
[87] Please see Annex 2- Core Indicators of Social Cohesion for more details.

shows that measuring trust or satisfaction towards public authorities only at the national level could be insufficient.

- **Using Consistent Indicators:** The indicators and variables used in the measurement schemes should be consistent across the timespan of program activities and, if possible, across programs implemented by different organizations (through interagency coordination). That is why relying on a defined set of indicators such as Core indicators[88] of social cohesion outlined in Annex 2 is vital.

The constitutive elements of social cohesion such as trust, respect for diversity, access to shared public spaces, empathy, participation in political processes and associations, shared vision, and a lack of prejudice need to inform the variables and indicators to be used in measurement. Use of consistent social cohesion indicators would make the measurement scheme applicable to other contexts of forced displacement and would be useful for future projects. It would allow for comparison across different programs and help gauge combined cohesion impact of different programs over time. For instance, both a psychosocial support program and livelihoods support program can track some of the same key indicators of social cohesion such as intergroup anxiety or social distance. A psychosocial support program can track the intergroup anxiety indicator to determine its effect on psychosocial wellbeing and the level at which program activities reduce it, if at all. Within the context of a livelihoods program, intergroup anxiety may be tracked to understand the barriers that prevent formation of trade or co-worker links between members of host and refugee communities. The program may also track the changes in this indicator to see if the networking capabilities of beneficiaries are increased as part of the program activities though reduction in intergroup anxiety. Either way, core indicators of social cohesion presented in Annex 2 are generally universally applicable for different types of programs. Practitioners should thus consider integrating some or all of these indicators into their measurement process as they see fit. These indicators would allow for tracking the social cohesion impact of different program types through time and develop learnings about comparative effectiveness of different program types and components.

RECOMMENDATION 2
Adopt the Participatory Approach

WHY?

A participatory method, whereby beneficiaries are involved in all phases of the project from design to implementation, should be the standard of the humanitarian sector. A participatory approach means that the person in charge of monitoring the effectiveness of an initiative enlists the help of those who will be directly affected by the outcome. It strengthens a program's relevance by directly engaging the individuals who will be affected by the program in the planning, implementation, and evaluation process. It may also be possible to learn from the solutions thought out by members of the target group, who have already faced the issues to be addressed by the intervention.

It is crucial to note that neither the participatory method nor the monitoring and evaluation processes should be constrained solely to the beginning or end of a social program. Participatory method as a tool of monitoring should be consistently and regularly utilized to gather viewpoints on the progress of program activities and alter mechanisms and delivery methods that don't work or turn out to be irrelevant to the needs of beneficiaries. It's important to remember that communities are not homogeneous. Within communities, there are always diverse viewpoints and realities, with each individual bringing their own unique experiences and perceptions through the participatory approach. In this sense, the benefit of involving individuals from different backgrounds and contexts is vital for the effectiveness of the monitoring processes of a program. This approach entails seeking unheard voices and establishing safe settings in which they may voice their perspectives. People who have the least input in how their lives are run can also be the ones who are most affected by the policymaking processes managed by experts. The key aspect of this approach is to create a safe environment so that community members from different backgrounds can freely express their problems, along with their potential suggestions for addressing them.

HOW?

It is not uncommon for program facilitators to approach a social conflict situation with one or more preconceived notions about the conflict's existence or the role of a specific group in development of the conflict. It is critical to curtail such biases. A special emphasis should be placed on the project team's understanding of this bias.

Two community centers in Gaziantep, Türkiye provide an example of relying on the participatory method to alter the types of activities included in their programming to better match the needs and wishes of their target groups. Both centers operate with the aim of increasing the resilience of Syrian refugees and host communities by improving their access to healthcare services and livelihoods opportunities as well as their overall psychosocial well-being. *The Gaziantep Community Center of Turkish Red Crescent* and *the Gaziantep Metropolitan Municipality's Barrier-Free Life Center* jointly decided to carry out workshops with their beneficiaries in order to gather their input on how to strengthen the social cohesion impact of their programming. The resulting workshop helped the Centers decide on the supplementary types of activities they can implement. The workshop resulted in the addition of a variety of activities to their programming, including athletics, art, music, and discussion groups. These were all newly added components in response to the feedback from beneficiaries. The crucial thing to note is that the practitioners from these Centers did not solely quantify the level of satisfaction with their existing activities or track the number of their beneficiaries but actively sought out their target group's feedback on what more can be done.

Curtailing any potential implementer bias will be aided by the formation of a diverse team of facilitators in terms of gender, age, and other critical factors such as ethnic background or race. The optimal composition of a project team is comprised of participants with complementary expertise and perspectives. Certain team members should be familiar with conflict and social programming, while others should be familiar with the local setting, history, politics, and language. A combination of outsiders and insiders from the conflict should be considered, keeping in mind that outsiders may be members of the same culture but belonging to a different ethnic group, from the same country but living in a different place, or from a different country.[89]

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89 GPPAC, Conflict Analysis Framework: Field Guidelines and Procedures, pg. 23, https://www.gppac.net/files/2018-11/GPPAC%20CAFGuide_Interactive%20version_febr2018_.pdf (Last accessed: April 10th, 2021)

RECOMMENDATION 3
Ensure Flexibility and Self-Correction throughout the program

WHY?

Program design should not be seen as if it is set in stone. When activities do not seem to lead to the intended outcomes or when participants think activities within a program are not relevant or effective, there should be a mechanism for changing the direction of the intervention. Program design should integrate the opinions of the beneficiaries, not only while measuring outcomes, but also when searching for ways to improve those outcomes.

HOW?

To evaluate perceptions, it is important to get the nuanced opinions that people have about the activities or interventions that they participated in. Feedback loops within the project should be set in place so that participants are able to change the contents and direction of the intervention based on their experiences.

Programs should not design for outcomes, and processes should be flexible enough to respond to the unforeseen social or economic developments affecting beneficiaries, such as the Covid-19 pandemic. They should also amend or discard activities or sub-components that did not work in practice.

Monitoring and Evaluation Logical Frame

SOCIAL COHESION IN FORCED DISPLACEMENT CONTEXTS				Indicators		
Measurement	Overall Objective	Dimension	Indicator name	Initial Value % of target population…	Target Value	Sources of Verification
OVERALL SOCIAL COHESION LEVEL	Reducing social distance between communities	Attitudinal Horizontal Dynamics	Negative Stereotypes	… harboring negative stereotypes about the other group	Expected Decrease	• Surveys • Group Discussions • In-depth Interviews • Observational Studies • Document Reviews • Supporting Documents: Case Tracking Forms Attendance Sheets Referral Tracking Forms Official Records such as registration records, enrollment records, procedural codes
			Perceived Threats (social, economic, political, security)	…perceiving threats due to the presence of the other group	Expected Decrease	
			Cultural Distance	…feeling that the aspects of their own culture are dissimilar to those of the other group	Expected Decrease	
			Trust in Other Groups	…stating they trust the members of the other group	Expected Increase	
			Satisfaction with personal life	… expressing satisfaction with life (personal life, work life, health)	Expected Increase	
			Group Identification	…who rate their group to be an important part of their identity	Explanatory Variable*	
			Dispositions	…who possess various dispositions to varying degrees (Empathy, Impulse Control, Critical Thinking, Self-Compassion, Self-Confidence)	Explanatory Variable*	
			Positive Feelings towards the other group	…harboring warm feelings about the other group	Expected Increase	
		Behavioral Horizontal Dynamics	Intergroup Anxiety	…who experience negative feelings such as unease, anxiety or stress in the presence of out-group members	Expected Decrease	
			Active Discrimination	…who say they engage in explicitly discriminatory behavior	Expected Decrease	
			Intergroup Contact Quantity and Quality	…who interact frequently with the other group and rate such interactions to be of high-quality	Expected Increase	
			Social Distance	…who don't accept members of the other group in various social roles	Expected Decrease	
			Stress Coping	…who display positive and negative coping tendencies under stress	Expected Increase	
			Information Consumption	…who read or post information regularly on social media or other channels of information	Explanatory Variable*	
	Reducing distance between communities and public institutions	Vertical Dynamics	Civic Engagement	… who get involved in civic life (e.g., taking part in civic life, for instance through civil society organizations, business associations, social events, etc.).	Expected Increase	
			Human Security	…who feel safe physically, economically, politically	Expected Increase	
			Trust in Institutions	…who trust major public institutions such as the judicial system, healthcare system, security forces, etc.	Expected Increase	
			Feeling adequately represented by Institutions	… who feel they are part of the public decision-making process	Expected Increase	
			Freedom from Corruption	…who perceive their society to be free from corruption	Expected Increase	
			Satisfaction with Civic Life	…who are satisfied with various aspects of public life, such as administration of justice, immigration management, state of the economy	Expected Increase	

*Explanatory Variable: This designation indicates that this variable is used in understanding and explaining changes in other indicators.

Surveys

Surveys can collect data on population traits, self-reported and observed behavior, and program or public awareness. Improvements (or lack thereof) can be measured by repeating surveys at regular intervals. Such data is useful for preparing and reviewing policies, programs, and services throughout the life-cycle of the program. Unlike a census, which studies the entire population, sample surveys collect data from a subset of the population of interest. The sample size is determined by the study's objectives. The sample is objectively chosen in a statistically accurate survey such that each member of the population has a non-zero probability of being selected. Only after the findings have been obtained from the sample can the results be accurately applied to the population. The sample should not be chosen arbitrarily or be composed only of volunteers. Surveys are generally useful for taking a snapshot of the general characteristics of a given population with respect to prevalent needs, attitudes, opinions, preferences, or behaviors. It is therefore possible to compare and contrast the snapshot of different populations through time in a statistically meaningful way. Delving deeper into the underlying reasons shaping the snapshot is, however, considerably more difficult with this method, especially if there is no prior research to rely on for learning about the population's general characteristics.

Significance for Studying the Quality of Intergroup Contact:
Surveys are usually utilized to track the impact of social program activities on attitudes or prejudices people from different groups may have towards each other. This can be done by implementing a pre- and post- research design. Indicator levels from a baseline research study conducted prior to the start of a social program can be compared to the findings from surveys that are carried out in the later stages of the program. This will reveal the changes brought on by the program's impact. Instead of a pre-post design, a test-control group design may also be implemented in some cases. This design relies on a comparison between findings from two samples of similar profile where one sample is drawn from program beneficiaries while the other consists of those who are not involved in the program.

Advantages:
- Standardization of data allows for comparison between different population segments, as well as tracking the metrics over time.
- Practical for collecting data from large groups.
- Allows for drawing conclusions for the entire population (as long as certain statistical rules are followed)
- Suitability for additional statistical analyses, such as factor analysis or regression
- Different techniques are available such as Online, Face-to-Face and Telephone Interviewing

Potential Shortcomings:
- Samples must be carefully selected according to statistical rules, otherwise the survey method will fail to represent the overall population, losing its statistical significance.
- The scope of data is generally limited to quantifiable indicators. In this respect, surveys generally rely on what-, how- or where-type of questions. Underlying reasons for attitudes or behaviors are harder to pin down using this method.

- Can be expensive with respect to total costs because of the relatively larger number of total respondents required to represent the sample. They can also be more time-consuming compared to other methods for the same reason.
- Questions can be biased and thus survey output may become misleading or may be misinterpreted.
- Because questionnaires are standardized, it is quite difficult to probe the nuances of varying viewpoints and perspectives using the survey method.

Focus Group Discussions

A focus group discussion (FGD) uses small groups (usually of six to twelve individuals) to discuss a subject for an extended period of time on a study plan, with an exchange of ideas and assessments. The aim of this discussion is to stimulate participants to disclose underlying beliefs, perceptions, attitudes, and motivations. A well-structured group discussion may be of use in discovering the "how" and "why" of human actions. Such discussions tend to use semi-structured discussion guides. Such semi-structured flows only provide general guidelines on the topics that need to be included in the discussion, but the moderator is usually free to come up with follow-up questions and expand on any given topic in the discussion guide.

The focus group draws on participants' emotions, attitudes, perceptions, and thoughts to utilize the group dynamic in order to stimulate discussion and brainstorming among participants. Group discussions and focus groups are useful in further exploring a subject, providing a more comprehensive view of the target group's mindset and perspective, and assisting in understanding their attitudes and beliefs. They are applied to a small group and are used to foster greater insight.

Significance for Studying the Quality of Intergroup Contact:
The group dynamic within focus group discussions can be used to gain an understanding of how participants from different backgrounds or with different mindsets can compromise with each other or make concessions to reach consensus on a social issue or any point of contention. It can be useful to see what is negotiable and non-negotiable from alternative perspectives. The group dynamic can also be utilized to test whether a given service or action idea receives support from people with varying perspectives on an issue and understand the underlying attitudinal or behavioral barriers against an idea's potential to gain broad-based support from different communities.

Advantages:
- Group dynamic helps to stimulate the participants. They help each other generate fresh ideas they had not thought of before.
- Allows for delving deeper into the reasons for observed behavior and attitudes.
- Conducive to a more nuanced investigation of personal decisions and preferences in comparison to survey studies.
- Allows for observing how individuals with different perspectives on an issue evaluate and respond to each other's views so that program facilitators can gain a better understanding of underlying reasons for disagreement.
- Less expensive compared to survey studies because a lower number of participants are generally involved.

- Efficient with respect to time since it allows for gathering information from a number of people at once.

Potential Shortcomings:
- Not statistically representative of the target population. Does not allow for making population-wide inferences.
- Some members among the group may dominate the discussion, leaving little room for others to express themselves.
- Some group members or moderator may inadvertently bias the responses.
- "Groupthink" is possible: some members may simply go along with the rest of the group instead of voicing their own opinions.
- Output is subject to interpretation: the decision to rank and order the importance of different findings may be a subjective one.
- Some individuals who put greater value in privacy may refrain from participating in a group discussion, causing all of the eventual participants to be similar with respect to the level of their privacy concerns. This similarity might introduce a bias that could affect the results.

