Permaculture Works with Refugees

Outcomes from Teaching PDCs and Follow-up Projects in Refugee Camps and Settlements 2018–2022

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PERMACULTURE WORKS WITH REFUGEES

Spreading the vision beyond projects

Outcomes from Teaching PDCs and Follow-up Projects in Refugee Camps and Settlements 2018-2022

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and
Ruth Harvey

October 2022

Permaculture is a solution, a beneficial technology of immediate human relevance, with far-ranging and exponential results when learning and teaching is offered freely to those in need.
ACKNOWLEDGEMENTS

P4R gratefully thanks all the refugees, teachers, NGO staff, and funding donors who brought us to the point where we can offer permaculture to people in refugee situations, with knowledge of what makes teaching and projects successful, and appreciate all the potential benefits. We are grateful to the local NGOs who sent their summarised data at short notice.

To protect refugees, we do not give details of them, or identify people in photographs because some live in unsafe camps and settlements.

Young people have featured widely in the outcomes and transmission of permaculture benefits. As they are the future, it is very pleasing to have their engagement.

Many others also contributed their results over the years, even without our asking for them. They have changed the lives of refugees, and added to the knowledge of permaculture where it had been missing, or seen as too hard, or understanding it as more than simply planting a summer garden.

Teachers and NGOS took the photos freely allowing us to use them. Please contact us if you need acknowledgement.

Australian Quakers funded the courses knowing the project might fail, but they believed the project was worth supporting.

Much appreciation to Rob Allsop for his beautiful illustrations, to Greta Carroll for her skilful editing and commentary, and to Felix Harvey-Rosser for his careful and meticulous proof-reading.

Ruth Harvey has been a significant major partner in compiling this report. She kept me encouraged and kept us working to complete this report. I am indebted to you Ruth.

It takes a community of varied skills to consolidate learning and experience to get to a project moving such as this has. Thank you each and everyone.

Rowe Morrow

We acknowledge the Traditional Custodians with their continued occupation and relationships to land, water, air and culture. For time beyond our imagination, Indigenous peoples have occupied and cared for these lands we now call Australia. We recognise that these lands always were and always will be Aboriginal lands. We pay our respects to Elders past, present and emerging.

Our commitment to reconciliation starts with acknowledging, understanding and educating ourselves about the past to work towards a better future.

Front Page Illustration: Techniques for dense living and small spaces, Rob Allsop.
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Students finishing their Permaculture Design Course in Malaysia.
ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASD</td>
<td>Bangladesh Association for Sustainable Development</td>
</tr>
<tr>
<td>GRI</td>
<td>Green Releaf Initiatives, Philippines</td>
</tr>
<tr>
<td>INGO</td>
<td>International NGO</td>
</tr>
<tr>
<td>IPCC</td>
<td>International Panel on Climate Change</td>
</tr>
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<td>JRS</td>
<td>Jesuit Refugee Service</td>
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<tr>
<td>NGO</td>
<td>Non-Government Organisation</td>
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<tr>
<td>P4R</td>
<td>Permaculture for Refugees</td>
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<td>PDC</td>
<td>Permaculture Design Certificate</td>
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<td>PA</td>
<td>Permaculture Australia</td>
</tr>
<tr>
<td>PTT</td>
<td>Permaculture Teacher Training</td>
</tr>
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<td>SDGs</td>
<td>Sustainable Development Goals (UN)</td>
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<tr>
<td>UNDP</td>
<td>United Nations Development Program</td>
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<td>UNHCR</td>
<td>UN High Commission for Refugees</td>
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<td>WFP</td>
<td>World Food Project</td>
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<tr>
<td>WVBB</td>
<td>World Vision Bangladesh</td>
</tr>
<tr>
<td>WVI</td>
<td>World Vision International</td>
</tr>
</tbody>
</table>

Food growing in Cox’s Bazaar Refugee Camp, Bangladesh.
1 INTRODUCTION - Who we are, and who the report is for

Project background
Permaculture is a field of systematic ethics, principles, strategies and skills for analysing environmental and social challenges and restoring them to health. Permaculture for Refugees (P4R) was formed in 2016 to take permaculture to refugees in some of the most challenging situations.

This project was an experiment testing two propositions: that teaching permaculture in camps was desirable and possible, and that permaculture would be taken up practically with considerable benefits in refugee settlements.

A conviction and a risk
Refugees live in some of the world’s most stressful, inhumane and difficult situations. The average time refugees spend in camps is 17 years, and some will remain in camps all their lives. Only one in a hundred asylum seekers will be accepted into a third country where they can build a permanent life.

As a response to this, a group of permaculture teachers at the European Permaculture Conference held in Bolsena, Italy in 2016, established Permaculture for Refugees. P4R was convinced of the value of permaculture in a wide range of transitional situations, and that refugees, as well as the people, land and waterways of the host country would benefit from permaculture’s immediate and long-term relevance.

This conviction was broadly based on Rowe Morrow’s positive experience of over 35 years of teaching permaculture design courses (PDCs) in communities recovering from war in post-war countries. Morrow found that ‘permaculture training provides an educational strategy/solution with multiple benefits, and models and builds a learning culture that emphasises sharing and collaboration rather than competition, among individuals or groups’.

Following successful courses in Afghanistan, Iraq, and Kashmir, P4R identified the need for evidence of permaculture’s applicability in a wider range of refugee situations. Hence a project was designed to encompass a maximum diversity of contexts with varying religions, cultures, environments and circumstances. The project would test our convictions that permaculture would be relevant and valuable to refugees. It would provide important evidence for global permaculture applications with refugee populations.

The hypothesis for the project was that: ‘the open-ended dissemination of permaculture knowledge into areas of clear human need would yield far-ranging results of immediate human and regional relevance for refugees’.
Morrow’s experience in war and post-war zones in Vietnam and Cambodia informed a key design decision that: permaculture courses must involve host NGOs as full participants – not only as project managers – because they are then better placed to carry on teaching and implementing short and long term projects.

P4R furthered this idea by also inviting men and women from local communities to participate in courses with refugees and NGO staff, on the premise that bringing local people in and involving them integrally from the beginning could resolve tensions between existing and newly-arrived people, and create ambassadors between those two groups.

