

## LÆRINGSZONE 5: SOCIAL INKLUSION

### Learning Objectives in this Counselling zone

Den følgende information er særlig relevant og vigtig for professionelle der har med INAF at gøre til hverdag. I denne zone får man som professionel essentiel information om:

- Vigtigheden af social inklusion, deltagelse, empowerment.
- Basal terminologi.
  - OBS: I den engelske oversættelse er det muligt at tilgå en oversigt over terminologi inden for LGBTQIA+ begræber, og begræber omhandlende forskellige typer af overgreb. For dette henviser vi til at man orientere sig ved følgende kilder der er opdateret til dansk kontekst:  
Sexogsamfund.dk  
Danner.dk
- En præsentation af værktøjer til at understøtte iværksættelse.

### Relevant and target group of the specific Counselling zone

- Undervisere
- HR ansatte
- Jobrådgivere
- Sproglærere
- Juridiske rådgivere
- Pædagoger
- Projektmedarbejdere
- Psykologer
- Socialarbejdere/socialpædagoger
- Trænere
- Frivillige, der arbejder med beskæftigelsesrettet integration
- Frivillige, der arbejder med social inklusion
- Andre fagfolk, der arbejder med beskæftigelse og social integration af INAF

## Length and effort

	Time (hours and minute)
<b>The reading material</b>	60 minutes
<b>The exercises</b>	50 minutes
<b>The video/audio material</b>	-
<b>The self-assessment</b>	25 minutes
<b>The MOOC in total</b>	2 hours 15 minutes

### Chapter 1. Social Participation

1. Meaning of social participation
2. 1.2. Civil society and social participation
3. Public sectors and social participation
4. 1.4.Private sectors and social participation

### Chapter 2. Social Inclusion

1. What is social inclusion
2. Factors
3. Integration

### Chapter 3. GBV

1. GBV Terminology
2. Why does GBV happen
3. Communication & Active listening
4. Communication: Do and Don't
5. Task 1
6. Task 2
7. Answers

### Chapter 4 . LGBTQI+

1. Brief Introduction
2. LGBTQI+ Terminology
3. Task 1
4. LGBTQI+ refugees and migrants
5. Task 2
6. Task 3
7. Answers

### Chapter 5. Employment tool for entrepreneurship

1. Brief Introduction
2. Task 1: Talent Questionnaire
3. Answers

## INTRODUCTION

When working with MNARs, all professionals should familiarize themselves with specific groups and their vulnerabilities. Primarily taking into consideration MNARs needs, interests are the starting point for appropriate service provision and the beginning of a good secure relationship. The principal aim is to ensure the ancient idea of seeking to ‘do no harm.’

In the beginning of this MOOC Information regarding social participation/inclusion and integration is provided and all effecting factors and guidelines for professionals involved in the integration process of MNARs is addressed. Also, the civil society, the public and the private sectors in the participation process of MNARs is explained.

In the next chapters of this MOOC, some of the most common vulnerable population groups, "groups at risk" that professionals work with, are presented. The particular content highlights the need for gaining knowledge of continually evolving specified background scientific information regarding the peculiarities of the vulnerabilities. This specific information has been chosen due to the acknowledgment that there is a limited and in many cases no knowledge of these topics even by first ground professionals.

In order to be able to understand the issues of inclusion, the need for empowerment and in general the links among the integration procedures and the information provided, we would like to point out that one should have a more complete understanding of the definitions, meaning and guidelines.

In general, the concept of social/economic inclusion refers to equality of opportunities and making labour markets more inclusive. The above point out that people, regardless of their gender, age, education level, socioeconomic status, or geographical location, should be able to have the same employment opportunities. To prepare the MNARs for the labour market, one must be focused on social integration, accessible quality services, and opportunities.

Finally, tools and methodology regarding entrepreneurship promotion are presented as an extra tool to have in case someone wants to focus on something like that.