In-depth Interviews

In-depth interviews provide qualitative data that captures the opinions, insights, feelings, emotions, or subjective perceptions experienced by a respondent. In-depth interviews aim to address the why-type of questions related to the decisions, opinions, behaviors, or attitudes of a respondent. Such interviews tend to use semi-structured data collection guides or questionnaires to fully explore the topic. Such semi-structured flows only provide general guidelines on the topics that need to be included in the interview, but the interviewer is usually free to come up with follow-up questions and expand on a given section of the questionnaire as they deem necessary. In-depth interviews provide qualitative data similar to focus groups, but they allow much more time per interview, allowing the interviewer to dive deeper. This property is useful when the interview is conducted to gather as much technical information as possible from an expert or stakeholder, in which case the interview is called a key informant interview. Such interviews are also useful when privacy is a priority such as when research focuses on children or on sensitive issues or traumatic experiences in general.

Significance for Studying the Quality of Intergroup Contact:
Inter-personal communication skills, which alter the quality of intergroup contact, are affected by various underlying psychological or personal characteristics. It is not usually easy to measure such underlying factors through standardized indicators of a survey study. People may not always be willing to bring them up in the group context of focus group discussions. Also, they themselves may not always be aware of such factors affecting their behavior, and a researcher may need a prolonged interaction with them to reveal the underlying determinants of their attitudes through in-depth probing and follow-up questions. Moreover, a key informant may simply have a lot to say on a topic due to vast experience with the given issue, and a one-to-one interview for an extended period of time may be necessary to fully understand the key informant's views and insights on the topic.

Advantages:

- Can customize the line of discussion for each individual participant.
- Easier to reach those who can be rather difficult to reach (very low or high socio-economic status individuals, working people, etc.)
- Able to gather in-depth and detailed information from each participant.
- No risk for other participants in the discussion introducing any bias into the process or influencing each other.
- Different techniques are available such as Online, Face-to-Face and Telephone Interviewing

Potential Shortcomings:

- Not statistically representative of the target population. Doesn't allow for making population-wide inferences.
- Expensive
- Slow
- Interviewer's presence and characteristics may bias results.
- Output is subject to interpretation: the decision to rank and order the importance of different findings may be a subjective one.

Observational Studies

Observation is a process that includes engagement in a setting or social situation and keeping a log of one's observations. One key reason for collecting observational data is the lack of pre-existing knowledge about the issue at hand. When the topic is relatively unknown, and little is understood about the way people behave in a specific setting, observational data can be a good place to start accumulating knowledge. It is also used in cases where it is important to study a phenomenon in its natural setting without having to depend on self-reported or secondary sources of data.

There are different kinds of observational data collection methods. For instance, observational data can be collected in a participatory or non-participatory manner, meaning that in some cases of observation researcher has to be a participant in the setting or social situation s/he is observing. In the non-participant type, there needs to be no interaction between the researcher and the subjects of observation. Observational data can also be collected in disguised or undisguised manner. In participant-type observation, the researchers may not always reveal their identity or objectives to the people they observe. This might be necessary in cases where researchers expect a significant change of behavior if the target group learns that they are being observed. In all cases, it may be important to structure the points and criteria for observation as clearly as possible. Otherwise, observational findings may become too subjective and open-to-interpretation.

Significance for Studying the Quality of Intergroup Contact:
Communication quality generally relies on components such as tone of voice or body language. The overall influence of such unspoken factors may be hard to pin down in a self-report survey or interview. Researchers can rely on observational data on any issue for which they suspect that self-report data is likely to bear different findings from observing the actual behavior of people. A researcher may, for example, choose to observe the facilitators and

beneficiaries of a program during intergroup contact to assess the quality or depth of the interaction instead of (or in addition to) receiving their self-reported input about their satisfaction level.

Advantages:
- Ability to observe people as they are.
- Can easily be combined with other methods.
- Can produce quantifiable data if observation criteria are structured to allow for quantification.
- Useful for studying situations that can be affected by complex factors that are uncertain or unpredictable (like social interactions between people)
- Useful in investigating issues where little or no prior data or information exist.

Potential Shortcomings:
- Output cannot be generalized to overall population.
- Only effective with small units or groups
- Awareness of being observed may alter the behavior of the group.
- Observer may lose objectivity especially if they have to be involved in the same activity as the subjects.
- Observer has little or no control over the situation they observe and may not be able to gather data on every intended item or observation point.

Document Reviews

Document reviews rely on scrutinizing prior research, data, reports and studies on a given topic. This method can supplement other methods of data collection by providing historical information about the topics related to a social program. It can aid in developing questionnaires or structured interview guides for other methods, as well as identifying the gaps where more research is needed to better understand the issue at hand. Document reviews are also valuable in generating standardized frameworks or models based on compiling information from independent pieces of earlier research or studies.

Significance for Studying the Quality of Intergroup Contact:
There are various academic studies on which methods of engagement or intergroup contact are effective under varying circumstances and to what degree. Many leading intergovernmental organizations and other institutions have developed models and approaches based on their programming experience and knowledge. Taking advantage of these earlier experiences and studies is vital to maximize the social cohesion impact of a program and ensure that no unintended harm is done through intergroup contact practices.

Advantages:
- Does not interrupt program beneficiaries as it is not intrusive.
- As it relies on already existing information, it is less costly and more practical.
- It draws on the lessons of past experiences based on what does and does not work, creating efficiency by diminishing the need to rediscover past findings.

Potential Shortcomings:

- Output compiled from numerous studies cannot always be generalized.
- Available information may be incomplete or out-of-date if circumstances of the target group have changed significantly.
- Quality of records kept may be low or key data may not always be accessible.

Other Supporting Documents

There are various other data sources which can help understand and interpret a program's social cohesion impact when used in conjunction with other data collection methods. Some examples of these are as follows:

- Case Tracking Forms
- Attendance Sheets
- Referral Tracking Forms

In addition to tracking the progress toward program metrics and targets, these documents can be used to better understand the underlying reasons for the perceptions, attitudes, and behaviors of program beneficiaries. They can provide clues about the motivational levels and drivers of beneficiaries and help make better sense of the barriers they face when it comes to social cohesion. If possible, connections between data from these documents and quantitative indicators should be made as part of quantitative data analysis. For example, social cohesion indicators may significantly differ between those who were referred to a particular type of service and other individuals.

CHECK-LIST FOR THE MEASUREMENT PHASE

Stage	Process	CHECK-LIST
Measurement	Techniques & Indicators	1. Have you made sure that your main objective in monitoring and evaluation processes is not just tracking the progress toward program metrics but understanding the impact of the program and how to improve it? 2. Have you decided on a time frame for your monitoring and evaluation activities? It is important to note that social impact of a program should be long-lived and that evaluation studies may give different results on the day after an activity compared to a month after the activity. 3. Do you need to track beneficiaries and their multiple interactions with the project team or program services during the engagement process? If so, is your data collection system suitable for this purpose? 4. Do you need to track interactions between beneficiaries as well as between beneficiaries and facilitators, and analyze feedback? 5. Did you consider which data collection method(s) are most appropriate for the purpose of your evaluation and the evaluation questions that you want answered? 6. Will the method(s) allow you to gather information that can be analyzed and presented in a way that will be seen as credible by your stakeholders? 7. Have you considered where and how can the program beneficiaries best be reached? 8. What is the culturally and linguistically appropriate method to use? 9. Which method(s) can you afford and manage? 10. Will the chosen data collection method(s) disrupt the program or be seen as intrusive by the respondents? 11. Have you considered what kind of output you aim to get from your diagnostic studies? Is it better to gather representative information that applies to the overall beneficiary group or is it more preferable to investigate the range of personal experiences with the program and develop a narrative about your beneficiaries' varying encounters with the program components? Or can it be both? 12. Do you need data from other systems or networks to be integrated into your program's data storage system? 13. Is it necessary to monitor beneficiaries over time and through various services (including referred services) in order to develop and sustain a long-term relationship with them? 14. Do you need to delegate follow-up tasks to colleagues automatically using the database? 15. Do you need to categorize and report on the problems and issues that have been raised? 16. Have you decided on the mix of techniques for gathering data from the participants? Quantitative surveys and enrollment lists are effective for tracking progress towards program metrics. Qualitative techniques can be more advantageous for the reasons why a program component does or does not work as well as developing recommendations to improve it. 17. Have you decided on methods to determine who has access to your database and how data security and privacy will be ensured? Does the

Stage	Process	CHECK-LIST
		work plan promote gender equality linkages with other projects and programs, as well as efforts from other agencies? How? 18. Do monitoring procedures take gender into account? How? Have you included gender-related concerns and questions to be addressed in the program's monitoring and evaluation materials? 19. What risk mitigation measures will be taken to ensure that the project/program does not have a detrimental impact on women's status? 20. Do project reports indicate gender disparities and project success based on gender? Are success indicators well-defined and applied? How may negative consequences be reduced or eliminated (lessons learnt) while favorable consequences be boosted? 21. What are men and women's perspectives on the program's influence on gender relations (through quantitative or qualitative inputs)?

SECTION 3: REVIEW OF PAST PROGRAMS AND ACTIVITIES

Based on findings from the literature review and recommendations from the key informant interviews, this section outlines various effective practices from actual intervention programs. The section first presents the criteria that was used for selecting certain programs or activities. It then moves on to summarize best practice examples from Türkiye and other countries. The best practices are presented in five main subsections that are divided according to their field of activity/humanitarian sector:

1. Livelihoods
2. Education
3. Protection
4. Social support and cohesion
5. Other activities

Criteria for Choosing Effective Practices

The programs and activities summarized in this section were chosen according to the criteria related to social cohesion described in Sections 1 and 2. The practices listed in this section were chosen according to whether they included aspects that strengthen social cohesion. A summary of these criteria can be seen in the table below:

Social Cohesion Assessment Criteria	
Criteria	Definition
1. **High-Quality Intergroup Contact**	The activity/program generated occasions for high-quality intergroup contact
2. **Building Confidence / Empathy**	The activity/program had direct or indirect components to build confidence or empathy between different communities
3. **Continuity of Impact**	The program provided a service for a long-term and/or had an exit plan was conducive to sustainability of impact
4. **Inclusion of Public Authorities**	The program involved a cooperation with the public authorities, strengthening the perceptions among target communities that legal or social authorities endorse harmonious relations between communities
5. **Effective Situation/ Impact Analysis**	The program put an emphasis on the impactful analysis of the contextual factors affecting the target group in the planning stage and/or accurately measuring how the target group was affected by the program
6. **Gender-Sensitive**	The program put an emphasis on addressing privilege or discrimination around gender
7. **Effective Targeting**	The program carried out effective outreach activities and managed to generate a community-wide effect that can permanently raise the social cohesion level at an area
8. **Effective Inter-Agency Coordination**	The program involved a collaboration among different agencies and/or had effective knowledge-sharing practices among stakeholders
9. **Effective Private Sector Coordination**	The program successfully involved private sector representatives in delivery or development of its services or support mechanisms
10. **Variety of Services**	The program offered a variety of different services addressing a range of needs in order to contribute to social cohesion

All activities or programs that were included achieved one or more of the following:
  i.   Ease pressure on the host country
  ii. Enhance self-reliance of refugees
  iii. Enhance self-reliance of vulnerable populations

The following is a description of these activities:
  i. Ease pressure on host countries:
   a. Interventions that succeeded in improving relations between refugees and host communities: leisure activities, art, sport, and music etc.
   b. Interventions that helped break down prejudices, misperceptions or misinformation between refugees and host communities; strong information dissemination tools and using several tools to reach more people.
   c. Interventions that established local formal/informal mechanism to foster participation, dialogue, and mediation; public institutions, directorates, *mukhtars*, and other community leaders.
   d. Interventions to increase host country institutions physical and manpower capacity in order to provide more comprehensive services to refugee and host community members.

   For public institutions:
   e. Examples of interventions that helped public institutions optimize their provision of services to cope with the local impact of the crisis pressure.
   f. Examples of support to public institutions to develop/offer specific services to refugees.
   g. Examples of interventions that focused on the vertical dimension of integration by strengthening the links between public authorities and target communities (such as refugee councils).

  ii. **Enhance refugee self-reliance** such as: Livelihoods and job opportunities, access to health services, access to education
   h. Interventions that succeeded in helping beneficiaries to access employment, entrepreneurship opportunities or generate income.
   i. Interventions that helped create jobs by establishing businesses.
   j. Interventions that helped improve standards in the workplace and access to decent work.
   k. Interventions that increased the school registration and provide holistic approach to education in order to involve Syrian children and youth (one of the biggest barriers in social cohesion is language. Projects that increased access to language courses so that they can be attended more people were included).

  iii. Reach the most vulnerable:
   l. Interventions that helped most vulnerable and difficult-to-approach segments of the population integrate into social life and/or access social services.
   m. Interventions that address their needs
   n. Interventions that provided innovative research practices or that managed to implement uniquely effective ways of measuring impact.

Examples of Effective Practices:

Livelihoods

Türkiye

The 'Al Shami Kitchen Project' – Solidarity among Syrian Refugee Women in Izmit, Türkiye

Project Overview

The Al Shami Kitchen Project is owned and operated by and for Syrian and Turkish women in Izmit. In 2015 the project was started with 15 Syrian women in mind. Some of the original members moved abroad or applied for asylum elsewhere, as of the time of writing, the project had 12 women. One year after its establishment the municipality wanted to participate in the project, since this offered an opportunity to work with a group that had existing community ties. The municipality's inclusion meant the project gained a kitchen for Syrian women to use, and a playground for their children.