We were aware of the risk that this project might fail, or be inappropriate, confusing or futile; and that people might not even turn up due to ongoing stresses and uncertainty around housing and food and livelihood. What we could not foresee in our risk assessment was the arrival of Covid and the subsequent breakdown of camp and community support. Nor could we have anticipated the extreme crises in two countries (Afghanistan and Ukraine) where permaculturists themselves became refugees.

The connection of the three participant groups – local people, NGOs and refugees – built in the resilience of common shared knowledge and working solutions. We soon saw how this combination would serve to ameliorate disasters that might intervene during implementation. It is the interconnection between these key players that gives rise to the results in this document.

Leap of faith

In 2018, funds were given to run five PDCs for refugees in sites from Bangladesh to Europe. Quaker Service Australia generously funded the Bangladesh courses and the rest was donated by Quakers in Victoria, Australia. The funders trusted that the results would be valuable. They have our gratitude.

Later, Blue Ribbon Global–USCI in Malaysia requested PDC courses for refugees in Malaysia, and Green Releaf Initiatives (GRI) in the Philippines asked for a PDC for Internally Displaced People (IDPs). Both of these courses were self-funded.

TheBigFix.org handled all the complicated logistics of sending money at the right time to the right place and the right people. We thank them.
2 SUMMARY
This report presents the outcomes from projects established after teaching Permaculture Design Courses in refugee camps and situations across three continents, in a range of religions and cultures. This report reflects on the whole project whereas the earlier booklet, Teaching Permaculture in Refugee Camps (2020) functions as a manual for permaculture teachers. The work of Morag Gamble from Ethos Foundation has also informed findings in this report.

This report identifies and focuses on the factors that determine successful projects in refugee camps and settlements, and that ensure lasting benefits from projects established after training.

Our findings have relevance for all UN staff, camp managers, church groups, either in camps, settlements or local villages where refugees arrive. The results are a tribute to the refugees who assiduously and immediately grasped the ideas and saw how they could transform their local environments. We have seen how easily permaculture grafts onto the NGOs prior training. These outcomes have global implications for permaculturists and others who want to work effectively with refugees in the many situations where permaculture can transform lives.

It is hoped these results will save money and project failures, while benefiting the lives of refugees and those who work with them in many capacities from UN to small local groups.

Main findings
The sites where implementation was extremely successful were strongly supported by NGOs, local citizens and the P4R network.

NGOs motivation and commitment resulted in successful projects
NGO workers were highly motivated to assist in transforming refugee lives and environments, and they frequently asked for permaculture training – for teaching, project design and management. They were looking for an integrated framework that was relevant for refugees and which would give fast results. Those who had felt ill-equipped to make integrated change through their specialist training (i.e. nutritionists) responded and advocated through their organisations, and also in new sites, for the broader approach of permaculture.

Local residents’ participation in the courses were important in continuing permaculture and embedding it in the camp or settlement projects or keeping its spark going until it could re-establish elsewhere. When local people joined and learned together with refugees, they developed friendships, visited local sites, and invited refugees to their homes. Some followed up over the next months by running their permaculture courses together with refugees. These courses also helped them to introduce permaculture to benefit their own communities and farms.

Where there were no local residents integrated into projects as in Kurdistan or Turkey, or there were separate classes for locals and refugees, as in Bangladesh, the ongoing implementation was less effective.
Local management autonomy was a key to success in project outcomes. Local teams of refugees and NGO staff with an inclusive culture, and that set their own goals and objectives, managing their projects according to their individual circumstances and materials were most sustainable and most are still operating and expanding.

P4R maintaining contact through its network with the host NGOs was vital to supporting the communities’ self-management through times of crisis and disconnection.

In addition we found two other significant factors:

The spread and utilisation of modern e-technology has been vital for faster communications, and in being more personal.

Identifying people of vision who would carry the projects forward.

Projects were successfully implemented and sustained according to local culture and environment where there was NGO commitment, local participation and local autonomy in the management decisions.

Our report shows that with these conditions, permaculture training and subsequent projects make multiple, lasting and valuable contributions to the lives of displaced people.
3 RECOMMENDATIONS

Financial management
The whole program can be run economically, while achieving considerable positive impacts, with the following recommendations in mind:

* When refugees or local people teach the courses, the budget can be reduced by a third due to not having the cost of visas, fares etc, as for overseas teachers. Bear in mind that refugee teachers will need support from local NGOs. Pay local and refugee teachers at same local rates.

* Ensure that in-country hosts / NGOs prepare and take responsibility for their training and follow-up budgets. It is best to trust them with how they choose to spend the funds, asking for accountability afterwards. This is necessary because of the unpredictable situations which arise in refugee situations.

* Allow discretionary funds for scaling up and spreading projects thus maximising outcomes.

* Allow agencies to determine their own projects according to their abilities, needs and resources. If needed, teach basic bookkeeping and provide examples of invoices and receipts.

* Make allowances for currency fluctuations and bank transfer charges.

Curriculum
The numerous results and reports received from NGOs after PDC training confirmed the effectiveness of permaculture curriculum and teaching methods. However the humanitarian crises revealed greater focus and expansion is required for these topics:

* Promote of seed growing within the camps/settlements.
* Reserve supplies of grains and legumes for crisis times.
* Disaster planning, resilience and recovery are fundamental topics.
* Develop IT skills for wide dissemination of results through digital media.
* Focus on income generation and substitution must be a focus.
* Include and work with Permaculture on the Edges, and Care of Oceans.

Teaching process and methods
Difficulties in teaching and learning occurred where teachers lacked the skills and methods to make abstract concepts clear for students or interpreters.

* All potential permaculture teachers read Teaching Permaculture to Refugees in Camps, as a guide for teaching in camps and settlements.
Participation, flexibility with decisions
We found it essential to include local NGOs and local residents as class participants in projects to build working relationships to establish permaculture in the region. Common factors ensuring success include the shared enjoyment of learning content, growing trust and co-operation between participants for designing and working together on follow-up projects in the future.

* Value refugees and ensure they are the majority of participants.
* Include staff from the hosting organisation as equal learning participants who receive certificates and participate in all activities and include local people – farmers, residents.
* Give participants maximum freedom to design and implement projects according to the space and materials on hand to fit their camp realities.
* Build in funds for follow-up integrated activities, and request reports/accounts of what they did with them.

Participants determined their own outcomes and reporting
Rather than ask for reports in a standard format, we asked participants to let us know what happened as a result of the project. We found they wanted to tell us about their successes and also their challenges, and about outcomes that were much wider than we could have imagined. The ongoing relationship with P4R has been very important, especially in times of confusion and what seemed like failure.