Specifically, this MOOC is divided into four (5) parts:

- 1 & 2. Information regarding social participation/inclusion and integration, effecting factors, guidelines for professionals involved in the integration process of MNARs. Moreover, the role of civil society , public and private sectors in the participation process of MNARs is being analysed.
3. The meaning of GBV, along with the principles and guidelines when working with survivors of gender-based violence, tasks providing a better understanding of GBV.
4. Data and updated information which professionals may lack. LGBTQI+ terminology, LGBTQI+ migrants, tasks increasing understanding
5. A unique tool regarding entrepreneurship that PRAKSIS NGO uses in the Business Coaching Center (BCC) that helps new businessman and businesswomen identify their skills/talents.

## CHAPTER 1: SOCIAL PARTICIPATION

### 1 SOCIAL PARTICIPATION

When referring to social participation, one can come across numerous definitions. Social participation is broadly defined as a person's involvement in activities that provide interaction with others. It is a real and endogenous experience of and for everyday people, that reduces the differences between experts and community and between mental and manual labour while indicating an active role of the community.

Furthermore, social participation is a crucial component that should direct policymakers to promote equity concerns of civil society and the empowerment of affected communities to become active protagonists, for example, shaping policies to advance health equity, strengthen political will around social determinants of health and strengthen people's control over the factors that affect their health.

Social participation can take on a number of different forms.:

- informing people with balanced, objective information;
- consulting, whereby the affected community provides feedback;
- involving, or working directly with communities;
- collaborating by partnering with affected communities in each aspect of the decision including the development of alternatives identification of solutions; and
- empowering, by ensuring that communities retain ultimate control over the key decisions that affect their wellbeing.

Social participation plays a key role in the integration of refugees and asylum seekers into their host societies, and is also closely tied to the mental health of the populations. Immigrant participation takes place in a context riddled with complicating factors. European countries have *different governance structures, welfare systems, and state-civil society relations, as well as diverse migration histories. Immigrant populations vary not only from country to country, but also locally*<sup>5</sup>. Moreover, European societies themselves are in a process of transformation. Education, volunteer work, political parties, family life, religions and other mechanisms and institutions are changing under the influence of rapid socio-economic change. Rather than integrating into static societies, *immigrants and refugees in Europe engage with the fluid social arrangements that surround them*<sup>6</sup>.

A brochure on the UNESCO-UN Habitat Creating Better Cities for Migrants; Urban policies and practices presents an overview of challenges for and responses by cities in the reception and participation of migrants. It features eight key principles for successful approaches for city government, identified from study cases and research. This agenda emphasizes principles of rights protection, participation, diversity and social cohesion:

1. Protect and promote the rights of migrants;

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<sup>5</sup> European Commission- Directorate-General Justice, Freedom and Security (2007) *Handbook on Integration for policy-makers and practitioners*, <https://ec.europa.eu/migrant-integration/librarydoc/handbook-on-integration-for-policy-makers-and-practitioners-2nd-edition>

<sup>6</sup> Ahokas, L.(2010), *Promoting immigrants' democratic participation and integration*, Tampere: Juvenes Print.

2. Provide access to services and ensure equal opportunities for all;
3. Representative democracy through participation of all communities;
4. Celebrate cultural diversity as a source of exchange and dialogue;
5. Foster tolerance and fight against discrimination and racism;
6. Mitigate ethnic, cultural and religious tensions and conflicts of interest within urban communities;
7. Foster social cohesion and shared belonging;
8. Urban planning towards cities as common goods.

Concerning immigrant social and political participation, the most central Common Basic Principle is that *a variety of measures are adopted by the Member States to foster integration as a two-way process. However, to put this principle into practice in a meaningful way is a long-term challenge that requires further effort. Structural initiatives targeting the host population in order to reinforce its ability to adjust to diversity are still underrepresented in national strategies.*

Moreover, specific things should be taken into consideration. These are described below.