Beneficiaries identified advantages to being involved in the project. Project participants determined the project's content and components together. The decision to focus on a kitchen project was directly based on input from beneficiaries. While beneficiaries initially came together for an economic benefit, they also formed strong bonds and started to support each other as close friends. Cooking, spending time together, and sharing thoughts and problems with each other were beneficial for both social cohesion and happiness. Such solidarity networks enabled the beneficiaries to participate in social life to a higher extent.

The elements of Success

> Building Confidence / Empathy

> High-Quality Intergroup Contact

It is critical to build a solidarity network around common issues and concerns. Seeing other women in high-status and self-confident roles makes it easier for other women, who may be under the pressure of various social norms, to build the confidence that is necessary to integrate both economically and socially with the society. This intercultural interaction also had an impact on women's families, with regard to their children who also got opportunities to intermingle in a safe environment. Children had a playground in the kitchen area provided by the municipality, where they could play games while their mothers worked.

Improving the Labor Market Integration of Syrian Refugees and Host Communities in Türkiye - ILO TÜRKIYE

Project Overview

The ultimate goal of the two-year project is to enhance the living conditions and social stability of Syrian refugees and host communities in Türkiye by strengthening labor market integration and economic development in a way that is more inclusive for all participants. Coordination is maintained by the Directorate-General for International Labour Force. The project was carried out in Istanbul, Bursa, Gaziantep, Sanliurfa, Adana, Mersin, Hatay, and Ankara.

The project involved vocational, language, skills, entrepreneurship, occupational safety, and health trainings. Program also entailed development and implementation of workplace mentorship programs, as well as increasing access to public employment and counselling services. The total number of program beneficiaries are:

- 11,600 Syrian refugees;
- 1400 host community members;
- 100 employers;
- 650 staff from relevant governmental institutions; and
- 250 enterprises.

The elements of Success

Continuity of Impact	Inclusion of Public Authorities

The project was carried out in collaboration with several different organizations and public institutions supporting both horizontal and vertical integration. In addition to providing vocational trainings, meeting beneficiaries' needs, and preparing them for business life in Türkiye, there are other project components including boosting integration through language training and knowledge dissemination. The project's objective is to allow every member of the team to be adequately prepared for entry into the business world. This is a necessary because it is possible to track and evaluate how many people achieve sustainable livelihoods, among other project benefits.

Snow Finch Project ("Kar Serçesi"), Zeytinburnu Municipality

Project Overview

The Zeytinburnu Municipality, a district municipality in Istanbul, went ahead with the initiative and aims to be a model for other district municipalities in meeting the basic needs of its residents. The central goal of the project is to bring more Syrian women into the labor force who have already completed vocational training provided by Migrants Women Club, where the Snow Fitch project began as a venue for the women to pursue new hobbies. In addition to vocational training, women undergo Turkish language courses, and participate in events that foster knowledge of civil law, legal rights, women's health, and Türkiye's service structures. Starting in 2018, women began selling their goods in support of the UNHCR. Host community women also became part of the initiative to enhance social inclusion.

Elements of Success

High-Quality Intergroup Contact	Building Confidence / Empathy
Gender-Sensitive	Inclusion of Public Authorities

The project is conducted by a municipality, displaying the importance of the role local municipalities play in social cohesion. It also succeeded in bringing women together in fun and entertaining ways that builds confidence and high-quality intergroup contact.

PEP-Promotion of Economic Prospects[90] (BMZ/ GIZ)

Project Overview

One of PEP's key pillars is bolstering the resilience of Syrian refugees and the local community. Program initiatives were developed to promote economic development and sustainability and strengthen neighborhood and systemic resilience to national and local stresses. Included in the PEP are career preparation, job placement and the promotion of entrepreneurship. The project encompasses the Turkish provinces of Adana, Adiyaman, Denizli, Diyarbakir, Gaziantep, Hatay, Istanbul, Kilis, Konya, Mersin, and Tekirdag.

Elements of Success

High-Quality Intergroup Contact	Effective Targeting
Effective Impact Analysis	Continuity of Impact

More than 5000 people and their families benefited directly from PEP events. Women account for 46 percent of total attendees. More than 1500 workers have been recruited as a result of the initiative. A total of 1700 people have completed a vocational training course. More than 450 businesses are in the process of being licensed. A total of 33 start-ups have earned funding. Over 1500 participants were paid according to national requirements and were registered with social security. Around 2000 people have developed their Turkish language skills by enrolling in courses. To improve connectedness and solidarity among Turkish and Syrian peoples, more than 120 social cohesion activities have been organized. The program specifically collected input on social cohesion indicators from the beneficiaries, in addition to measuring their satisfaction with livelihoods services.

One reason why it is so important to introduce such activities in cities like Tekirdag and Denizli is that these cities are not cities that are typically at the focus of social cohesion activities. While the refugee population tends to be smaller, social clustering still poses a danger of intergroup conflict at the neighborhood level. Implementing partners and NGOs are aware of this fact.

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90 https://www.giz.de/de/downloads/giz2020_en_PEP%20Programme.pdf

Mardin Kekik Cooperative Restaurant Project[91]

KEKIK (Cooperative for the Development and Improvement of Women's Work) is a women's cooperative founded under the management of the Mardin Yesilli District Governorship and the humanitarian organization Support to Life, along with the funding from German NGO Caritas. The Cooperative established the KEKİK Restaurant in the city of Mardin in southeast Türkiye.

The project's goal was to empower women, while also improving social cohesion. Women from the local and refugee communities joined the KEKIK organization and began working there. The cooperative's long-term objective is to ensure the project's sustainability by increasing participants' competencies so that they can manage their own company without relying on donors.

Beneficiaries were given a year of vocational competency classes in the first phase of the program to assist them obtain the skills they needed to support themselves.

There are also carpet-weaving and filigree workshops within the KEKIK cooperative, which specialize on Mardin embroideries and patterns. These seminars use art to promote social harmony and empower women.

Elements of Success

High-Quality Intergroup Contact	Continuity of Impact
Inclusion of Public Authorities	Gender-Sensitive

The project was successful in that it provided beneficiaries with the skills they can rely on after the completion of project activities. The project also manifested one of the key tenets of effective intergroup contact by creating, through the establishment of the cooperative, a common goal and functional benefit for women from host and refugee communities to pursue in cooperation. The fact that it also managed to include the local district governorship is in line with one of the core requirements of intergroup contact – namely support from public authorities.

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91 Support to Life Organization; Kekik Cooperative (available in Turkish only) https://www.hayatadestek.org/bulten/mardinde-kekik-lezzeti/   (Last Accessed: Apr. 30, 2021)

The Role of Syrian Refugees in The Food-Service Value Chain in Egypt (ILO-UNHCR)

Project Overview

The ILO and the UNHCR jointly funded a project in Egypt aimed at improving overall labor access for refugees in urban sectors in greater Cairo, Alexandria, and Damietta. The food sector in Egypt revealed substantial growth and job promotion potential during an initial sector selection exercise. There is significant potential for integrating refugees into the food industry, as Syrian cuisine is now more common in Egypt. A target group assessment discovered that nearly 13% of refugees were already working in the food industry. Following the study, some initiatives to improve the food sector for both Syrian refugees and the host community were developed. These were: boosting entrepreneurial skills; helping women in the home-based economy to increase their participation; creating an information database to enhance access to information on market patterns, suppliers, and standards; and supporting food cooperatives for reduced transaction costs and the development of cooperation among producers.

Elements of Success

| Effective Situation Analysis	Gender-Sensitive

Effective Targeting

The analysis effectively pinpointed the bottlenecks and integrated relevant solutions successfully into the project plan. The target group was sufficiently "localized" in the sense that only participants from the food industry were targeted. The utilization of such precise and unambiguous boundaries for the target group and objectives enabled the project to deepen their solutions for their beneficiaries. Both entrepreneurship and employment pathways were efficiently supported for all beneficiaries.

Integrating former refugees into agricultural value chains in Zambia[92]

Project Overview

Due to the influx of refugees from Angola, the Zambian government has initiated a new integration program for new arrivals. Over 1,000 Angolan refugee families from the Meheba refugee camp were granted permission to remain in the country. They obtained land in the areas surrounding the camps as a result of this initiative. An approximate 80% of these former refugees had low levels of schooling, but practiced subsistence farming almost their whole lives. At the time, regional agricultural product demand was rising due to rising mining activity in the area. An emphasis on agricultural value chains makes a lot of sense given the expanding consumer demand for agricultural goods, the fact that refugees are well suited for farming, and the recently provided arable land. Based on demand, three fastest-growing agricultural products were identified: maize, beans, and other vegetables, as well as "easy win" initiatives such as connecting former refugees with input dealers and aggregators and organizing "market days" to help farmers communicate with customers.

Elements of Success

Effective Situation Analysis	Effective Targeting

Inclusion of Public Authorities
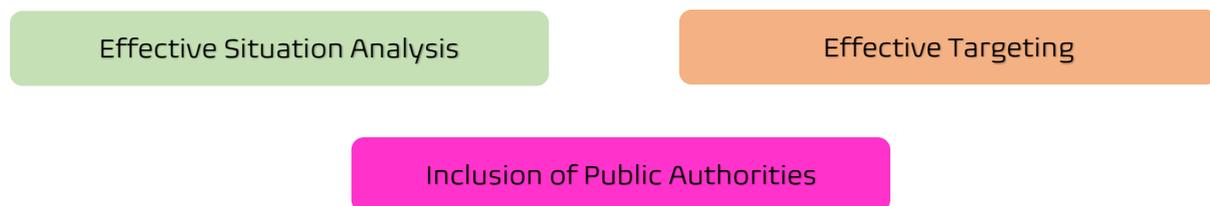
The market needs were analyzed very carefully and successfully. The program implementers managed to develop a win-win approach in that supply and demand matched very well. The Zambian government allowed refugees to work in a business area in which they are experienced and good at. Government inclusion supported vertical integration of refugees by instilling trust towards public authorities.

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[92] https://reliefweb.int/sites/reliefweb.int/files/resources/67857.pdf

Livelihood Services for Refugees in Jordan [93]

Project Overview

This project demonstrates the critical importance of the strategic partnership and that of collaboration among stakeholders in achieving success. To accomplish the objectives of the Jordan Compact, various humanitarian and development actors have partnered through an inter-sector mechanism known as the Livelihoods Working Group (LWG). The LWG is co-chaired by the UNHCR and the Danish Refugee Council (DRC). The other participants include: the Ministry of Planning and International Cooperation, the Ministry of Labor, the ILO, GIZ, donors including the EU and USAID, microfinance institutes, UN organizations, international non-governmental organizations (NGOs), and NGOs. Every stakeholder has their own responsibility based on their area of expertise. Such a broad gathering has strong ground approaches, such as SMS meetings, work events, information sharing, gathering all parties' employment seekers and employers, microfinance choices, and participation in private firms.

Among the most significant examples is the partnership between the Jordan River Foundation (JRF) and IKEA Business. The international furnishing company is launching the first of its kind collaboration with a Jordanian NGO, introducing business solutions to the country's main humanitarian and socioeconomic problems, while creating new employment opportunities and generating economic growth opportunities. The UNHCR helped sponsor 75 Syrian refugee women to work on the production line at JRF/IKEA.

Elements of Success

Inclusion of Public Authorities	Gender-Sensitive
Effective Inter-Agency Coordination	Effective Private Sector Coordination

The project built a very strong coordination with government, non-government, and the private sectors, and adopted a holistic approach to livelihood activities to ensure relevance by the depth of available services. Project also successfully involved microfinance institutions and private companies and recruited 75 Syrian refugees.

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93 https://reliefweb.int/sites/reliefweb.int/files/resources/67857.pdf

Embark Initiative- Mentoring Program in Canada

Project Overview

The Future is Brighter Organization implements the initiative, which is focused on creating better job opportunities for youth. Bringing together high-level business leaders, Syrian refugees, and host community youths, **Embark** is a mentoring program that aims to bring together talented Syrian refugee and host community youth with business leaders and university students in order to incorporate all groups and improve employability. Education and the involvement of the youth are not only cross-cultural, but also cross-generational. As a result, it gathered the attention of companies such as MasterCard Türkiye. Paris Peace Forum picked this initiative as one of the best practices.

Elements of Success

High-Quality Intergroup Contact

Effective Private Sector Coordination

Gender-Sensitive

The project aims to support Syrian entrepreneurs and qualified youths from both host and refugee communities (especially women), and to identify new markets for their products or services. In addition, the project shows that long-term solutions may require collaboration between local authorities and private sector. Targeting of the project includes different age groups, spreading intergroup contact effects to different segments of the population.

Education

PIKTES (Project on Promoting of Integration of Syrian Kids into the Turkish Education System)

Project Overview

The main aim of the PIKTES Project is to increase access to education for children in Türkiye who are receiving temporary protection and to promote their social cohesion. PIKTES, a project sponsored by the EU and implemented by the Ministry of National Education, is successful because of its holistic approach, as seen in the project activities mentioned below, which form the backbone of PIKTES. The project considers not only children's school registration and attendance monitoring systems, but also social cohesion programs, back-up courses, language courses, and vocational trainings for children and their families, accessibility, and activities to raise awareness about the value of education.

It is important for families to invest in their children's education. Families often have a deep involvement with and understanding of benefits related to their child's education. They are also better able to provide help to students in solving problems they have at their school. Both of these aspects reduce the possibility of dropping out. The other critical part of the project is that it helps teachers develop their abilities in accordance with the need of the students. Some of the key project activities are:

1. Turkish language course for children and families, as well as Arabic language courses;
2. Catch-up training at Temporary Education Centers, as well as back-up training for children in public schools;
3. Information dissemination to Syrian families about educational services, as well as awareness-raising activities to promote integration of Syrian children into education system;
4. Projects related research activities and conference events;
5. Teachers' trainings; and
6. Social integration activities for Syrian students and Turkish peers and families.