Although often unpredictable, in general the outcomes have been startling and positive.

* Encourage project partners to design and report on their program in any format they wish, eg video, photo, quarterly reports etc.

Maintain supportive ongoing communication and relationships
P4R made a point of continuing to follow projects and link with teachers and organisations, and to promote them and link them to each other. In the age of fast modern communications, the mobile phone has emerged as a critical tool for communication for speedy responsiveness and widening audience, transforming development work globally.

* External managers and funders keep close contact and relationships with the projects.
* Link project partners with each other and encourage them to regular reporting.
* Introduce and encourage facility with links to modern e-technology.

Summary
These are six demonstrable factors – over a wide range of highly variable situations receiving the same inputs – that P4R recommends for future replication and success of permaculture in refugee camps.
4 PROJECT GOALS

Our overarching goals were to

- provide working models showing transformation of camps and settlements into ecovillages, through teaching permaculture to camp residents who would implement it, then teach others.
- find ways to scale up permaculture knowledge and skills through the refugee participants.
- obtain consistent results – whether positive or negative – and where positive, could be transferable and scalable for other similar situations.
- seek results to guide NGOs and others engaged with refugees, show the pitfalls and advantages of introducing permaculture projects.

Ultimately, we sought to inform policy and practice to minimise failure and setbacks.

This meant we needed to

- collect and collate results from a range of camps and settlements, climates, diverse cultures, religions and nationalities.
- consider outcomes over a reasonable time – up to two years.
- note responses to a range of changing circumstances and unforeseeable external factors.
- disseminate reliable results for global refugee and development agencies.

Environmental objectives included:

- cultivation of permanent food and cleaner water.
- reducing the ugliness and health risks of waste, dust and dirty water.
- creating functional and personal spaces.

Social objectives included:

- achieving results for the community rather than for individuals. We knew that the chance of having reliable on-going communication with individual refugees was almost impossible due to lack of wifi/phones, shared language, illiteracy, refugees moving on and sometimes the need for privacy or anonymity.
- promoting agency and co-operation among refugees.
- imparting meaningful work skills for immediate and future use, wherever that future might be.
- creating communities that could demonstrate, increase and spread their learning through their own networks.
Economic objectives to create a local community economy were more difficult because in most situations the World Food Project (WFP) supplies and distributes rationed food. In some cases, even small enterprises are not allowed, though refugees often work around these constraints.

We encouraged participants to:
- grow more food, and have community gardens where there was space.
- teach children to grow plants.
- offer produce at local or internal markets and earn an income.
- assist them with knowledge to earn income should they leave.
- equip every participant with valuable practical knowledge to use in the present and future.

Specific activities and outcomes were not preset for the follow-up projects. Indeed, the uncertainty and riskiness of peoples’ lives, as well as the unknowns of camp culture and management did not lend themselves to predicting outcomes.

We wanted to see real evidence of how, in a variety of circumstances, permaculture could be implemented after the training. By leaving the outcomes open, results would not be constrained by traditional development objectives that may have limited unexpected and potential successes.
5 PROJECT DESIGN

P4R approached the project design in three stages. Each depended on the one before using its results and evidence.

Note: All stages align with the priorities identified in the latest reports of UNHCR and World Food Program (WFP), and with the UN Sustainable Development Goals (SDGs). P4R has been accepted as a project of the UN SDGs. IPCC reports were also consulted.

STAGE 1 – PDCs – completed
Permaculture was introduced into refugee camps and settlements through PDC training, and its acceptance evaluated.

We assessed the training by collating results from 11 sites and produced a booklet Teaching Permaculture in Refugee Camps which compiles results and recommendations for permaculture teaching. See website or appendices.

STAGE 2 – post training projects – completed with ongoing results still being received.
The follow-up projects were evaluated over the following four years. Specific projects were implemented in nine of the eleven sites, however permaculture continues to be practiced in all project sites today.

P4R collated and used results to
• determine the key factors behind the successful projects.
• make recommendations for future permaculture projects.

The results will be used to train refugee and NGO staff as future permaculture teachers and support projects with a high degree of successful outcomes.

They show that:
• Permaculture was practically taken up in projects which ranged from meeting basic needs to producing materials in ethnic languages and, teaching courses.
• Participants managed the projects’ finances according to local needs and constraints.
• Project participants evaluated their own project outcomes discerningly.

STAGE 3 – scale up learning and projects and, transfer management and permaculture training to refugees and NGO staff.

The Covid pandemic with its risks and travel restrictions interrupted then delayed the program at the beginning of Stage 3 which had to be rethought.

Having collated the results, we know (July 2022), that investing in NGO staff permaculture training gives the most efficient and effective scaling up of permaculture in camps. This will be the objective of future stages.
Funding allocation

Funding given for each PDC in Stage 1 and the follow-up projects, together was about $10,000AUD. This sum was considerably below the cost of conducting the project in wealthy countries, or under international NGOs. Local NGOs received 75% of the total budget as shown in the pie graph.

The $10,000AUD was divided and expended approximately as follows:

- 25% for ongoing implementation projects with PDC graduates
- 25% prepaid for overseas teachers’ visas, flights and insurance
- 25% for all teachers’ costs including accommodation, transport and food
- 25% for course materials

All but one camp came in at its estimated budget. The exception was due to heavy bank charges and fluctuating exchange rates. No organisation had any conflict over their budget allocation and the way it worked.

Note: The budget was very low because teachers were volunteers and still gaining experience in these special environments. In the future, teachers should be paid on local NGO daily rates except that fares, insurance and visas would not be project costs. Permaculture for Refugees (P4R) was rigorously audited by TheBigFix.org, an Australian Not-for-Profit organisation.

In their budgets, each host organisation was allocated $2,000AUD for follow-up activities and their discretionary use. All the NGOs formed project design groups, accepting suggestions and input from refugees and local people, for suitable projects.

The investment and outcomes from implementing the follow-up projects were considerably greater than the funds they received. Some NGOs attracted further funds from other sources on the basis of their successful permaculture work. In various forms, permaculture continues today in all sites despite the lack of on-going funding from P4R.
Having collated the results, we know now (July 2022), that investing in NGO staff training gives the most efficient and effective scaling up of permaculture in camps.

*What made some projects excellent and others less so?*

This question shapes the rest of this report.