Most Member States consider basic knowledge of the host society language an essential component of integration. Many countries focus their integration strategies on introduction programs, including language and civic orientation courses for the newly arrived. A growing number of Member States increase the flexibility of courses in terms of targeting specific needs. Only a few Member States carry out an in-depth evaluation of these activities.

Most Member States have improved their capacity to mainstream integration into all relevant policies, while also developing targeted measures. However, effective information sharing, coordinating with all tiers of government and stakeholders, and paying due attention to the mainstreaming of gender equality and to the specific needs of immigrant youth and children, are still major challenges.

Member States increasingly perceive the need to enhance the capacity to collect, analyze and communicate integration-related information, including gender-disaggregated statistics, in a more systematic way. More detailed data helps avoid confusion and render the contribution of immigrants to the host society's development more visible. Further progress is necessary to monitor and evaluate integration policies and programs and to identify specific indicators.

## **2. CIVIL SOCIETY AND SOCIAL PARTICIPATION**

Member States should step up their efforts to achieve more structured cooperation between Civil Society Organizations and government authorities so as to create synergies and make better use of the knowledge and resources available on both sides. Greater use must be made of the expertise of the practitioners when designing integration strategies and measures to increase their efficiency.

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<sup>7</sup> Stephen Dobson , Gabriella Agrusti , and Marta Pint (2019) , *Supporting the inclusion of refugees: policies, theories and actions*, INTERNATIONAL JOURNAL OF INCLUSIVE EDUCATION 2021, VOL. 25, NO. 1, 1-6, New Zealand <https://doi.org/10.1080/13603116.2019.1678804>

More generally, Member States should apply a multi-stakeholder approach involving local and regional authorities, employers, trade unions and civil society organizations when developing integration policies to ensure that they correspond to actual needs and circumstances and benefit migrants and refugees in an optimal way. Member States should strive to reduce the administrative obstacles to entering the labour market and establish structures providing clear and comprehensive information accessible to migrants and refugees as well as employers. Clear administrative procedures ensuring legal certainty and transparency are needed. The EU and Member States should invest in sharing good practices and reducing complexity<sup>8</sup>.

### **3. PUBLIC SECTOR AND SOCIAL PARTICIPATION**

Social participation involving vulnerable and excluded groups should seek empowerment, increasing their effective control over decisions that influence their health and life quality and their access and use of health services. Ministries of Health cannot create participation, but they can create spaces that enable and encourage participation.

When immigrants settle in a new society, they begin to participate in a variety of institutions in that society, such as schools, trade unions, health care, or sports clubs. In addition, they may also set up new institutions that did not exist previously, such as cultural or religious associations or schools for mother tongue teaching. Some of these new institutions may have links with similar institutions in the immigrants' countries of origin.

Citizenship is the most common entitlement for an individual in a democracy to exert full membership rights and to take part in the political process. Many immigrants are not citizens of the country of settlement, and therefore may not be entitled to political participation. This does not mean that they have no rights at all. Most industrial rights are also linked to residence rather than to citizenship, and therefore apply to immigrants as well as to the native population<sup>9</sup>.

### **4. PRIVATE SECTORS AND SOCIAL PARTICIPATION<sup>10</sup>**

Private sector actors in various sectors have started own and self-regulating initiatives to apply ethical standards to improve rights and treatment of migrants in their sector, e.g. in the area of recruitment and migrant employment. As part of their corporate social responsibility private-sector actors may also contribute to humanitarian services in order to help migrants (including refugees) build sustainable livelihoods (e.g. by providing basic services to vulnerable migrants and in cases of displacement). Some of these services include legal aid, health care, career counselling and business counselling. Through investment and entrepreneurship opportunities

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<sup>8</sup> EESC Study Group on Immigration and Integration (2020), *The role of civil society organisations in ensuring the integration of migrants and refugees* <https://www.eesc.europa.eu/sites/default/files/files/qe-01-20-525-en-n.pdf>