Elements of Success

Continuity of Impact	Inclusion of Public Authorities

Effective Situation Analysis

The project is a long-term project with EU support and the education ministry implemented in partnership with provincial education directors, and it has been implemented in 26 cities with a significant Syrian refugee population. Support of the public authorities is important to strengthen the sense of belonging among beneficiaries. Teachers from PIKTES have been trained to provide education to Syrian children, youth, and their families in a process that put involvement of beneficiaries at the center. This understanding of beneficiary needs boosted the relevance of the project in addressing social cohesion. Teachers are also well-trained with respect to the necessary sensitivity toward students. Moreover, intensive language training is also offered to Syrian children to facilitate their interactions with the host community.
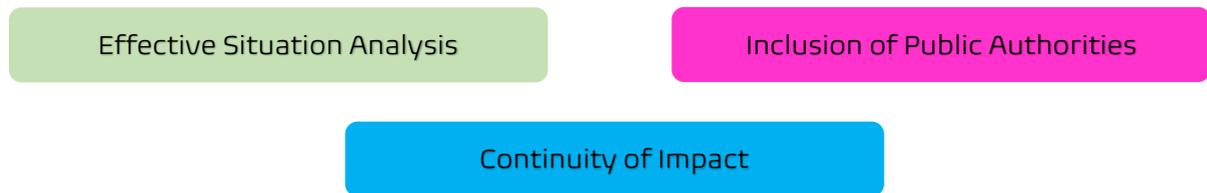
School Transportation Project (IOM Türkiye)

For refugee children, going to school every day and returning home may be difficult. They can be located far from the city center, or in rural areas with little or no public transportation. Even if public transportation is available, children may not be not permitted to ride alone for safety reasons or because the family may not have sufficient funds to pay for public transportation. This alone can be reason for some to drop out of school.

IOM Türkiye recognized this bottleneck and created the School Transportation initiative, which benefited a large number of children.

To expand access to education, the school transportation initiative takes a multi-pronged approach.

The initiative, which started in 2014 in the southeastern provinces, offers basic needs and protection to Syrian refugees and migrants in Türkiye who are providing temporary protection, as well as Turkish students from low-income host communities. Turkish students account for 25% of the project's participants.

Elements of Success

Effective Situation Analysis	Inclusion of Public Authorities

Continuity of Impact

An effective situation analysis and focused targeting enabled the program to address a significant barrier for local children in a practical way. The school transportation project aims to provide regular school transportation services that are safe, efficient, and secure, enabling students to attend school. It ensured many Syrian children are incorporated into Turkish public schools. The IOM determines the provinces have the greatest need for school transportation assistance and performs an in-depth needs evaluation of schools in conjunction with the Ministry of National Education. After students were provided with school transportation, both enrolment and attendance improved dramatically.
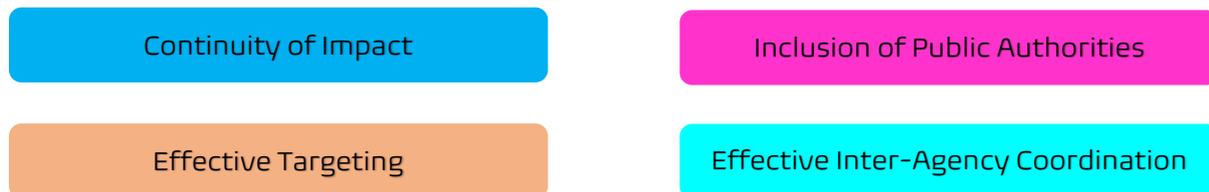
Education for Syrian Refugees and Host Communities by BMZ, GIZ, and MoNE

Project Overview

Children and young people in Syria and Türkiye benefit from increased access to education and events that encourage social cohesion. The program decreased the burden on public schools by renovating them and temporary education centers. Thus, more children could attend schools in a more secure and appropriate setting. The project lasted three years, from 2016 to 2019, and it focused on three areas of operation for Syrian children and children from the host community:

- Encouragement in formal schooling. Public schools were upgraded in cooperation with the Turkish Ministry of National Education (MoNE). The project also provided transportation for Syrian children and teens to and from school, as well as teaching resources for both staff and students.

- The standard of formal and non-formal education was enhanced. Training teachers and acquainting them with intercultural classes and students was one of the most critical practices.

- Promoting social cohesion-building practices. In Gaziantep, Sanliurfa, Hatay, Mardin, Ankara, and Istanbul, the project implemented steps to assist Syrian refugees and members of the host communities in living together peacefully. Local and foreign social workers trained young Turkish and Syrian citizens to serve as multipliers, and provided them with the tools they need to coordinate social, cultural, and sporting events for Syrian and Turkish children and youth.

Elements of Success

Continuity of Impact	Inclusion of Public Authorities
Effective Targeting	Effective Inter-Agency Coordination

The project significantly provided local capacity improvement by training of trainers, increasing the project impact's long-term continuity. During the 2017/18 school year the project renovated many schools and education centers, including five temporary education centers in the province of Sanliurfa; 22 public schools in the provinces of Hatay, Gaziantep, Kilis and Sanliurfa; and a temporary education center and three youth and community centers in Gaziantep. 31,514 children and young people are currently benefiting from the improved school infrastructure. 570 teachers of mixed classes of Syrian and Turkish children had taken part in five-day seminars on intercultural skills. Improved school transport has made it easier for Syrian children to attend school and summer schools, providing 4,638 children with access to education.

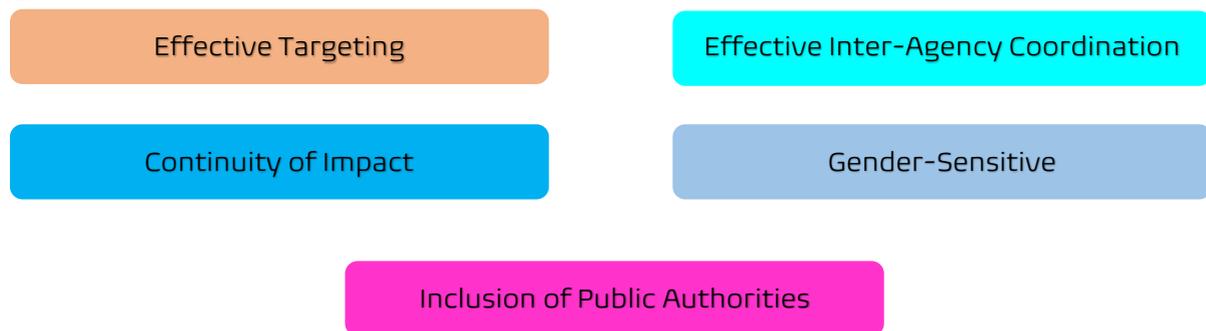**IGAM-Malala Fund's "No Lost Generation" Project:**

Project Overview

In the framework of the initiative, IGAM will participate in advocacy activities over the next three years in order to strengthen the social conditions of Syrian refugee girls and increase their access to education.

The Flying Broom Foundation and the Ravdanur Association are two partners with expertise in women's rights with whom IGAM is collaborating on this project.

Awareness-raising events; volunteer university students; visits to Syrian families, schools and teachers; and visits to mukhtars and opinion leaders are all part of the initiative. Its aim is to expose students to the world of education. The project is scheduled to go on for 36 months. Ankara and Gaziantep are the cities where the project will be implemented. The key aim is to reach out to the girls in these provinces and ensure their survival.

It is implemented study results focused on universal human rights principles, gender equality, and tolerance for cultural differences.

Elements of Success:

Effective Targeting	Effective Inter-Agency Coordination
Continuity of Impact	Gender-Sensitive

Inclusion of Public Authorities

The project's success stems from the fact that a diverse community of stakeholders, from foreign to local, partnered to establish a gender-sensitive strategy that successfully addressed an especially vulnerable group, young girls, and their families. Community leaders and teachers are attempting to raise family awareness of the value of education for Syrian school-aged children. Visits from family and community leaders make it easier for refugee families to agree that their daughters should be taught as well.

Summer Preschool for Syrian and Turkish Children (GAP-UNICEF-UNHCR and ACEV)

Project Overview
Project provides summer-time preschool services in an accelerated 10-week preschool education program for five- and six-year-old Syrian and Turkish children. It was implemented in 10 provinces of Southeastern Anatolia of Türkiye. 2,620 children participated in the project. At the end of the project, impact analysis conducted by using various research tools and participants showed higher progress in all domains compared to control group.

Elements of Success

High-Quality Intergroup Contact

Effective Inter-Agency Coordination

Effective Impact Analysis

The initiative, which includes GAP, UNICEF, UNHCR, and ACEV, is an example of inter-agency cooperation (Mother Child Education Foundation). The aim of the project was to enhance social cohesion through effective intergroup contact and expert engagement. Since public facilities were inadequate, preschool education and summer school/camps were not popular among Turkish families. As a result of the initiative, children from both groups were able to engage in summer school programs and had ample opportunity to socialize with one another. The influence of the curriculum was expanded over time thanks to training of trainers, multicultural programs, and investments in the learning environment.

Protection

Protection/Health Project

Women and Girls Safe Spaces by the UNFPA

Project Overview

Women and Girls Safe Spaces (WGSS) emerged as a crucial strategy for the security and empowerment of women and girls during the Syrian crisis. WGSS built formal and informal environments in which women and girls can feel physically and emotionally secure. The WGSS model for the Turkish urban refugee context includes, among other items, the health mediator's mechanism, which has been introduced in other Turkish health programs; strengthened physical and legal security through sexual and reproductive health (SRH) promotion and sexual and gender-based violence (SGBV) awareness events, as well as curative and referral assistance services. It also included advocacy training that implemented the standard operating procedures that defined the minimum requirements for SRH-SGBV technical regulations. The model was developed as part of a long-term policy integration plan for the Ministry of Health's (MoH) Migrant Health Centre (MHC) management program, which was sponsored by the EU.

WGSS enhanced health-seeking behavior and increased demand for services to reduce SRH-SGBV risks and protect their SRH-SGBV needs. Awareness of rights led to a weakening of barriers to SRH and SGBV services. The established Ministry of Health policy and service capability allowed for the implementation of an exit strategy for the project, which was able to incorporate core WGSS personnel and services into the 24 MHCs under the SIHHAT program that supports migrant health services through advocacy, as well as technical and institutional capacity development initiatives.

Elements of Success:

Continuity of Impact	Effective Situation Analysis
High-Quality Intergroup Contact	Building Confidence / Empathy

The program is considered successful because the project was a long-term project across Türkiye, and was implemented in the provinces where refugee population is dense. The implementation complies with the Ministry of Health procedures, and the exit strategy was planned during the planning phase of the project so that sustainability is strongly supported. The project has a holistic approach from first step, from health services to awareness raising activities/leisure activities with host country women in the same neighborhood. It also includes other services, such as case management, psycho-social support and translation services.
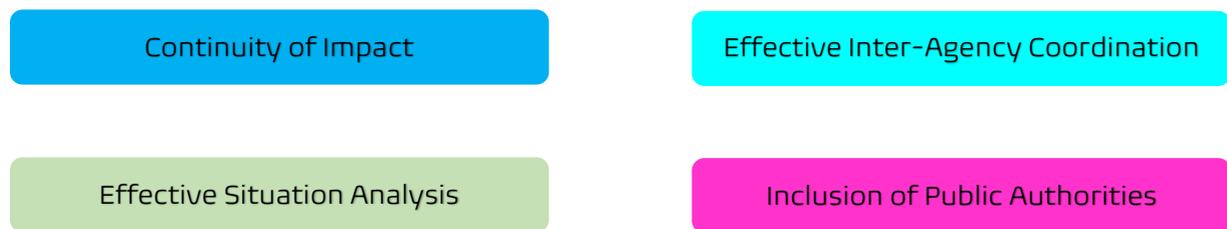
Education and Protection Program Vulnerable Syrian and Host Community-Children[94] by the EU; UNICEF; Ministry of National Education; the Ministry of Family, Labor and Social Services (ASAM); GAP administration; the Turkish Red Crescent, the Association for Solidarity with Asylum-seekers and Migrants (ASAM); and RET International

Project Overview

The project was funded by the EU and implemented by UNICEF, along with the coordination of multiple stakeholders from local organizations and public authorities such as Ministry of National Education; the Ministry of Family, Labor and Social Services (MoFLSS); GAP administration, Turkish Red Crescent, ASAM and RET International.

The project was carried out in three countries: Türkiye, Lebanon, and Jordan. Its goal was to protect refugee and host community children by providing sustained and expanded inclusive access to quality education. It also provided protective environments and youth participation opportunities for Turkish and Syrian children and youth, with a focus on out-of-school children, especially girls. The project lasted two years and included a variety of initiatives, including growing education ability and efficiency, increasing school registration and attendance, adolescence and youth trainings, training of trainers, early childhood education engagement, and mental health and psychosocial support (MHPSS) services.

Elements of Success:

Continuity of Impact	Effective Inter-Agency Coordination
Effective Situation Analysis	**Inclusion of Public Authorities**

The project involved an effective coordination between public institutions, non-governmental organizations, and intergovernmental organizations. Such wide support strengthens the social cohesion of beneficiaries through vertical integration and building trust in institutions. The effective situation analysis meant that barriers preventing out of school children from accessing education opportunities were clearly identified and addressed. The training of local leaders increased project impact's long-term continuity.

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94 https://www.avrupa.info.tr/en/project/education-and-protection-programme-vulnerable-syrian-and-host-community-children-lebanon

Protection / Access to Rights for Key Refugee Groups by the UNFPA

Project Overview

The project aims to improve access to sexual reproductive health (SRH) and better security services, including sexual and gender-based violence (SGBV) services in Türkiye for the most vulnerable refugees, especially women, children, and key refugee groups. The project involved service provisions to lesbians, gays, bisexuals, transgender people, and intersex people (LGBTI), sex workers, and HIV-positive people in the main refugee groups to reduce barriers to accessing security services, including basic service.