Top: Students and members of Blue Ribbon Global NGO work together after the course in Malaysia.

Bottom: Pumpkin harvest, Lavrio Camp, Greece.
6 FACTORS IN SUCCESSFUL PROJECT DESIGN

Process and content of the PDC
The teaching methods and content in the PDCs were essentially carried over into effective project implementation.

Participant balance in training and follow-up projects
Including NGO staff, local citizens and refugees as participants enlarged learning as new knowledge was pooled and resources shared in collaborative working relationships.

Participant flexibility and control
Having been introduced to permaculture strategies and techniques, participants had freedom to implement them according to the space and materials on hand to fit their living situations. They had control over as many factors as possible in design implementation. How they reduced risk and solved emerging challenges and constraints, as well as opportunities and successes would be evident and monitored in the follow-up reporting.

Follow-up and implementation of post-PDC projects
Allowing NGOs total control of project design, implementation and reporting, along with supportive relationships with P4R. Participants began to discuss potential projects before the training was finished. They brought awareness of what was required for their sites. Reporting went far beyond anticipation.

During a course in Portugal run by Cameroon NGO, African Way.
Financial management by NGOs

P4R allowed all organisations to revise and determine their own budgets to the total of $10,000AUD for courses, including $2,000AUD for follow-up projects.

Organisations that regularly receive and dispense overseas funds, such as BASD and The Permaschool, already had bookkeeping practices in place. The others all needed an introduction to basic bookkeeping.

NGOs managed their funding more effectively than if they had been managed externally by P4R. We note the project funds were not big and enthusiasm was.

The following table summarises the sites, their sustainability factors, and their post-PDC focus:
## Significant Factors in Sustaining Permaculture Projects and Post-training Focus

The table shows the places where we taught and where NGOs implemented sustainable projects afterwards. P4R tried to stay in contact with all the NGOs and some individual project officers to see what happened in the longer term. Often the positive results came in some time later, even years.

<table>
<thead>
<tr>
<th>Place</th>
<th>NGO involved</th>
<th>Local people involved</th>
<th>Environmental</th>
<th>Social</th>
<th>Success</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kurdistan, Iraq</td>
<td>World Vision International - this NGO did not support the follow-up project and allocated only one officer to manage the course.</td>
<td>None.</td>
<td>All class participants had started gardens during training. Some we know of continued although unsupported.</td>
<td>Refugees phoned family and friends in other camps in Iraq to tell them what they were learning. Another NGO in Iraq read the P4R reports and started permaculture in another camp.</td>
<td>Some refugees continued to work without support. Some returned to Syria and used their knowledge. The translator and the project manager who changed organisations both implemented and used permaculture design and knowledge in their new roles.</td>
<td>The course was delivered however implementation was abandoned due to NGO and political instability that made it impossible to continue. As a result, we were unable to monitor results. Several refugees wrote us emails for months afterwards saying what they had been doing and how they needed follow-up. It is unfortunate because the participant enthusiasm had been very high.</td>
</tr>
<tr>
<td>Afghanistan</td>
<td>Peace volunteers - project dominated by living in high risk war zone.</td>
<td>All locals but no IDPs.</td>
<td>Two centres redesigned for food, water and waste. Trees planted in a girls' school, and Peace parks were planted in Kabul and Bamiyam. Gardened in Agricultural University land.</td>
<td>The first Afghan permaculture NGO was about to be launched. A primary school was redesigned as a model for Dept of Education. Teachers were trained. Women were taught in Bamiyam. Work began on Agriculture university farm.</td>
<td>Moderate - at the time. Water and very old tired soils were some of the challenges.</td>
<td>The Taliban takeover stopped all permaculture in the country, halting a modest beginning. Afghan refugees are now using their knowledge outside the country. Some in a safe haven in Europe use their knowledge and skills for an environmental restoration project. Others are starting projects in exile countries. Some will go to Canada supported by permaculture and ecovillages. Others are translating Emergency garden information into Dari and Farsi and sending it back to Afghanistan.</td>
</tr>
<tr>
<td>Occupied Kashmir</td>
<td>Green Kashmir UK</td>
<td>Yes - many local residents.</td>
<td>One village was redesigned. Additional PDCs and short courses continued for rural people. Training centre/farm was opened.</td>
<td>Dept of Education approached to teach permaculture in schools. A lecturer in the Agricultural University started teaching permaculture design in her courses.</td>
<td>Very good - with strong support from UK.</td>
<td>Strongly-committed expatriate community in UK continued to supply resources and support implementation, training and motivation.</td>
</tr>
<tr>
<td>Country</td>
<td>Project Description</td>
<td>Success</td>
<td>Follow-up</td>
<td>Language</td>
<td></td>
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<tr>
<td>Bangladesh</td>
<td>A strong local NGO and culture of spreading and teaching new knowledge has contributed to its success.</td>
<td>Extremely successful. Refugee implemented projects initially outshone local ones.</td>
<td>Training of trainer courses, printed materials, short permaculture courses, translations into Rohingya language, videos made of successful refugee projects.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesvos, Greece</td>
<td>Camp neighbourhoods were greened, and nearby camps copied these results.</td>
<td>Yes</td>
<td>No local residents were engaged in the project.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low Tech Lab, Greece</td>
<td>Imece - this NGO was not helpful in managing the course. However, individual volunteers were motivated.</td>
<td>Yes</td>
<td>No local residents were engaged in the project.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Permaculture Mediterranean, Lesvos, Greece</td>
<td>Volunteer-led projects after the course showed promising results, but the land which was rented was reverted by the owner.</td>
<td>Yes</td>
<td>Soil improved, biodiversity increased and range of foods grown.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Permaculture for Refugees</td>
<td>Extensive integration of different refugee groups and with local community.</td>
<td>Yes</td>
<td>Negotiated conflict over resources very well and continued to teach in other Greek camps.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Malaysia</td>
<td>A strong local NGO and culture of spreading and teaching new knowledge has contributed to its success.</td>
<td>Extremely successful. Refugee implemented projects initially outshone local ones.</td>
<td>Training of trainer courses, printed materials, short permaculture courses, translations into Rohingya language, videos made of successful refugee projects.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Philippines</td>
<td>Ongoing engagement and commitment to teach and modify courses for multitude disasters.</td>
<td>Yes</td>
<td>Ongoing engagement and commitment to teach and modify courses for multitude disasters.</td>
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7 RESULTS OF PROJECT IMPLEMENTATION

When in April 2022, it came to collating the results, we were challenged as to how to map and present them. Conventionally, outcomes from projects like these entail monitoring and recording specific data such as how many individual families were fed, for how long and what they ate. We were more concerned with how communities in the camps, neighbourhoods, or other groups benefited as a whole, and how permaculture spread and improved lives. The detailed records of original results from NGOs in camps and settlements are given in the appendices.