<sup>9</sup> Directorate of Social and Economic Affairs Council of Europe Publishing (1999), *POLITICAL AND SOCIAL PARTICIPATION OF IMMIGRANTS THROUGH CONSULTATIVE BODIES*, [https://www.coe.int/t/dg3/migration/archives/Documentation/Series\\_Community\\_Relations/Participation\\_public\\_life\\_report\\_en.pdf](https://www.coe.int/t/dg3/migration/archives/Documentation/Series_Community_Relations/Participation_public_life_report_en.pdf)

<sup>10</sup> ECDPM(2020), *Mapping private sector engagement along the migration cycle*, <https://ecdpm.org/publications/mapping-private-sector-engagement-migration-cycle/>

created in partnership with private-sector foundations and charities, migrants (including refugees) are given opportunities to create sustainable livelihoods for themselves.

Private-sector actors adopt at least five (5) roles in relation to migrants:

1. Private-sector actors provide goods and services to refugees and migrants.
2. Private-sector actors provide services to governments in support of migration governance and, in some cases, act on behalf of the government.
3. The private sector acts as an employer and is engaged in job creation for refugees and migrants (including prospective migrants and migrant hosting societies).
4. The private sector is engaged in lobbying to influence migration policies and legislation, thus contributing to how the governance of migration and mobility is shaped.
5. The private sector is also a consumer or buyer of goods and services produced by migrants. Private-sector actors play these roles in different thematic areas providing functions for migrants at various stages of the migration cycle, as shown in Figure 5. The role of the private sector as a consumer or buyer of services often overlaps with the role of job creation and is thus discussed in this context.

## CHAPTER 2: SOCIAL INCLUSION

### 1. WHAT IS SOCIAL INCLUSION?

Social inclusion is the process of improving the terms of participation in society for people who are disadvantaged based on age, sex, disability, race, ethnicity, origin, religion, or economic or another status, through enhanced opportunities, access to resources, voice, and respect of rights<sup>11</sup>. When referring to MNARs, social inclusion is defined as the process of “*interaction and mutual adaptation of migrants, asylum seekers, and beneficiaries of international protection as well as of the host society. The goal is to create societies with strong cohesion and achieve coexistence in terms of peace and mutual understanding. The integration of MNARs is a specific area and an integral part of the migration policy and the wider social policy of a state for its entire population*”<sup>12</sup>. The above depends directly on immigration management policy. It requires targeted and positive actions for the population concerned to be re-socialized in its country of hospitality and/or establishment.

It is vital to empower and promote the social, economic, and political inclusion of all, irrespective as it was mentioned above, of age, sex, disability, race, ethnicity, origin, religion, or financial or other status as increasing attention devoted to inclusion is a consequence of liberalization, and democratization.

Refugees’ integration is a complex and multidimensional construct, referring to integration into the economic, health, educational, and social contexts. “*Multiple factors contribute to how smooth refugees’ integration occurs, including their experiences, their physical and mental health, or social support*”<sup>13</sup>. In general, a lack of understanding of the diversity and the range of experiences refugees bring with them is an obstacle to their smooth integration into society. Protective factors that can support MNARs social integration include key resilience characteristics such as personal agency, beliefs that life has meaning, goal direction, a sense of purpose, and motivation. Refugees’ integration is a two-way process depending on how resourceful the individual is and how open the society is<sup>14</sup>.

The integration process concerns a complex “education” process, which firstly includes essential goods (reception, housing, access to health, education, social services and insurance, vocational reorientation, training, and adaptation to new professional conditions and requirements). Secondly, the integration concerns the gradual familiarity with attitudes, behaviors, and exchanges with the host country’s citizens. It thus, goes as far as the most advanced stages of social integration, such as the redefinition of cultural identity, the change of lifestyle, the con-

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<sup>11</sup> Ministry of Integration Policy (2018). *Greece’ National Strategy for Integration*. 2018

<sup>12</sup> Coley, J., Godin, M., Morrice, L., Phillimore, J., Tah, C., (2019). *Integrating refugees: What works? What can work? What does not work? A summary of the evidence*. London: Home Office

<sup>13</sup> Ministry of Integration Policy (2018). *Greece’ National Strategy for Integration*. 2018

<sup>14</sup> Robila M., *Refugees and Social Integration in Europe* (dissertation). New York: City University of New York ;2018

sumer model and the building of family and social relations, public participation, and the political life of a country other than that of origin<sup>15</sup>.