Women and children specifically, but also wider immigrant communities, are the most difficult populations to reach to increase their access to resources such as health, education, and legal services. LGBTI individuals constitute a portion of the population that is especially vulnerable due to their sexual orientation. Being "invisible" reduces integration and cohesion. Regional social norms prevent such projects from being introduced on a large scale. The UNFPA recognized this increasing need and the project was introduced in two Turkish provinces. Local NGOs carried out the project, which was sponsored by the EU and implemented by UNFPA.

Elements of Success

Effective Targeting

Continuity of Impact

Effective Inter-Agency Coordination

Effective targeting meant project reached beneficiaries for whom service availability was relatively low. The project's impact and its long-term continuity were enhanced through capacity-building trainings to service providers; outreach mechanisms; protection assistance and case management for refugee groups; and the development of a website, hot-line and information, education, and communication materials.

Enhancing the Protection Mechanisms for International Protection Applicants in Türkiye by the EU and ASAM

Project Overview

With the help of the EU, SGDD-ASAM began implementing this project in November 2016. The project featured nine new multi-service centers located in Ankara, Corum, Denizli, Eskişehir, Konya, Manisa, Mardin, Nevşehir, Samsun; and six new field offices in Aksaray, Bolu, Sivas, Trabzon, Uşak, Yozgat. It offered social and legal counseling, as well as psychological assistance to refugees and asylum seekers. The capacity of the three field offices in Afyon, Kayseri, Nigde were enhanced to support the program.

The project aimed to raise awareness about the rights and responsibilities of refugees and asylum seekers, refer them to protection systems, assist local authorities in providing protection, and foster social cohesion between the host community and refugees.

Elements of success

Effective Targeting	Variety of Services

The project was successful because it considerably expanded the scope of services for people who were applicants for international protection status and had difficulties accessing service providers in Türkiye. The variety of services is an important principle of social cohesion programming, since access to services from different areas strengthens the sense of belonging among members of a community, boosting vertical integration. The project was also effective because it was conducted in provinces where such projects and implementations were rare, significantly increasing the variety of services available.
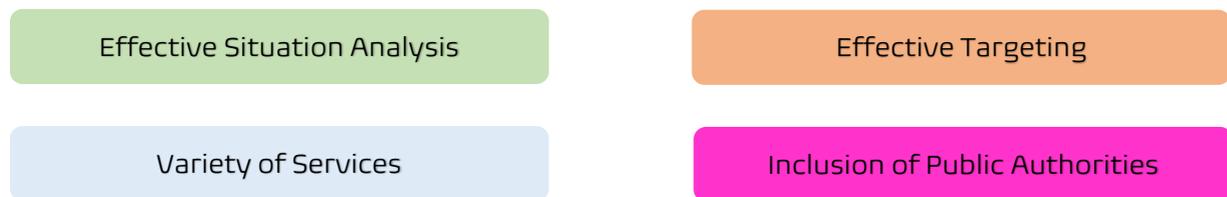
Health and Protection Services to Rural Population by UNFPA and Ministry of Health

Project Overview

In provinces where agricultural activities are the main economic drivers, the UNFPA and the Ministry of Health conducted a comprehensive needs analysis and assessment. Many Syrian refugees worked as seasonal farm workers, and there were numerous concerns regarding their health and safety. Members of the host community who are also seasonal farm workers face similar concerns in the workplace.

The UNFPA collaborated with the Ministry of Health to plan a program, which was then sponsored by ECHO and active in five Turkish provinces: Adana, Urfa, Bursa, Urfa, and Izmir. A mobile teams of nurses, social workers, physicians, translators, drivers, and health mediators formed the backbone of the project. Twelve mobile clinics were created for the project and assigned to provinces based on the population density of seasonal employees. Women's health care, case management, MHPSS services, referrals, and a monitoring system were all part of the initiative. Newborns were vaccinated. Sexual and gender-based violence case management was also provided.

Elements of Success

Effective Situation Analysis	Effective Targeting
Variety of Services	Inclusion of Public Authorities

The project is valuable in that it manages to approach the people who are among the most difficult to reach. During the project it has been seen that some of the beneficiaries were not registered, meaning they cannot access public services. All were referred to Directorate General of Migration Management to get registered and receive access to services. Awareness-raising activities related to their rights and obligations were provided. Information dissemination services are critical to include in the public support system.

Social Support and Cohesion

Social Service Centers (SSC) by the Ministry of Family, Labor and Social Services (MoFLSS)

Project Overview

SSCs aim ease the access of people in need to social services and support programs. They provide support to Turkish citizens in several areas including economic, family and community support; nurseries; and services for children and women (legal aid, shelter, and protection if needed). In 2016 the Turkish government agreed to extend these programs to include Syrians under temporary protection. However, with the same resources and physical capacity, they were only able to offer limited services to Syrians, such as home visits, registration, on-site information, and referrals.

In the beginning of 2018 the UNFPA initiated a project in SSCs sponsored by ECHO. After conducting a needs analysis, the program boosted capacity by hiring more professionals, bringing the total to 161 employees in 20 SSCs and three mobile SSCs; conducted trainings, community awareness-raising activities, and social cohesion events; and delivered a policy paper. The SSC Project was successful, reaching a large number of people and dramatically expanding SSC capability. Indeed, seven additional SSCs were opened after the project's first phase.

Elements of success

High-Quality Intergroup Contact	Gender-Sensitive
Inclusion of Public Authorities	Variety of Services

The Syrian community became more familiar with SSC services and activities. Both local and refugee communities enjoyed participating in awareness- raising activities and social cohesion activities. Some SSCs opened Turkish-language courses and a considerable number of Syrian people – especially women, since there are child safe spaces available in the centers – participated in the courses and received their certificates.

Community centers (CCs)

CCs provide similar services in a community-based approach that generates healthy, public spaces where women, men, young boys and girls from diverse backgrounds can come together for social events, leisure, education and livelihood initiatives, knowledge exchange, and other purposes. CCs empower refugees and host communities by providing a platform to engage in decisions that impact their lives.

CCs proved to be important and necessary tools in humanitarian interventions because they:

- Provide fast protection assessment: the ongoing identification of people in the community who have special needs (e.g., at-risk women and children, survivors of gender-based violence, the elderly, people living with disabilities, etc.). CCs may also conduct or continuously update target group data, as well as map out relevant resources to make safe referrals

- Facilitate protection cash support: CCs have a protection cash aid program that focus on recent victims of protection incidents or people who are facing immediate protection threats

- Implement case management: CCs have qualified case management experts and social workers who can provide tailored follow-up and safe referrals (supplied with updated service mappings and referral channels)

- Allocate goods such as hygiene kits and newborn kits

- Conduct field assessment and outreach activities by social workers, such as awareness-raising and information-sharing campaigns, mobile outreach activities, social cohesion projects, skills development trainings, and data and feedback gathering projects

There are several CCs run by international and local NGOs partnering with UN agencies and public institutions.

The Turkish Red Crescent has several CCs and provides a variety of services to people in need. These places are the meeting point for neighborhoods to socialize and build relationships.

The organization has 15 CCs across Türkiye managed in a public model with both local- and state-level public institutions. Services provided include psycho-social support, protection, case management, livelihood, vocational training, and volunteer activities.

The IOM's Gaziantep Municipality Ensar CC is for children aged 11-16 from both host and refugee communities. The CC provides language courses, as well as social, sport, and art activities. It helps foster social integration among children, who can in turn bridge gaps in the wider community. It is a long-term project and a good example of IOM and municipality collaboration.
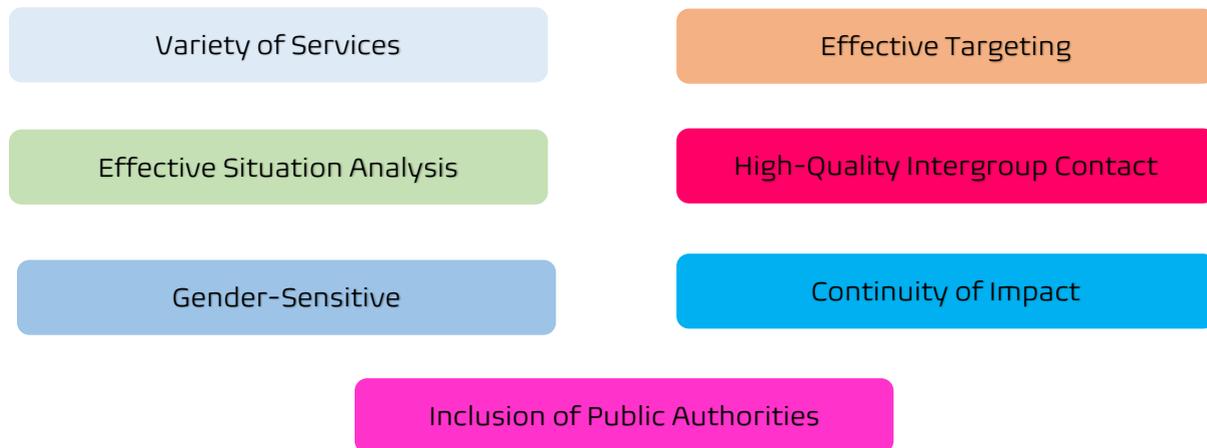
International Blue Crescent- CCs in Sultanbeyli (Istanbul) and Kilis

Since 2015 the Sultanbeyli CC Project has been running in the area with the densest Syrian population in the Anatolian side of Istanbul. Syrians of all ages receive a range of services, and Turks are also included in the social adaptation activities. Approximately 30,000 people in Istanbul have benefited as a result of this initiative.

The project aims to eliminate language barriers, lift educational levels through non-formal education opportunities, assist children and young people who lack a safe space and inadequate domestic conditions, and find solutions to issues arising from post-war traumas. It also aims to overcome the difficulties in securing rights that occur as a direct result of these concerns, as well as to eradicate a general lack of awareness. It also works to increase the personal capacity of vulnerable groups in social, cultural, and economic fields by creating sustainable safe-space models for disadvantaged communities; contributes to the development of social cohesion between the host society and refugees; and produce effective solutions for peace-based society building.

Since 2018 the International Blue Crescent Foundation has implemented the Kilis CC Project with the support of GIZ and the Swiss Agency for Development and Cooperation. The Kilis CC, which serves approximately 1000 Syrians every month, was estimated to have reached around 79,000 beneficiaries and 16,000 individual participants by the end of 2019.

Elements of Success- CCs in general

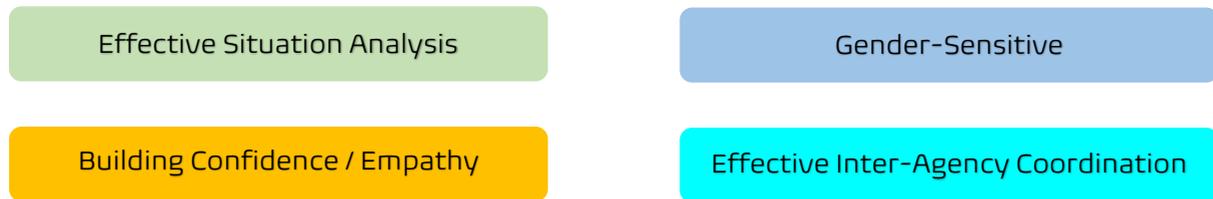| Variety of Services	Effective Targeting
Effective Situation Analysis	High-Quality Intergroup Contact
Gender-Sensitive	Continuity of Impact
Inclusion of Public Authorities	

CCs are ultimately shaped within the framework of local needs and financing. In general, they provide social organization and on-site access, skills development, awareness raising and information sharing, education, and recreation. The primary goal of CCs is to provide refugees with security against possible threats, provide services to meet their basic needs and provide protection. This allows them to improve their situation and fulfill their basic human rights dignity and establish social cohesion and harmonization.

Social Cohesion through Women's Empowerment Project by UNDP[95]

The project's aim was to focus on women's empowerment and strengthen social cohesion among Syrian and host communities in Türkiye. The initiative, which was carried out in partnership with the GAP Regional Development Administration, consisted of a range of activities to develop the social and economic capacities of Syrian and host-community women. Social integration programs, social care, and social support were among the services provided by the project.

The project entailed a systematic analysis of the living conditions of Syrian women. Their needs and the circumstances that could preclude them from participating in the project were explored. The beneficiaries received preparation, consulting, and mentoring services. Finally, the program supported the women in better integrating into social life in Türkiye.

Elements of Success

Effective Situation Analysis	Gender-Sensitive
Building Confidence / Empathy	Effective Inter-Agency Coordination

The project has been linked with multi-purpose support centers ("Cok Amacli Toplum Merkezi", "CATOM") and organizations such as GAP, the Directorate of Social Services and Family, and several international and local NGOs to facilitate its services. Syrian–led NGOs organized social and cultural activities with the project's implementers. Considerable outreach services have also been conducted to get broader participation. The UNDP partnered with CATOM and other local support services to gain a better understanding of the factors that prevent women in the region from participating in social and business activities. The components of the program were developed in line with this analysis, and the necessary facilities were upgraded. Existing ateliers and facilities were given more space, equipment, raw materials, and specialized vocational training modules aimed at Syrian and host community women, as well as local designs and regional goods.

AL FARAH CHILD AND FAMILY SUPPORT CENTERS

Project Overview

SGDD-ASAM founded the Al Farah Child and Family Support Centers in 2016 to provide a more stable atmosphere for refugee children and their families, as well as to undertake activities aimed at improving children's mental and emotional health. Child protection officers, social workers, psychologists, family counselors, health educators, nutritionists, youth counselors, outreach teams, interpreters, volunteers, support teams, and administrative staff work in these centers, which provide social and legal therapy, primary healthcare, and nutritional counseling. School attendance is facilitated by programs that develop childrens' life skills and psychosocial support, as well as a number of training courses. The project included extra language lessons and study sessions to children who were enrolled in school. As part of the program, a Training Center was built in Gaziantep in February 2017 and regular Turkish language classes began. To increase schooling rates, awareness sessions and field events are held regularly.