The diversity and originality of the projects gave rise to a range and variability of results and reporting beyond what we could have foreseen. NGOs and individuals communicated through formal and informal reports, videos, photos, broadcasts, and private and official emails, and phone-calls and other media. Refugee reports were few because of lack of access to English language, wifi and the need for privacy of individual refugees.

We saw positive impacts almost immediately, and over time excellent results, including waste awareness, recycling, multi-functional design, and community cohesion. We saw eagerness to learn and work together cooperatively using sustainable methods and strategies, and considerable improvements in relationship to land use, and to each other.

- Of the ten courses, sites which demonstrated successful on-going projects were in Bangladesh, Lesvos, Malaysia, and the Philippines.
- More than half of the 280+ original permaculture trained students engaged in follow-up projects.
- 9 of 12 initially engaged NGOs remained engaged in permaculture outreach as at June 2022.
- Some NGOs set up their own trainers and training, for example, BASD estimated that they trained 22,000 refugees, see their final report (Appendices). Others set up their own training but their numbers were less significant.

Results show that:

- local NGO management and engagement play a vital role in building refugee capacity in embedding permaculture education and advancing ongoing projects.
- Including local citizens in courses is key to building community project capacity and buffering disasters.

The questions posed by P4R and sifted out of the reports are:

- What did people do with new knowledge and skills?
- How did the project meet the physical, social and economic needs of communities?

People used knowledge and skills in camps and settlements. Knowledge and skills spread widely beyond the project sites to great effect. These are discussed separately. We begin with outcomes in the camps.
Results in camps and settlements

With new knowledge and skills, people met basic human needs – many participants built on former knowledge and experience

- Food grown for consumption tended to be more abundant in close neighbourhoods allowing surpluses for swapping and selling.
- Water supplies and water quality improved, and water was used more efficiently.
- As soil improved, dust settled, and nutrition improved.
- People used autonomy and initiative when resources were limited or blocked.
- Seed supplies were sufficient until they were unavailable from markets or NGOs, as Covid or fires impacted.

Information and skills spread – influenced by culture and tradition

- Communal cultures spread permaculture more widely and effectively than individual cultures.
- Refugees became volunteer teachers in camps.
- NGOs taught other NGOs.
- Young refugees made videos, translated and taught their own ethnic groups and languages.
- Permaculture provided autonomy, interest, and immediacy to alter their surroundings to meet their needs.
- Where IT was available, young people in particular shared permaculture information, some started teaching online in their home countries.
- Farming cultures introduced design into their practices seamlessly, as they could see its value.

A course for children in Lesvos, Greece.
Community-building was the medium for meeting physical, social and economic needs

- Some local residents opened their homes to share work, incomes and teaching.
- Local citizens often became volunteer teachers in camps and the local community.
- Better relationships were built with locals because courses and shared projects proved to be good social integrators.
- Refugees were given greater respect and responsibilities.
- Projects built on existing skills and abilities gave meaningful work.

In Lavrio camp in Attica, Greece, managed by DanAID, the course run by PermaMed, was advertised and about 30 people signed up for it. There was also a very destructive group in the camp who did not. When the participants were given seeds, seedlings and some compost and built their gardens, the difficult group destroyed the gardens at night. The permaculture trainer simply ordered more seedlings, soil and compost and gave them to the recalcitrants (a small part of the budget). Suddenly the whole camp had turned into a garden. Everyone was growing food and many were selling surplus.
8 IMPACT OF DISASTERS

Over the project period, several serious disasters occurred which impacted on projects and the people and added to the domino effect of displacement. Environments became increasingly degraded. There were increases in social unrest and family violence, resulting in homelessness and further insecurity. In some cases, local people stepped in to help.

Covid delivered further injustices
Covid had, and continues to have, a devastating impact on refugee and IDP settlements – mostly unseen by people living more affluent lives. Many INGOs closed down, their staff were withdrawn and local economies, weak as they were, shrunk. In efforts to contain Covid, people were isolated and militarised to keep them from going out to search for basic resources. Children dropped out of school, clinics closed and many NGOs lost funding. Food delivery and distribution lines collapsed.

Fires caused homelessness
Two serious fires occurred on Lesvos causing thousands of refugees to lose their papers and homes, and to wander the island looking for food and support. Two fires in Cox’s Bazar, Bangladesh meant many people died and 10,000 refugees became homeless once again.

Invasion and occupation
All permaculture stopped in Afghanistan when the Taliban invaded in 2021. The combination of political upheaval, drought, reduced food supplies and international aid withdrawal meant that agriculture struggled to feed people. The country is now on the verge of famine.

Other unanticipated global events
Economic downturn partly as a result of Covid has reduced international aid and donations, and global shipping. Anthropogenic climate change has reduced world agricultural produce by twenty per cent (Ortiz-Bobea et al., 2021, Cornell University).

Responses to disasters
When global NGOs were withdrawn because of Covid, local people who had trained with refugees usually stepped in to give whatever assistance they could.

- In Bangladesh, although the numbers trained were small, those who had received training continued to grow crops when they had seed. Others could earn small incomes. Most continued to tend their gardens and to teach others.

- On Lesvos, in response to Covid and fires, one former local student started a permaculture NGO, Sporos, and was able ask for and receive, local and international aid funds.

- In Afghanistan, many permaculturists have fled and are now trying to send reliable permaculture information back into the country. Others have been given priority for immigration into countries where permaculture is valued, for example, Portugal and Canada.
9 HOW PERMACULTURE SPREAD BEYOND THE CAMPS

Permaculture courses and projects in camps became nodes for dissemination of permaculture ethics, principles and practices.

When designing the PDCs for refugees, we hadn’t considered the impact of teaching and projects beyond the camps and settlements.

We noticed almost immediately that permaculture was ‘escaping’. This was very different from teaching PDCs where information and ideas from courses tend to stay within a region, country or subculture. The movement and impacts across organisations, camps, regions and even continents have been surprisingly far-reaching and shown significant benefits.