In the case of the new entrant population, which has been granted international protection status, integration aims at “a *smooth transition from the applicant's protection regime to entry into the host society, through programs that combine their temporary accommodation with the provision of financial assistance, language courses, the possibility of entering the labour market, etc*”<sup>16</sup>. Similarly, in the migrant population, integration aims to speed up and more effectively ensure their non-discriminatory access to health, insurance, work, and education, improve the services provided to them, and ensure their public participation.

## 2. FACTORS

Research suggests that third-country nationals continue to face barriers in the education system, the labour market, and accessing decent housing. “*They are more at risk of poverty or social exclusion compared to host-country nationals, even when they are in employment*”<sup>17</sup>. MNARs level of integration and adaptation depends on several factors, including pre-migration experiences, the departure process, the post-arrival experiences, and the environment. “*Many refugees and asylum seekers have experienced severe pre-migration trauma, including mental and physical torture, mass violence and genocide, witnessing the killings of family members and friends, sexual abuse, kidnap of children, destruction, and looting of personal property, starvation and lack of water and shelter. The departure is also a complex endeavor, many times associated with life-threatening risks. Although arrival in a safe place provides initial relief, frustration sometimes develops as new problems emerge, such as family separation, language barriers, legal status, unemployment, homelessness, or lack of access to education and healthcare*”<sup>18</sup>.

Studies on obstacles to refugee integration in the European Union indicate that some of the significant impediments to integration experienced are racism and ignorance experienced at both personal and institutional levels.

Working with refugees needs a multi-professional approach and an accurate assessment of physical, emotional, social, and legal aspects. Professionals like health professionals must familiarize themselves with the cultural background and gain an understanding of the refugee communities. The mental health professional's task and the assistance offered must focus on helping the patients achieve their goals, overcome difficulties, etc. as part of a more comprehensive multi-sector collaboration with social workers, refugee organizations, housing, and employment agencies<sup>19</sup>.

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<sup>15</sup> Ministry of Integration Policy (2018). *Greece' National Strategy for Integration*. 2018

<sup>16</sup> OECD (2018), *Working Together for Local Integration of Migrants and Refugees*, OECD Publishing, Paris. <http://dx.doi.org/10.1787/9789264085350-en>

<sup>17</sup> European Commission (2016). *Action Plan on the integration of third country nationals*. Strasbourg.

<sup>18</sup> European Commission (2016). *Action Plan on the integration of third country nationals*. Strasbourg.

<sup>19</sup> Robila M.(2018), *Refugees and Social Integration in Europe* (dissertation). New York: City University of New York

### 3. INTEGRATION

Successful integration is a process that happens over time, but most importantly, across many different policy areas. Refugee integration is a process that requires sincere efforts from third-country nationals to become self-sufficient and give back to their host society. Following are some of the most critical aspects that need to be taken under consideration regarding the inclusion of MNARs:

- Cultural orientation
- Language skills are intrinsic to refugee integration and wellbeing
- High-quality social connections
- Partnerships between migrant and refugee community organizations
- Effective/practical integration projects are tailored to the needs of refugees and involve long-term investment
- Recognizing the needs of different migrant groups
- Adaptable projects, developed from best practice, co-designed, co-delivered, and effectively evaluated
- Focusing on the community

According to the European Commission, integration policies work best, when they “*are designed to ensure coherent systems that facilitate participation and empowerment for everyone in society – third-country nationals and the communities into which they settle.*” This means that integration should go beyond participation in the labour market and master the host country's language: integration is most effective when it is anchored in what it means to live in diverse European societies. Integration is not just about learning the language, finding a house, or getting a job. Playing an active role in one's local, regional and national community, developing and sustaining real people-to-people contacts through social, cultural, and sports activities and even political engagement<sup>20</sup> as sufficient national reception conditions and policies and high standards treatment have profound implications for MNARs successful integration.