Elements of Success

Continuity of Impact	High-Quality Intergroup Contact

Effective Targeting

The project is effective especially because it reached children from both refugee and host communities in an impactful manner. Improving integration through children is thought to work better because children are less likely to possess prejudices when compared to adults. They tend to be more open to friendship and continue such friendly relationships outside of the center.

Sada Women Empowerment and Consulting Center by UN WOMEN, the ILO, Gaziantep Municipality, and SGDD-ASAM

Project Overview

Refugee women from Syria and other country, as well as host community women, benefited from expanded access to social services in a program managed by UN WOMEN, ILO, Gaziantep Municipality, and SGDD-ASAM.

Empowerment programs, language classes, vocational activities, psycho-social support, legal counseling, sexual and gender-based violence services, social inclusion activities, and information sessions are all available at the center.

The project is long-term and includes a large number of beneficiaries. There are also child-friendly areas at the center. The project's most critical success factor is that participants from the host group, Syrian women, and refugee community women from Afghanistan—a total of 50 women—came together to collaboratively work in Sada Cooperative, which produces textiles, kitchenware, and shoe uppers.

Elements of Success

Variety of Services	Effective Inter-Agency Coordination
Inclusion of Public Authorities	Gender-Sensitive

The project is considered effective because of the variety of services offered through inter-agency coordination involving a provincial municipality. The wide variety of services included livelihoods support via the Sada Cooperative. Service variety is also supported by addressing the needs of Afghan women apart from local and Syrian women.

Other Activities with Positive Effects on Intergroup Contact

The activities outlined here are listed as best practices due to their solutions and methods for achieving high-quality intergroup contact between local and refugee communities.

High-Quality Intergroup Contact

Language Courses:
As previously mentioned, one of the main obstacles to social cohesion is language. It has been ten years since the Syrian crisis, and 60% of Syrians living in Türkiye do not speak the language, highlighting the importance of assistance. Language trainings have shifted, particularly as it is clear that Syrians will be permanent residents of Türkiye. Such trainings should be approached in a systematic manner, rather than providing them with the basics for daily interactions. One successful program is PIKTES project's language courses, which targets not only at girls and their families, and youths. Teachers were trained so that they would be able to deal with the complexities of teaching a foreign language to Syrians, as well as build a detailed plan with appropriate resources and, most importantly, know how to communicate with Syrians.

Mor Ahval:
Mor Ahval is a quarterly magazine prepared by Turkish and Syrian women with their writings and stories – published in Turkish and Arabic – and distributed by local NGOs across the country. It is organized and published by KADAV. The program helps build confidence through a sense of solidarity that emerges from the feeling that there are others out there who share their stories and understand their situation.

"Göçerken Theater":
As part of the ASAM-SGDD-UNHCR collaboration, youth from both refugee and host communities are collaborating on a theater play called *Göçerken*, which tells stories of immigration. The play is performed in Arabic and Turkish and draws a wide audience from both communities. As a result, the theatre group went on a Türkiye tour, which attracted large audiences from both communities. Regardless of which culture they come from or what language they speak, the youth get a chance to get together and create something useful for a peaceful society with links of trust between its communities.

Participatory Approach and Peer Engagement
As mentioned in Sections 1 and 2, the involvement of beneficiaries in project design processes ensures relevancy of activities and strengthens trust. Below are two activities showcasing the participatory approach and peer engagement.

- **Refugee Councils (Association for Migrant Rights and Social Cohesion-GOCDER)**

The refugee councils were formed in accordance with the community-based approach to strengthen connectivity, cooperation, and engagement between the refugee communities in Ankara, to ensure their participation in decision-making processes, to reach out to local public officials, and to increase positive interaction based on social cohesion between the host and

refugee communities. The Refugee Council is a non-profit organization that aims for a balance of age, gender, and nationality among its members who represent various refugee groups.

The Council meets with its members on a regular basis to make decisions on activities and other matters such as children's school registration, housing, youth activities, and the rights and obligations of Turkish citizens. Every council meeting, a representative from a local municipality conducts trainings as well as responding to questions. Such councils bring together refugees and the local population, allowing them to make decisions jointly. Participation by municipalities or directorates in such events demonstrates a successful vertical integration approach in the sector.

- **Child and Youth Council (GOCDER)**

The assemblies improve contact and collaboration between refugee children and young people and their peers in the host community, provide spaces for them to openly express themselves, create solutions for the challenges they face, and take action to bring ideas into action. Weekly meetings and workshops are held by the assemblies. They are also involved in various thematic activities, including GOCDER's "Resilience Program".

Methodologies for Reaching Out to Men:

Men and boys tend to be included in social cohesion activities and services to a lesser degree than women and girls. This is partially because of the timing conflict between activity and work hours, and a considerable number of the centers are open only for women and girls. Unfortunately, men and boys cannot benefit as much from such support services, leaving a gap in terms of inclusiveness. The methodology of outreach activities and scheduling of events need to be arranged accordingly. Two examples for this objective are:

- **International Blue Crescent's (IBC) Sultanbeyli Community Center Shopkeepers Field Visits[96]**

One example of this is shopkeeper visits organized by the community center in Sultanbeyli. Since shopkeepers and other business owners who are mostly men are generally busy throughout the day cannot participate in events or activities organized to build social cohesion, the IBC conducts regular field visits to reach out to them. As part of the visits young people and children from both refugee and host communities visit stores in their district, and hold discussions on social cohesion between local and refugee communities. Project facilitators who join the visits receive detailed feedback on the issues Syrian entrepreneurs, face as well as learn about their perspective on the level of social cohesion in Sultanbeyli. In some instances such visits also involve awareness-raising sessions, such as on gender-based violence.

- **UNFPA-KAMER Foundation Panel and Training for Syrian Men and Boys**

The UNFPA and KAMER organized a panel in Gaziantep on the subject of early marriage and gender-based violence for male audiences. The panel was organized at a time when working individuals could attend relatively easily, and organizers provided transportation. 130 male participants had a lively questions and answers session with the speakers. Overall participant feedback indicated that such activities should be organized more often.

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96 In Turkish: https://www.ibc.org.tr/TR/1105/ibcden-sultanbeyli%CC%87-esnafina-tesekkur-zi%CC%87yareti%CC%87

Activities to Highlight the Success Stories:
There are many success stories from the refugee population in Türkiye, including in business, education, art, and music. **These stories should be highlighted during the conferences and panels, and on social media.** This will increase the inclusive perception through the transfer effects involved in the indirect intergroup contact, as explained in Section 1. Such activities could be disseminated on social media via video clips or other multimedia materials. The inclusion of both Turkish and Syrian influencers broadcasting primarily to audiences in Türkiye was strongly recommended by key informants, as explained in Section 2.

Refugee Film Days
Türkiye's first Refugee Film Days were organized by SGDD-ASAM. The aim of the events was to overcome the negative perceptions in society regarding refugees through movies and documentaries, drawing attention to the humanitarian dimension of the issue. As mentioned in Section 2 movies and videos can be efficient ways of establishing the positive effects of indirect intergroup contact. Such programs were highly recommended instead of stand-alone and one-time only events during key informant meetings.

BAHARAT- Kitchen activity (IOM)
Participants from the host and refugee communities gathered in the same kitchen for the "Baharat" cooking session, where they compiled special recipes that eventually became the cookbook "Baharat". In Türkiye the International Organization for Migration (IOM) stressed that culinary diversity of spice-flavored dishes is one of the best ways to help society establish closer cultural links between host and refugee communities, and counter perceptions of cultural distance.

Sport activities
Sports is a key tool for promoting social cohesion. Peer bullying, especially in schools, is one of the most common issues that leads to children dropping out. The UNFPA's Sahinbey Social Service Center team discovered this issue in one of the schools in the neighborhood of Beydilli, which has a dense Syrian population and a low-income Turkish population. The project team split the children into two classes and began a football tournament with the aid of the school administration. The groups were made up of people from both the host and refugee communities. According to input from the school administration, the effect of this intervention was that peer bullying decreased dramatically, and school administrators and teachers learned how to recognize and deal with it when it happens.

Safak Radio
Safak Radio aims to increase public consciousness about migration and provide information about the Turkish Red Crescent's activities. Every week one guest joins the program to discuss migration, needs, events, and other topics. Moreover, Turkish courses are held on the station, which is important because a large number of Syrians, especially women, are unable to leave the house due to household obligations to participate in such a course. They do, however, have easy access to a radio. Especially during the time of Covid-19 restrictions, this is an important consideration.

Neighborhood Gatherings and Social Cohesion Activities by the support of DGMM

Neighborhood gatherings were developed by the Directorate General of Migration Management's Department of Harmonization and Communication to bring together local and refugee communities to establish social cohesion, reinforce neighborhood bonds, bring success stories to the forefront, and advise about rights and obligations.

Local and refugee populations both benefit from neighborhood meetings. Refugees are concentrated in areas of cities where the income level is low. In the same neighborhoods, there are a large number of local residents – most of them blue collar families. Tensions may emerge in such settings. Organizing neighborhood events allows individuals to get to know one another, build friendships, and enhance their empathy for one another. Furthermore, municipal governments that engage in such initiatives build confidence and their presence signifies the support placed in social integration by public authorities.

The Turkish Red Crescent, the World Bank, and the Directorate General of Migration Management launched a series of initiatives called "Fund for Promoting Adaptation to Urban Life." The aim of this project was to provide orientation training to Syrians transitioning from camps to cities. The activities helped to preserve social stability and incorporation into urban environments. Such activities that are led by the government agencies strengthen trust in institutions among beneficiaries and serve vertical type of integration well.
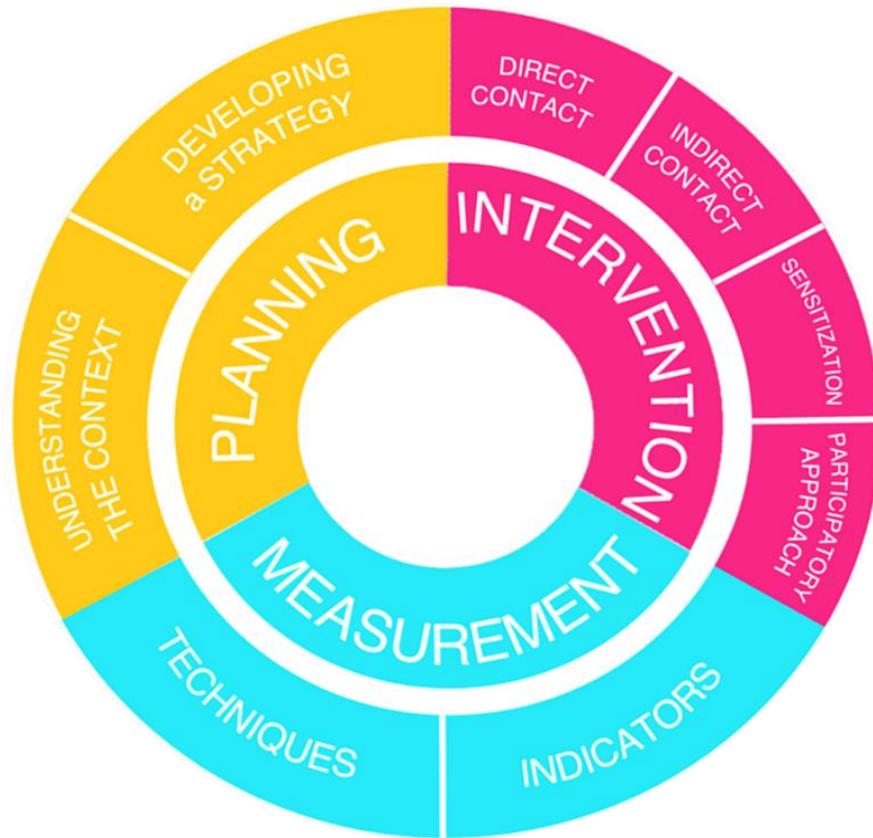
Social Cohesion and Strategy Paper (Refugees Association)

The Refugees Association organizes a number of activities focused on the needs of the refugee population, which are chosen through field research and active involvement of refugees in the preparation of the activities. Implementers were thus able to disaggregate activities based on needs, age, and gender to ensure higher relevance to beneficiaries. The findings were advantageous for outreach activities including panels, seminars, and information dissemination sessions. A policy document for social harmony was developed by the organization. An effective needs assessment is crucial to motivate beneficiaries to engage.

Barrier-Free Social Cohesion Workshop

The Turkish Red Crescent's Gaziantep Community Center and the Gaziantep Metropolitan Municipality's Barrier-Free Life Center partnered on this activity. The goal was to meet as many disadvantaged members of both groups as possible and involve them in activities that could make them more involved and aware of their rights and the services available to them. The workshop also adopted a participatory approach and gathered ideas for the remaining activities within the program from the members of the target group. This helped design a range of activities such as sports, art, music, and discussion clubs.