The nature of refugee existence is that refugees move a great deal and are inevitably and regularly connected through their informal networks of immigrant relatives, other camps and home countries. NGO staff have connections through formal or professional organisations, their job postings and some, across continents.

Both NGOS and refugees use their networks to carry ideas, spread, exchange and use their knowledge, depending on projects and local needs, e.g. design for food, income, waste management. They developed strategies and materials that assisted permaculture to be shared widely. For example, refugees supported by NGOs start a local organisation, write a school syllabus, translate lessons for minor language groups, conduct staff training, make videos and podcasts.

However, it was successful projects that enabled permaculture to spread.
NGO outcomes from successful permaculture projects

- In disaster-prone communities, new strategies were implemented as preparation for disaster risk reduction and resilience.
- Communities emerged better from disasters, such as earthquakes, war, and volcanoes, where NGOs were equipped with permaculture knowledge, techniques and strategies for recovery.
- NGO staff who worked on projects with refugees spoke and advocated for refugee needs.
- New local NGOs were established in Lesvos, Malaysia and Srinigar.
- Projects were extended by INGOs such as DanAID and others.
- NGOs in nearby regions requested similar permaculture projects and knowledge.
- Work opportunities arose with NGOs such as Jesuit Refugee Service (JRS) in Afghanistan.
- Successful projects attracted funding.
- Extra PDC courses were wanted by NGO staff, and others who heard about them.
- Some NGOs also wanted permaculture teacher training (PTT) for all their staff, so they could develop sustainability training, and generate income through teaching other NGOs.

Using submerged clay pitchers for watering in Bangladesh.
NGOs spread permaculture

NGOs are networked within their organisation, and also with other NGOs by sectors eg. water or agriculture, and they exchange news with each other widely and regularly. Blue Ribbon Global discusses their projects and results with GRI in the Philippines. Australian-based Ethos Foundation, which works with youth in camps in Africa, talks to Blue-Ribbon in Malay. Some NGOs such as World Vision International informed branches in other countries and continents of successful projects, as a part of their normal reporting.

Some NGOs applied for external funding to run extra courses and extended permaculture impact. The Permaschool in Attica, Greece was offered funding by DanAID to run more permaculture courses in camps in Greece. Later, the founder of the Permaschool, assisted in the PDC training at Sporos, the new local NGO in Lesvos. Sporos has since offered an average of four PDCs every summer and plans to run a Permaculture Teacher training course in 2022.

Some NGO staff moved to new branches or changed organisations, and started new permaculture projects or undertook further training. After the first refugee course in Iraq, the project manager wanted to introduce permaculture to Syrian refugees resettling in Romania when he moved there.

NGOs are drawn together by regional similarities and differences. BASD in Bangladesh has developed and incorporated excellent strategies for communities where there are devastating seasonal floods, cyclones, and ocean rise.

Green Releaf is focusing on the multiple disasters which that country suffers from - volcanoes, earthquakes, cyclones, floods and civil war. Blue Ribbon Global has connected their permaculture, earth care, and peace initiatives.

The Low Tech workshop in Lesvos moved to Marseilles, France, and other regions with large refugee populations and now includes elements of permaculture in their teaching. Many of their strategies can correspondingly be incorporated back into permaculture taught in camps and settlements.
NGOs are developing a range of materials, often in local languages for which it would otherwise be difficult to produce translations, increasing accessibility to permaculture learning.

In the Philippines and Malaysia, former students translated materials into local dialects or island languages. BASD translated materials into Rohingya for the local internally displaced populations. In east Africa, permaculture leaders taught directly into local African languages.

Two NGO staff members from the course in Turkey translated a seed-saving document into French to be sent to French-speaking refugees in west Africa such as the Sudan and the Congo. This useful document is also used in camps and settlements in Europe where refugees from these countries are in transition and access to seed is a challenge.

Refugees spread permaculture

When refugees learn permaculture, they use it immediately and transmit their learning to friends and family back in their home countries as well as in other camps.

In Iraq, permaculture students reported that they phoned members of their families in other camps and told them what they had been learning. In future projects, we would consider funding people for connecting and building their wifi networks.

When permaculturists become refugees, they use the knowledge and skills to mitigate their circumstances and spread permaculture and they come into new settlements already trained.

In Afghanistan, our objective was to help with food supplies and to improve the environment, and this was happening slowly. After the Taliban invaded in 2021, most of the students went into hiding or fled the country. Some left for Pakistan where they taught people living around them. Others were chosen for migration by countries wanting their permaculture knowledge and experience.
Some are being supported by permaculturists in other countries or being welcomed into new countries because they learned permaculture. Afghani permaculture refugees are translating documents into Dari and sending them back as the country is threatened with famine.

Five hundred eco-villages, farms and centres offered refuge to Ukrainian permacultures who were force to leave their country. European permaculturists are trying to keep in contact with those still in Ukraine, supporting them to build polyhouses, grow food, and perhaps offer refuge to people from other places. From this project, we have learned the value of having a database of permaculture graduates.

A Yemeni refugee woman now living in SE Asia, wrote a series of permaculture topics for people back in her badly destroyed Yemen. She writes in her local language.

A Syrian refugee who learned permaculture five years ago in Kurdistan wants to write lesson units for his village. He found purpose and enthusiasm through this project.

We see worth in projects supporting settled refugees to write lesson materials directly into their languages, with high visual content, and tailored for disaster situations.

Reports spread permaculture

We know that P4R reports are consulted by others working with refugees including Re-Alliance, a permaculture disaster and development collective in the UK, and Tina Teucher, a German sustainability expert.

We reported on each PDC in detail, and these reports are found on our website together with a copy of the original project proposal and its budget. These reports give site-specific information for anyone individual or corporate, who wants to teach and start projects in refugee situations. These reports are consulted to spread permaculture and develop new projects.

A new project in Kurdistan, where we thought the course had few external outcomes, suddenly came to life because a new NGO found the report. They connected with former project leaders in Kurdistan, and also with Sporos Foundation in Lesvos for training. This new NGO now includes local Kurdish NGO staff in their training.
Social media networking and IT spread permaculture

During the project follow-up period (2019–2021), a number of new technologies were introduced and used by NGOs in increasingly creative ways. As phones became cheaper, smarter and more widely available, refugees and local people were able to acquire mobile phones, internet and to demonstrate increasing facility with a range of media. New technologies helped everyone to access reliable information independently, and share knowledge widely.