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<sup>20</sup> European Commission (2016). *Action Plan on the integration of third country nationals*. Strasbourg.

#### 4. LGBTQI+ REFUGEES AND MIGRANTS

The persecution of people because of their sexual orientation and gender identity is not a new phenomenon. In the recent years, the number of asylum claims made by lesbian, gay, bisexual, transgender and intersex (LGBTQI+) individuals has increased and is continuously growing, many refugees and asylum seekers face discrimination, even on arrival in Europe. This has necessitated greater awareness among decision-makers of the specific experiences of LGBTQI+ asylum-seekers and a deeper examination of the legal questions involved<sup>21</sup>. LGBTQI+ individuals frequently keep aspects and sometimes large parts of their lives secret. Many will not have lived openly as LGBTQI+ in their country of origin and some may not have had any intimate relationships. Many suppress their sexual orientation and/or gender identity to avoid the severe consequences of discovery, including the risk of incurring harsh criminal penalties, arbitrary house raids, discrimination, societal disapproval, or family exclusion<sup>22</sup>.

The migrant transgender population is characterized by specific needs for the very condition of being a migrant or a refugee as a result of discrimination of sexual identity that hold a distinct help request, deserving of an appropriate response. It denotes a double vulnerability, which results in doubling exposure to discrimination: those linked to migration or asylum-seeking stigmas and those linked to one's sexual identity. These discriminations can be perpetrated both by the host community and by that of other asylum seekers and refugees<sup>23</sup>.

It is important to mention that there is a growing literature on how to work with and protect the individuals affected.

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<sup>21</sup> UNHCR (2016). <https://www.unhcr.org/uk/lgbti-claims.html>

<sup>22</sup> UNHCR (2012). <https://www.unhcr.org/509136ca9.pdf>

<sup>23</sup> UNHCR, *Protecting Persons with Diverse Sexual Orientations and Gender Identities: A Global Report on UNHCR's Efforts to Protect Lesbian, Gay, Bisexual, Transgender, and Intersex Asylum-Seekers and Refugees*, December 2015, available at: <https://www.refworld.org/docid/566140454.html>



## CHAPTER 5: EMPLOYMENT TOOL FOR ENTREPRENEURSHIP

### 1. BRIEF INTRODUCTION

Considering that E4I project focuses on social and labour inclusion of MNARs, a good practice was to integrate entrepreneurship tool into the MOOC. More specifically, the entrepreneurship tool is NOT RELATED AT ALL and it was not chosen in relation to the previous chapters.

It is another chapter dedicated to entrepreneurship, and we consider it as a very good tool to used also for MNARs as well as any other person who is interested in using it for their benefit. Professionals helping MNARs integrate into the labour market can use this questionnaire together with the beneficiaries. The goal is to identify personal strengths and talents.

### SELF-ASSESSMENT TEST



#### QUESTIONS

1. In your words, describe what social inclusion means?
2. What are the most important factors that professionals need to take under consideration when involved in MNARs integration procedures?
3. Please name at least five (5) terms used under LGBTQI+ umbrella and describe their meaning.
4. When dealing with a GBV survivor what are, in your opinion, the first steps and set of questions you need to do?
5. Describe at least three (3) reasons why GBV occurs?
6. Name five (5) “Not to do” things that professionals must have in mind when dealing with GBV survivors

## ANSWERS

1. See chapter 1 (1.1, 1.2)
2. See chapter 1 (1.2, 1.3)
3. See chapter 3 (3.2)
4. See chapter 2 (2.3)
5. See chapter 2 (2.2)
6. See chapter 2 (2.4)