TOOLKIT OVERVIEW:

| Stage	Process	Tool	Description	Details in the Guide
Planning	Understanding the Context	Contextual Analysis	Social cohesion can be affected by numerous multi-scale factors. Understanding the interplay of such factors can help program implementers determine the target groups and areas for which social cohesion programs have the highest potential to generate positive difference.	RECOMMENDATION #1: Explore the Context #8: Keep the Host Community in Mind #3: Beware of Social Clustering
	Understanding the Context	Conflict Analysis	Conflict analysis helps determine the factors that are more likely to lead to conflict between groups, including violence. This type of analysis aims to reveal the ways in which such factors can lead to conflict.	RECOMMENDATION #2: Conduct a Conflict Analysis
	Developing a Strategy	Mainstreaming Social Cohesion in Program Design	Ensuring that social cohesion is integrated into the program as a separate dimension including the following: • Implementing the tools and methods of engagement among beneficiaries • Defining a role for developing and monitoring the use of such tools • Establishing the standards of sensitization and intercultural communication for all program facilitators and monitoring their implementation	RECOMMENDATION #4: Mainstream Social Cohesion into Program Design
		Beneficiary Engagement in Design	Involving beneficiaries from the target group in the design of the project (not only in terms of understanding their needs but also discussing methods of service delivery, how best to reach new beneficiaries), including but not limited to: • The formation of advisory committees • Group discussions • Field visits • Needs assessment studies	RECOMMENDATION #7. Ensure Gender Sensitivity #6. Focus on Disadvantaged or Vulnerable Groups #5: Engage Beneficiaries in the Design Stage
		Exit Plan	Ensuring community-based and long-lasting impact. Practical interventions and actions ensure continuity of impact even after the end of the program.	RECOMMENDATION 9: Establish an Exit Plan for Sustainability

Stage	Process	Tool	Description	Details in the Guide
Intervention	Direct Contact (Only for projects where members of communities are brought together as part of program activities)	Group Discussions & Games	Holding group conversations or activities among beneficiaries from different communities. They can help beneficiaries understand that the cultural distance among their groups is much less than they previously thought. It is important choose a topic of discussion that is relevant to the beneficiaries for strong engagement. It is also possible to devise games that can be played in pairs or groups to strengthen bonds between beneficiaries.	RECOMMENDATION #1: Devise Intergroup Interaction around a Common Goal

#2: Hold Group Conversations on Common Needs

#3: Integrate Empathy-Building Activities |
		Teamwork	Teamwork consists of having a group of beneficiaries from different communities work towards a common goal. This can happen in the form of sports activities, carrying out a project together such as researching and answering a question or problem posed by the facilitator, and building a device or product.	
	Indirect Contact	Social Media	Social media can significantly increase the reach of indirect intergroup contact occasions. The contact portrayed and disseminated through social media should take place between equal-status members of different communities.	RECOMMENDATION #5: Utilize Traditional and Digital Media
		Storytelling	Individuals from one group engage with a fiction that involves elements of intergroup contact. Participants share stories or anecdotes showing or describing instances of positive intercultural communication. Storytelling is helpful in reducing prejudice and anxiety.	RECOMMENDATION #3: Integrate Empathy-Building Activities
		Videos & Music	Audio-visual content supports the act of considering or sharing the point of view and psychological experience of an individual who belongs to a different group from ourselves. In this sense videos and music are tools for perspective taking and indirect contact among groups.	RECOMMENDATION #5: Utilize Traditional and Digital Media
	Knowledge Sharing	Inter-Agency Coordination	As there are many different stakeholders working on similar areas of activity in different locations, knowledge gained from learned lessons and real-life experiences becomes crucial for increasing the impact of all stakeholders simultaneously and effectively. Inter-agency coordination also helps to efficiently plan for the variety and continuation of social programs in an area. Knowledge transfer makes it likelier that shortcomings in the scope and duration of different types of services are more effectively spotted.	RECOMMENDATION #9: Share Knowledge through Inter-Agency Coordination

Stage	Process	Tool	Description	Details in the Guide
Intervention	Participatory Approach	Mapping	Ensuring the availability of referral pathways for various services can help build a sense of belonging among beneficiaries.	RECOMMENDATION #7: Provide Info on and Referral to Available Services
		Internal Mediators	Socially well-connected individuals from both communities who can ensure preservation of empathy among members of both communities, especially in cases of conflict.	RECOMMENDATION #8: Identify and Contact Local Mediators
	Participatory Approach	Localization	Community-based targeting. Ensuring that beneficiaries are chosen from among people who can interact with each other outside the time span of program activities. It involves targeting individuals from different groups who nevertheless live, work, or study in the same setting or locality, so that their bonds of community can be permanently strengthened as a result of the social program. Recruiting beneficiaries who have the chance of forming a community outside the social program ensures continuity of impact for the program as well.	RECOMMENDATION #10: Support the Formation of a Local Sense of Community #12: Avoid Top-Down Approaches in Social Interactions
		Peer Engagement	Training successful program participants to take part in later stages of the program such as outreach, service delivery, and monitoring and evaluation.	RECOMMENDATION #10: Support the Formation of a Local Sense of Community
		Vertical Integration	Authority support is an essential requirement in intergroup contact theory. If individuals in positions of legal or social authority unambiguously support the objective of integration, contact between members of different communities is more likely to lead to social integration. The authority should be perceived to support the growth of friendly, helpful, and egalitarian attitudes between the members of different groups	RECOMMENDATION #6: Involve Public Authorities
	Sensitization	Engagement Ground Rules	Setting the rules of engagement between beneficiaries as well as between facilitators and beneficiaries prior to the start of activities and monitoring their implementation and enforcement throughout the program. This is done to enhance positive effects of intergroup contact.	RECOMMENDATION #11: Prioritize the "Do No Harm" Principle in Intergroup Contact
		Equal-Status Interactions	Positive intergroup contact is diminished when participants perceive each other to be of unequal status. It might be necessary for facilitators to integrate various practices into group activities to strengthen the equal-status condition.	RECOMMENDATION #4: Ensure Intergroup Interactions are Equal-Status #12: Avoid Top-Down Approaches in Social Interactions

Stage	Process	Tool	Description	Details in the Guide
Measurement	Techniques	Document Review	A document review consists of a detailed investigation of prior experience, research, and academic studies on the subject matter in question.	Annex 2. Monitoring and Evaluation Framework
		Observation	Observation involves engaging with the subject of observation in a setting or social situation for an extended period of time. Observational method is especially useful in situations where the research is expected to probe a topic that is relatively unexplored and poses a what- or how- type of question regarding the subject of exploration.	
		In-depth Interviews	In-depth interviews are one-to-one interviews that generally follow a semi-structured interview guide that allows some leeway to interviewers for cases where it may be necessary to come up with off-script questions in order to probe the opinions or feelings of the interviewee.	
		Focus Group Discussions	A focus group discussion (FGD) is a data collection method that brings together a small group of participants to discuss topics on a study agenda. The purpose of FGDs is to utilize the group dynamic to help participants stimulate each other's underlying ideas, feelings, and attitudes. FGDs are helpful in understanding the reasons behind people's decisions and actions.	
		Surveys	Surveys provide a quantitative method to assess thoughts, attitudes, and feelings of the target group. Their main benefit is that they allows for drawing conclusions about an entire population based on a representative survey. They also enable researchers to compare different populations and track changes through time. They mainly address what-, where- and how- type of questions, and generally have less insight on why-type of questions.	

Stage	Process	Tool	Description	Details in the Guide
Measurement	Indicators	Primary Indicators	Primary indicators are indicators that can be quantified based on a representative sample within the target population in order to measure that population's level of social cohesion and track it through time.	RECOMMENDATION #1: Ensure that Monitoring Activities Measure What Matters #2: Adopt the Participatory Approach #3: Ensure Flexibility and Self-Correction in Program Design Annex 2. Monitoring and Evaluation Framework (Core Indicators of Social Cohesion)
		Secondary Indicators	Macro-economic and population data can be used for understanding and explaining the level of social cohesion within a target population.	Annex 2. Monitoring and Evaluation Framework (Core Indicators of Social Cohesion)

ANNEX 2: Core Indicators of Social Cohesion
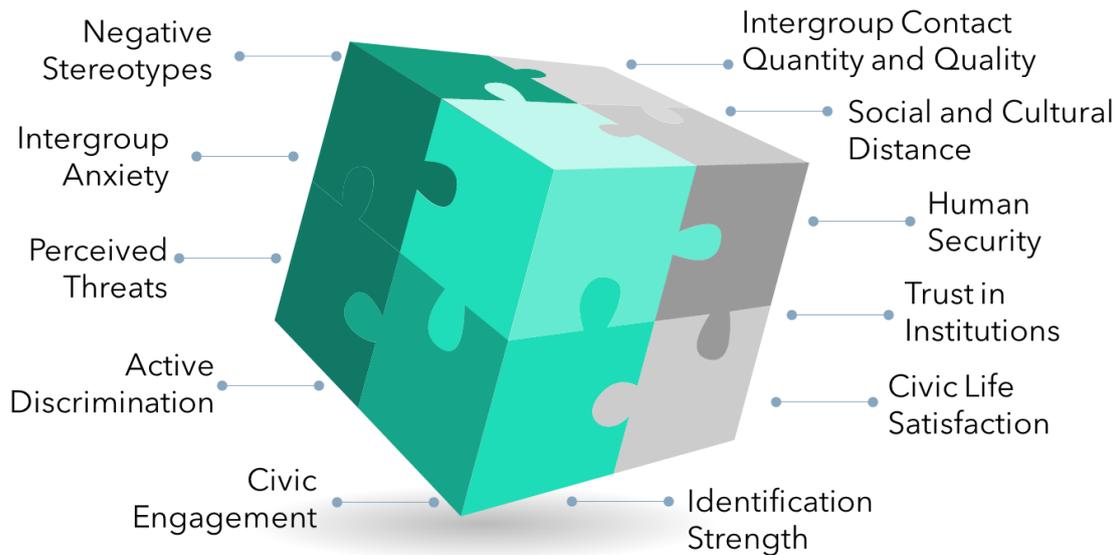
The level of social cohesion is influenced by a variety of both intra- and inter-group attitudes, behaviors, and perceptions. This subsection will outline the key concepts describing these components. They are helpful in terms of understanding manifestations of social cohesion in everyday life, as well as quantifying diagnostic indicators. Social cohesion programs generally work towards a set of common outputs that are directly linked to core components affecting social cohesion. In Section 4, there is a sample log frame built around these components for measurement of social cohesion programs.

This annex is building upon the log frame to provide further guidance on how the measurement tools can be used to measure and evaluate each of the log frame components. It also provides some examples of questions that can be used for measurement of each of these components.

One of the main challenges related to measuring social cohesion is establishing a baseline and quantifiable indicators. Availability of these makes it possible to track the progress and effect of a social program. Each component below may serve as an indicator representing the baseline level of social cohesion at the start of a project. Ratings attributed to each of these dimensions will allow for quantitative tracking throughout the duration of the program.

- Stereotyping (negative): Subscribing to stereotypes about other groups in society might compel individuals to put a social distance between themselves and members of the other group. The degree to which members of one group attributes simple negative features to all members of the other group is also indicative of the tendency to regard the other group as monotypic and homogenous. This prevents attributing individual characters, minds, and feelings to each of its members. This may, in some circumstances, cause objectification or dehumanization of the members of the other group and result in discriminatory or unfair treatment.

  o Examples: Agreements with statements such as:

    ▪ "*Refugee community members are lazy people.*"

- *"Host community members are usually dishonest."*
- *"[Other] community is prone to violence."*

- Intergroup anxiety: This component is about the feelings elicited in members of one group when they are around members of the other group. If an individual thinks they will experience negative feelings when they find themselves alone with members of the other group, there is a higher likelihood that they will try to avoid interacting with them. Similar to the case with stereotyping, such negative feelings may prevent people from getting closer. When interaction opportunities are driven down, potential benefits of socialization with respect to economic or social integration are less likely to be realized. Misinformation is also easier to spread in an environment with high intergroup anxiety.

  - Example: "*I would feel stressed / tense if I were alone with members of the other community.*"

- Social distance: The component of social distance describes the degree to which members of one group would be willing to accept the members of another group in various social roles such as friend, neighbor, romantic partner, co-worker, or boss. Social distance may indicate the presence of hierarchical structures in the society. As the intergroup contact theory indicates, equal status interactions are the most conducive to social cohesion. Social distance may cause people to avoid members of the other group and reduce engagement.

  - Examples: Agreement level with statements such as:
    - "*I would be okay with a member of the [other] community…*
    - *…as my superior at work"*
    - *…joining my family through marriage"*
    - *…as my next-door neighbor"*
    - *…in my circle of friends"*

- Perceptions of social threat: This component indicates whether the members of a group perceive any threats from co-existing with the other group. Such perceived threats may include, but are not limited to, corruption of religious values or social norms, corruption of language, reduction in job opportunities, higher consumer prices or increasing crime levels.

  - Examples: Agreement level with statements such as:
    - "*The [other] community reduces available job opportunities in my city"*
    - "*They do not want others to have access to job opportunities available to them"*
    - "*They overburden public services"*
    - "*They are discriminating against us"*

- Sympathetic feelings: In addition to negative feelings or perceptions, the existence of positive feelings toward the other group may provide clues about the level of social cohesion. Since no social group consists of a collection of pure and monotype

identities, these sympathetic feelings might not be directed towards the character traits of the other group, but to their situation or their hardships.

- o Examples: Agreement level with statements such as:
  - *"I am against economic / political / social discrimination toward [the other] community"*
  - *"I think this [other] community is held to different standards than the rest"*
  - *"I feel stressed / sad when I hear members of [other group] are treated differently than [my group]"*

- **Cultural distance:** This variable describes the extent to which individuals feel that their own culture is similar or dissimilar to the culture of the other group. People who perceive others to be culturally similar are more likely to feel calm and relaxed around them. Cultural distance may deter closer engagement between members of different communities. It is however important to note that cultural differences are normal. The objective of social cohesion is not to generate a monoculture, but help individuals be more accepting of cultural differences and learn to co-exist.

  - o Examples: Agreement level with statements such as:
    - *"I think the other group's culture is similar to my culture"*
    - *"Cuisines of both communities are similar"*
    - *"I like [the other community's] music / musical traditions"*

- **Trust in Institutions:** This component has to do with the vertical component of cohesion. It describes the extent to which people utilized and trusted legal authorities and social service providers. Laws and regulations set the rules of engagement through which people and entities interact. They define what is acceptable and what is not, as well as potential methods for recourse if or when there are rights violations. A sense of having a shared, fair, and well-enforced set of rules is one of the pillars of social cohesion.