NGOs and refugees are continuing to network widely through social and other media.

Morag Gamble, Australian permaculturist and founder of the Ethos Foundation, worked as a permaculture teacher for many years, and especially in east Africa. When Covid intervened, many of her projects based on face-to-face teaching stopped. She immediately initiated a range of new technologies to teach and spread permaculture in refugee camps. In some cases, she began permaculture festivals, webinars and weekly meetings. She assisted with small videos, targeted information, and people with vision. The Ethos Foundation raises funds for projectors with renewable batteries, supported wifi and phones, and other innovative techniques.

The Ethos Foundation has been particularly successful in using social media to learn and spread permaculture. It also connects African refugees in Denmark with those remaining in camps in Africa. Young people in Malaysia connect with those in Africa through Ethos which shows particular aptitude for drawing permaculturists together globally.

The results have been startling as permaculture has spread through camps and new teachers were initiated into teaching. Some moved through camps, others went to new camps to introduce permaculture.
Examples of technology in use

- Refugees with English language fluency gained access to free places in permaculture courses, from overseas permaculture organisations, such as Milkwood and Permaculture Education Institute, Australia.
- Refugees recorded their progress and sent their own monitoring reports to NGOs and sometimes to P4R - as videos, podcasts, and powerpoints.
- NGOs developed interactive and more locally relevant materials, such as radio programs in Africa.
- Crossovers among NGOs became possible and necessary in different places and projects, allowing direct exchange of information and experience, such as between youth groups in Ethos foundation Australia and Blue Ribbon Global, Malaysia.
- English-speaking refugees in Africa translated directly into local languages and offered permaculture knowledge on phones.
- Blue Ribbon Global supported several young permaculture refugees to make lessons and short permaculture films in local languages and sent these out to isolated people and villages in their home countries. (They also made films about Covid). Some used Whatsapp and made videos using mobile phones where they could.
- Some NGOs paid for wifi use, and bought phones for the project managers.
- Blue Ribbon Global is also helping Yemeni refugees prepare and send online permaculture lessons back home to their friends in Yemen, where a seven year war has created famine.
- Permaculturalists in invaded or occupied countries, such as Ukraine, Kashmir and Afghanistan, connected with permaculturists in nearby nations and global organisations for support and resources.

In general, the results from using IT and social media have been startling with permaculture spreading through camps, and on to new camps where new teachers are initiated into teaching what they have learned.

We are unable to directly contact many refugees and NGOs that P4R trained or who worked on permaculture projects. However, we do hear through the NGOs through social media, and conclude that the outcomes and results are greater than we are able to estimate.

In scale and imagination, Morag and leaders on the ground are leading IT learning. It will be invaluable to have an evaluation of the whole program for what is being taught and how effective it is in meeting needs and also bringing in income.
P4R networking spreads permaculture

The P4R global zoom meetings, co-ordinated and supported by the facilitator, Trudy Juriansz, have been important for introducing, and building ongoing relationships. Trudy’s work and this networking has also worked to grow the P4R social media following.

We are working to build and maintain a database of projects and teaching materials created for and by refugees and NGOs, that are likely to be of value to others.

We have registered as a UN SDG partner, and we encourage other refugee projects to become listed on the UN SDGs website.

Various visual teaching materials.
10 MANAGEMENT FACTORS IN PROJECT SUCCESS

The following are critical factors extracted from the reporting data, and which affect project success and sustainability. Successful project outcomes were highly dependent on ongoing support of local NGOs and their staff, we consider the following factors fundamental and that without them projects will flounder:

**Interest**
NGO staff all wanted training, or to be involved in some way. It was remarkable how NGOs soaked up new permaculture learning. We had not known they had such a need for permaculture knowledge, ideas and skills. The majority of NGOs were committed and excited about continuing the project, so they continued monitoring carefully and sending back comprehensive reports.

**Sharing**
Where overseas and local teachers shared accommodation, travel and meals, during PDCs, local staff had the opportunity to consolidate their permaculture learning and grow confidence to continue the projects after visiting teachers went home. Where this happened, outcomes were superior. NGO staff and refugees worked on the same tasks, participated in group work and designed the same site. Staff integration during training created confidence, trust and good relationships which continued during the projects.

**Teamwork**
After the training, two or three staff members from the course formed teams with refugees and local people to design and implement projects. Because they shared knowledge, NGO participants worked with local residents and refugees on the same terms of reference. NGO staff recognised the abilities and potential of refugees from having been in the class with them as equal learners. Refugees saw that NGOs were not only administrative but engaged and hands-on.

**Resources**
Materials – otherwise inaccessible by refugees despite their motivation, experience and intellectual ability – were provided by NGOs committed to implementing successful projects. These resources, such as land, seeds and tools were often supplemented by local residents.

**P4R’s role and relationships with NGOs**
P4R found that maintaining engagement with NGOs after training was critical during the follow-up projects. Where contact was not kept, the projects struggled. Good communication helped to connect NGOs globally and exchange experiences, e.g. Ethos Foundation working with youth in camps in east Africa linked with Blue Ribbon Global working with young Myanmar refugees.

**NGOs relationship with former students**
Local NGOs maintained contact with many of their former students, monitoring, encouraging them and giving them reliable information. Continuity of the project was also maintained by NGO staff when refugees were transferred or dropped out. In addition they promoted and explained permaculture to other NGOs, and they had authority with the camp managers if needed.
11 RESULTS FROM ELEMENTS INCLUDED IN PROJECT DESIGN

Integrating NGO staff
The results from nine of the eleven PDCs demonstrate that NGOs and INGOs kept the momentum and started new permaculture projects, often obtaining outside funding. Successfully embedding permaculture knowledge and applications in NGOs has had unexpected outcomes and lasting impacts.

Including local people
We had been told that relationships between refugees and the local people were sometimes tense due to perceived privileged access by refugees to resources, the fear of loss of land, and disconcertingly, the unanticipated influx of strangers into their communities. It was impossible when designing the project to foresee the disaster of covid and fires and their effects. Local people proved absolutely critical at these times.

Where possible local people made up about 25% of the class participants. The exception was in Bangladesh where we ran one PDC course for the local village and one for the camp, in which case they visited each other afterward to learn how each implemented permaculture, and so the conversations and learning continued. BASD continued to work with the refugees in the follow-up project designs and implementation.