Individuals from high-trust countries will be less prone to enter into conflictual interactions with representatives of other states than individuals from low-trust countries. [97]

Moreover, service providers offer various support systems related to healthcare, education, and livelihood. In a society where individuals trust the public institutions' ability to enforce laws; peacefully solve conflicts; guarantee security; provide essential services such as healthcare and education; and protect political, social and economic rights, social cohesion is more likely to take root.

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97 Jasisnki, M.P. (2011). Social trust, anarchy, and international conflict. Palgrave Macmillan. New York.

- o Examples: Agreement level with statements such as:
  - "I trust the judicial system in this country"
  - "I trust the government / ruling party / the administration in charge"
  - "I trust the police"
  - "I trust the service I receive at public hospitals"

- **Cognitive and Emotional Tendencies:** This component focuses on the core personal tendencies and approaches such as tendency to plan ahead, overall zest and motivation toward life, impulse control, and emotional regulation. Presence or lack of such tendencies may alter our capacity to engage socially with the rest of the society. A program's positive impact on social cohesion may be measured by monitoring whether beneficiaries tend to shift towards dispositions conducive to social cohesion throughout the program.

  - o Examples: Agreement level with statements such as:
    - *"I'll say the first thing that crosses my mind when I talk"* (Impulse Control)
    - *"People around me generally tell me I have low energy"* (Motivation)
    - *"I feel sorry for other people when they're having problems"* (Empathy)

- **Social Coherence:** This component is related to aspects of personal situation that may affect our social engagement with others in the society. These can be related to our social situation such as our family bonds and social skills. The concept of social coherence also explores whether intra-group relations (rather than inter-group) could be responsible for low social cohesion.

  - o Examples: Agreement level with statements such as:
    - *"I feel like There are no strong bonds in my life"*
    - *I'm not good at getting in touch with other people*

- **Coping with Stress:** How people deal with stressful situations may affect the level of social cohesion in society, influencing how they treat others and themselves. This component looks at traits such as positive coping skills with stress. The prevalence of such skills can generate a society-wide boost in social cohesion.

  - o Examples: Agreement level with statements such as:
    - *"When I go through a stressful situation in life, …"*
    - *"…I strive to develop a step-by-step plan to get me back on track"*
    - *"…I allow myself to lean on others"*
    - *"…I hole up and cut off interactions with others"*
    - *"…I became more irritable with people around me"*
    - *"…I throw myself into reckless behavior"* (e.g. increased alcohol consumption, drug use, taking unnecessary risks such as dangerous driving, gambling, etc.)

- Personal and Civic Life Satisfaction (Human Security- Physical, Economic, Legal, Political): Multiple dimensions of life satisfaction may shape our personal dispositions toward other social groups. Satisfaction with various aspects of our lives, such as family life, work life, health, and quality of friendships, can all shape our attitudes toward others and public institutions in general.

  o Examples: Individual ratings for how satisfied somebody is with the following:
    - Their work life
    - Their access to work opportunities
    - Their family life
    - Their access to healthcare services
    - Their education
    - Their social connections / friendships

- Intergroup Contact Attributes (Social Clustering): How members of different groups within the society define and describe their contacts with the other group is crucial when it comes to understanding the extent of engagement between communities. Intergroup anxiety or prejudice may stem from the scarcity of occasions for making high quality intergroup contacts or lack of any contacts at all. Therefore, contact attributes should take into consideration two main sub-components of contact attributes.

  o Quantity of Intergroup Contact: This sub-component is related to the frequency and type of contact with members of the other social group.
    - Examples: How much contact does an individual have with members of the other community at various points of contact such as:
      - At their place of business
      - At their neighborhood
      - In their own circle of friends
      - Among their relatives

  o Quality of Intergroup Contact: Quality of the contact is another important aspect of the interaction. The higher the quality of contact between two groups the stronger the positive effect on cohesion.
    - Examples: Contact quality can be expressed in various dimensions such as:
      - *Equal or Non-Equal*
      - *Voluntary or Involuntary*
      - *Superficial or Sincere*
      - *Pleasant or Unpleasant*
      - *Competitive or Cooperative*

- Group Identification Strength: Although different social groups we belong to play vital roles in defining who we are, we do not feel equally strongly about being a member of every social group we are a part of. The way we identify ourselves and each other stems largely from how strongly we associate ourselves and others with membership

in a particular group. This "identification strength" affects how we perceive or treat members of another group, or how we define who they are. It may also influence how we interact with and respond to those who we deem to be in our group.

- o Examples: Agreements with statements such as:
  - *"Being an [in-group member] is an important part of my self-image."*
  - *"The fact I am an [in-group member] rarely enters my mind."*
  - *"I do not feel good about being an [in-group member]."*
  - *"I have a lot in common with other [in-group member]."*
  - *"I feel strong ties to other [in-group member]."*

- Active Discrimination: Active discrimation means an act is committed in order to discriminate against a person. It constitutes one of the most significant barriers against social cohesion. It includes acts of physical or verbal violence one suffers because of being part of a group.

  - o Examples: Agreements with actions such as:
    - *Refusing to help someone because they are a member of the other group.*
    - *Not wanting to be in the same room as members of the other group].*

- Civic Engagement: Civic engagement is a cluster of individual efforts and activities oriented toward making "a difference in the civic life of …communities, and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." [98]

  - o Examples:
    - *Voting in an election.*
    - *Giving money to a campaign.*
    - *Being a member of a commercial association or civic association.*
    - *Frequency of posts on social media / social media groups.*

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98 Civic Responsibility and Higher Education. American Council on Education/Oryx Press Series on Higher Education. Editor: Thomas Ehrlich, 2000, Page: vi

ANNEX 3: Approaches by International Organizations

Leading intergovernmental organizations have developed social cohesion models based on the academic literature on the subject[99]. These are used to gauge and understand the level of social cohesion within a target community. Some of the most comprehensive frameworks among these are summarized here for reference:

UNDP: [100]

UNDP's social cohesion framework aims to understand the level of social cohesion through social and political dynamics. It involves a geographical mapping of the target region with respect to parameters such as level of intergroup threat perceptions and attitudes. The framework then compares different social groups with respect to the prevalence of various perceptions and attitudes among their members. It allows for tracking the changes in these perceptions and attitudes over time. It can be used to conduct baseline and needs assessment studies of targeted communities with respect to social cohesion, as well as to evaluate the impact of interventions. The tool utilizes quantitative surveys and relies on descriptive statistical analyses for mapping the situation of a community. It also uses multivariate statistical analyses to compare and rank the strength with which different cohesion factors affect the intergroup relations within the society.

The UNDP framework relies on the following indicators to gauge the level of social cohesion:
- Intergroup attitudes
- Attitudes toward institutions
- Participation in collective action
- Perceptions of justice and efficacy of the justice system
- Socio-political identification (in-group identification strength)
- Prevalent emotions toward the other group such as anger, fear, contempt, hate, respect, empathy, and affection
- Trust in both horizontal and vertical dimensions, i.e. trust towards other people/ groups in the society and towards institutions.
- Perceived threats due to the other group, such as security
- Extent of political participation and sense of being represented.

OECD: [101]

The OECD Framework (called the "VALCOS index") was first developed to measure level of social cohesion in European countries. It also aims to track the change in cohesion and underlying indicators. Ultimately, the information from the tool is used to inform policies of European governments. The OECD's framework takes into account a range of macroeconomic and population indicators. These include employment, education, demographics, self-reported well-being, GDP per capita, minimum wage, infant mortality, cinema attendance, voting rates,

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99 World Bank Group, UKAID- Social Cohesion And Forced Displacement: A Desk Review to Inform Programming And Project Design; June 2018, http://documents1.worldbank.org/curated/en/125521531981681035/pdf/128640-WP-P163402-PUBLIC-SocialCohesionandForcedDisplacement.pdf (Last Accessed: February 23, 2021)
100 Harb, C. Promoting Social Cohesion in the Arab Region Project. Background Paper, UNDP, 2017.
101 Ackett, S et al. Measuring and Validating Social Cohesion: a bottom-up approach. OECD, 2011.

and fertility rates. It differentiates itself from other models by its heavier use of such secondary data. Social cohesion indicators utilized by the OECD framework look at:

- Confidence in national distributive systems

- Confidence in national organizations

- Confidence in authority institutions

- Satisfaction and approval of democracy and government

- Proximal solidarity (proximal others / intragroup); Relations between those who are deemed to be in the same social group.

- Distal solidarity (distal others / intergroup); Relations with those who are deemed to be in the other social groups.

- Participation in social associations, political associations, cultural associations, youth and leisure associations

SCORE: [102]

Developed for the first time for the case of Cyprus and later utilized in Bosnia and Herzegovina as well as Ukraine, the SCORE index emphasizes reconciliation indicators that quantify the level of intergroup relations. This index has a unique focus on evaluating the relations between different social groups that have historically developed, or are at risk of developing, conflictual relations. The framework is used to map different regions and segments of the population according to their attitudes and perceptions. It also differentiates itself from other models through its function as a predictive tool aiming to estimate the level of readiness for political compromise on the path to reconciliation. Its objective is to guide policymakers on how reconciliation can be achieved as an end-result by linking social inclusion to other development outcomes and transformation of state institutions.

The index relies on stakeholder consultations and quantitative surveys as its main data collection methodologies.

The SCORE index includes the following key indicators:

- Stereotyping

- Intergroup Anxiety

- Social Distance

- Social Threats

- Active Discrimination

- Positive Feelings for the other group

- Trust in institutions

- Human Security

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102 SCORE INDEX- UNDP, USAID & Centre for Sustainable Peace and Democratic Development https://www.scoreforpeace.org/en/about (Last Accessed: February 24, 2021)

- Satisfaction with civic life

THE SCANLON-MONASH INDEX OF SOCIAL COHESION (SMI): [103]

The SMI takes five key indicators into focus: belonging, worth, social justice, participation, and acceptance. It focuses on group identification, economic well-being, social justice, and participation as the main drivers of social cohesion. It is generally appropriate for making comparisons between countries or tracking a society's social cohesion. It puts less emphasis on inter-group relations among social groups and takes a rather macr-levelo view of cohesion compared to other models.

The SMI includes the following key indicators:

- Belonging: Indication of pride in one's social group and one's way of life and culture; sense of belonging; importance of maintaining one's way of life and culture.

- Worth: Satisfaction with present financial situation and indication of happiness over the last year.

- Social justice and equity: Views on the adequacy of financial support for people on low incomes; the gap between high and low incomes; whether people see their country as a land of economic opportunity; trust in the government.

- Participation (political): Participation in elections; or carrying out other actions indicative of participation such as signing a petition; contacting a member of Parliament; participating in a boycott; attending a protest.

- Acceptance and rejection, legitimacy: The scale measures rejection, indicated by negative view of immigration from many different countries; reported experience of discrimination in the last 12 months; disagreement with government support to ethnic minorities for maintenance of customs and traditions; feeling that life in three or four years will be worse.

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103 Scanlon-Monash Index Public Factsheet, https://www.monash.edu/__data/assets/pdf_file/0008/134549/social-cohesion-fact-sheet.pdf (Last Accessed: February 25, 2021)

ANNEX 4: Detailed Methodology of the Study

The project utilized a mix of methods containing:

- A Literature Review

- Key Informant Interviews (KIIs)

- A Group Discussion

Literature Review

This step consisted of a review of past studies and reports to determine the effective methods of building social cohesion between communities as well as identifying the time-tested models of social cohesion.

Some examples of documents and reports that were reviewed during this phase of the study include:

- 3RP Türkiye Chapter, 2020-2021-2022
- UNHCR's Social Cohesion Strategy
- The IA Social Cohesion Framework, 2018
- Map of 3RP Social Cohesion Interventions in Türkiye, 2018
- Syria Barometer (2020)
- Mapping of Social Cohesion Interventions in Türkiye, 2018
- PDU/ UNHCR Documents
- SCORE Index
- OECD VALCOS Index
- UNDP Social Cohesion Guidance
- INGEV Public Perceptions on Immigration and International Protection Study for DGMM
- INGEV Social Cohesion Research Studies
- Refugee Integration and the Use of Indicators (Report by UNHCR and European Refugee Fund)
- DGMM Harmonization Strategy and Action Plan, 2018

KIIs

Speaking to key decision makers and players in the communities provided additional practical insights into the effective approaches of building social cohesion. KIIs also provided information on best practices.

The interviews were all held online due to pandemic-related restrictions imposed at the time of the data collection.

Below is a list of all the organizations that participated in KIIs:

Key Informant Interviews List:

	Organization Name
1	AAR Japan
2	Association of Syrian Engineers
3	Bir İZ Association
4	Care International
5	Concern Worldwide
6	Directorate of Migration Management
7	Gaziantep University Institute of Migration
8	GETHAM
9	GIZ
10	GOAL
11	ILO
12	International Blue Crescent
13	Istanbul Bilgi University - Immigration Studies
14	KADAV
15	Maya Foundation
16	Refugee Support Center (MUDEM)
17	Save the Children
18	SGDD- ASAM
19	SPARK
20	Support to Life Organization
21	Turkish Red Crescent (Kızılay)
22	UN Women
23	UNDP
24	UNHCR
25	Zeytinburnu Municipality / Family, Women and Disabled Center (AKDEM) Immigrant Women Club

Group Discussion

A group discussion was held with various stakeholders from civil society organizations in order to carry out a brainstorming session about the findings of the research study. The key findings were presented as a brief summary to the participants, and their feedback on improvement areas was then gathered. The group discussion enabled the project team to observe different perspectives of study recommendations and insights. This enabled the project team to gain a better understanding of the pros and cons of various recommendations and action points with respect to their effectiveness in building social cohesion. The group discussion was held online due to Covid-19 restrictions.

SOCIAL COHESION IN TÜRKİYE:
PROGRAMMING MODEL AND GUIDE

Review of Proven Models,
Best Practices and Improvement Areas