Resources and hospitality
Local citizens proved to be invaluable because they knew local sites and resources. They also invited refugees to their homes and shared culture, and continued to work on the follow-up projects with them and NGO staff. Some good friendships developed providing support of all kinds especially when life became difficult. These relationships were vital for the integration and sustainability of the project. Refugees were grateful for the trust, friendship, and hospitality and they returned it.

Support in disasters
Established good relationships were often consolidated, such as when fires affected camps in Lesvos and Bangladesh. These relationships were also valuable during Covid outbreaks, and particularly needed when NGO staff were pulled out of projects.

When disasters struck refugee settlements, local people, (especially those who had participated in the PDC), took in refugees, protected women and children, and gave them land to work.
12 UNFORESEEN FACTORS IN PROJECTS’ SUCCESSES

We predicted that including local people and NGO staff equally in training, project design and management would be important. Other factors which we thought would prove to be important, actually did not. For example, camp management, and culture. However, four more factors emerged as important which we had not foreseen:

Individuals with vision and foresight
When some people saw how to apply permaculture locally with relevance, found ways to use a range of media resources or adapt ongoing programs, projects flourished.

In every project on every site, a leader emerged who could teach or manage projects and wanted more information. They were recognised and sought out by others and often were identified and supported by NGOs.

We cannot know how many refugees with these qualities are continuing today because we are constrained by access to languages, technology and their complicated lives. But we hear through our networks, some are active and initiating projects and we know there will be others.

New technologies increasing speed and spread of projects
The speed at which technologies have been able to link refugees with information is beyond what we had considered. New technologies have shown they spread information quickly and effectively.

While we advise that face-to-face teaching of the PDC would be our first option, new technologies can be used as follow-up to demonstrate strategies and techniques which can be disseminated widely throughout the camps.

In instances where face-to-face teaching and learning isn’t possible because the number of people in refugee camps is so big or disasters occur, lessons using new technologies may, in the future, cover the full scope of a PDC. These courses will need carefully graded materials to cover the whole curriculum in refugee languages.
Impact of camp management on projects
All negotiations with camp managers must go through the host NGO who is ultimately responsible for the permaculture project. Provided camp managers are informed about the course and its potential outcomes by the NGO, they are less important than one might expect, and are not necessary for the everyday running of the project. Their role in the camp is so huge and complex that projects like this are insignificant in their minds.

We learned that some camp managers were deeply corrupt and we found it best to avoid them. Others were supportive, especially with successful projects where positive results reflect on them. In this case, other camp managers and NGO staff want to know the secret of project successes and how to engage with them. Rarely, the camp manager impacted on the ongoing projects.

Due to lack of support from camp management, two projects struggled at the time of delivery. However, participants were not deterred from implementing permaculture projects even when camp management was not supportive, and these projects later generated positive outcomes.

Impact of cultural differences – Individual or communal?
Religion, age and gender had no observable impact on outcomes. Permaculture practices were acceptable in all climates, ages, genders, and cultural differences did not detract from project success.

Project results tended to be influenced by whether the cultures were individualistic – based on competition and personal success – or communal – based on collective sharing and common goals. Communal cultures were more motivated and achieved greater sustainability.

Conclusion
As a result of these factors, a wide and creative range of follow-up projects was designed and implemented by NGO staff and refugees working closely together. Projects varied from making gardens and new enterprises to starting a new permaculture NGO.
13 HOW THE PROJECT WAS MANAGED

Projects were principally managed by NGOs in country.

P4R’s role was to:
- Provide funding and report back to funders.
- Locate and supply teachers with a dynamic way of teaching, model teaching, content quality control, teaching as care of people
- Act as a mentor for additional knowledge and experience as required.
- Receive and collate reports.
- Distribute reports widely.
- If required, supply raw data for researchers and others

Background of Permaculture for Refugees

P4R was established during the European Permaculture Conference in Bolsena, Italy in 2016.

In 2018, funds were generously given by Australian Quakers to run five Permaculture Design Certificate Courses (PDCs) for refugees in sites from Bangladesh to Europe.

Later, Malaysia requested a PDC refugee course which they funded. Then, Green Releaf Initiatives in the Philippines asked for training for Internally Displaced People (IDPs) after a series of disasters including typhoons, civil war, earthquakes and volcanic eruption. All these organisations managed their own projects and P4R was the co-ordinator. Some, such as BASD, have twenty years of experience in auditing and project management.

Today, P4R has a part-time facilitator and three global chapters: S. E. Asia – West Pacific, Europe, and East Africa.

Community meeting, from P4R Design for Disaster Teachers Resource by Ivan Blacket.
14 CONCLUSION

While no camp or settlement was radically transformed during a two-week course course, we saw positive impacts almost immediately. Over time, excellent results have emerged including: waste awareness, recycling, multi-functional design, scaling up results and community cohesion. Covid interrupted the third stage of the project, which is to train refugees as permaculture trainers.

Teaching permaculture in refugee situations has been shown to have substantial value to improve the lives of displaced people. When local NGOs and citizens are involved in courses and teacher training it builds local capacity, embeds permaculture education in the community and advances ongoing projects.

Ensuring the spread of uptake gives maximum benefits in the communities and beyond.

While work in refugee settings remains silo-ed and top down, refugees will remain without agency, and camps will remain unbeautiful and stressful places of purposeless limbo. Presently there is no other approach for an integrated and people-led model which rivals permaculture’s comprehensive integration while giving maximum creativity, autonomy and responsibility to refugees.

Creative use of growing spaces in crowded settlements, Rob Allsop.
15 APPENDICES

1. Project challenges and successes by sites
https://www.permacultureforrefugees.org/appendix-1-project-challenges-and-successes-by-sites/

2. Site data from project implementation at individual sites

- **BASD in Bangladesh**: https://www.permacultureforrefugees.org/basd-activities-and-outcomes-following-the-pdcs/
- **The Blue Ribbon Global in Malaysia**: https://www.permacultureforrefugees.org/blue-ribbon-activities-and-outcomes/
- **Lavrion, Greece and Sporos in Lesvos, Greece**: https://www.permacultureforrefugees.org/greece-activities-and-outcomes/
- **Imece in Turkey**: https://www.permacultureforrefugees.org/imece-izmir-activities-and-outcomes/

3. Teaching Permaculture in Refugee Camps
https://www.permacultureforrefugees.org/teaching-in-camps-p4r-2/