GUIDE TO SUPPORT THE SOCIAL INCLUSION OF REFUGEE AND MIGRANT GIRLS AND ADOLESCENT GIRLS IN DESTINATION COUNTRIES
GUIDE TO SUPPORT THE SOCIAL INCLUSION OF REFUGEE AND MIGRANT GIRLS AND ADOLESCENT GIRLS IN DESTINATION COUNTRIES

Author(s): Carmen Carro and Adriana Monesterolo were commissioned to create this guide by the United Nations Children’s Fund (UNICEF) Latin America and Caribbean Regional Office (LACRO) within the framework of the Inter-Agency Coordination Platform for Refugees and Migrants (Child Protection, Gender-Based Violence and Integration subgroups). The work was coordinated and supervised by Debla López, UNICEF Regional Gender and Migration Specialist.

UNICEF LACRO would like to extend a special thanks to all the United Nations agencies and organizations that contribute their time, expertise and recommendations to this guide, including: María Helena Ariza (UNFPA), Gina Bernal (UNFPA), Elena Burga (UNICEF), Cynthia Brizuela (UNICEF), Donna Cabrera (ILO), Alessandro Di Rosa (UNICEF), Valentina Duque (UNHCR), Ana Catalina Fernández (UNICEF), Beatriz Fuhr, Tania González (UNICEF), Olivia Henderson (Save The Children), Sergio Meresman (UNICEF), Roberto Rodríguez (UNICEF), Claudia Patricia Sánchez (WVI), Denise Stuckenbruk (UNICEF) and Mariana Zavala (WVI), as well as Delenny Leong (UNICEF), Gladys Hauck and Manuela Fogarty for copy-editing and supporting the process.

Design and layout: Tinto Estudio, S.A.

The contents of this document are the opinions of the authors and do not necessarily reflect the policies or views of UNICEF.

Reproduction of the contents of this document in whole or in part is permitted for research, advocacy and educational purposes only, as long as the content is not altered and correct citation is used (UNICEF). This publication may not be reproduced for other purposes without the prior written permission of UNICEF. Permission requests should be directed to the Communication Unit, comlac@unicef.org.

Cover photo: © UNICEF/UN0849384/Bayona

© United Nations Children’s Fund (UNICEF)
December 2023

Published by UNICEF LACRO within the framework of the R4V Platform

Latin America and Caribbean Regional Office
Calle Alberto Tejada, Edif. 102, Ciudad del Saber
Panama, Republic of Panama
P.O. Box: 0843-03045
Phone: +507 301 7400
www.unicef.org/lac
GUIDE TO SUPPORT THE SOCIAL INCLUSION OF REFUGEE AND MIGRANT GIRLS AND ADOLESCENT GIRLS IN DESTINATION COUNTRIES
## Contents

**Introduction**  
1

**Why a guide?**  
2

**Who is this guide for?**  
3

**What is this guide for?**  
3

### Chapter 1. Introduction to the reality of refugee and migrant girls and adolescent girls

1.1 Refugee and migrant girls and adolescent girls in Latin America and the Caribbean  
5

1.2 Social inclusion of refugee and migrant girls and adolescent girls  
9

### Chapter 2. Considerations on the social inclusion process for refugee and migrant girls and adolescent girls

2.1 Areas of activity and actors in the social inclusion process  
13

2.2 Specific considerations regarding the social inclusion of refugee and migrant girls and adolescent girls with disabilities  
15

2.3 Specific considerations for labour market integration  
17

### Chapter 3. Support in social inclusion processes

3.1 Promoting girls and adolescent girls’ empowerment  
21

3.2 Promoting the participation and commitment of actors, with special attention paid to women’s organizations  
22

3.3 Support networks as a strategy for social inclusion  
23

3.4 Skills that professionals should develop for the social inclusion of refugee and migrant girls and adolescent girls  
24

3.5 Flowcharts for the social inclusion process  
27

3.5.1 Social inclusion process  
29

3.5.1.1 Description of the social inclusion process  
30

3.5.2 Community development subprocess  
32

3.5.2.1 Community development subprocess flowchart  
34

3.5.2.2 Description of the community development subprocess  
35

3.5.3 Labour market integration subprocess  
39

3.5.3.1 Description of the labour market integration subprocess  
39

3.5.4 Labour market integration plan/itinerary subprocess  
40

3.5.4.1 Description of the labour market integration plan/itinerary subprocess  
40

### Chapter 4. Flowchart tools

Annex 1: The path to labour market integration  
43

Annex 2: Timeline  
45

Annex 3: Map of the community  
48

Annex 4: Problem tree  
48

Annex 5: SWOT analysis  
49

Annex 6: List of skills  
50

Annex 7: Education/Training  
51

Glossary of terms  
53

Bibliography  
55
Introduction

In 2020, the United Nations Children’s Fund (UNICEF) and HIAS (originally the Hebrew Immigrant Aid Society) developed the Remote Psychosocial Support Model for Refugee and Migrant Girl and Adolescent Girl Gender-Based Violence Survivors within the framework of the Gender-Based Violence (GBV) and Child Protection subgroups of the Inter-Agency Coordination Platform for Refugees and Migrants from Venezuela (R4V). This support model establishes the principles, criteria and methodological processes for providing the psychological and social support required by Venezuelan refugee and migrant girls and adolescent girls who have survived situations of GBV. It was developed as a tool to be used in person and/or remotely by people providing GBV and child protection services.

From 2021 to 2023, several of the socialization and training processes included in the support model were developed in different countries in the region. While implementing this training, it became clear that although access to benefits and services is fundamental for the protection of rights, it is not sufficient to overcome the barriers that hinder the social inclusion of girls and adolescent girls in contexts of human mobility. The initiative was therefore built upon to design and build a proposed methodology that would provide specific criteria and tools to promote community, institutional and structural conditions for the social inclusion of refugee and migrant girls and adolescent girls. This resulted in the present Guide to Support the Social Inclusion of Refugee and Migrant Girls and Adolescent Girls in Destination Countries (hereinafter the ‘guide’).

The concept of social inclusion of people in situations of human mobility can be approached and interpreted in different ways. On the one hand, there is a more adaptive view of these people within the context of a given country, while on the other hand the view is more oriented towards transformation, which leads to changes in the destination countries. This guide opts for the latter: a transformative understanding that is considered to be more open and intercultural. This approach also provides a broader view as it avoids placing the responsibility exclusively on the person arriving in a given country, but rather implies effort on the part of society and the State as a whole.

This guide will use the Economic Commission for Latin America and the Caribbean’s (ECLAC) concept of inclusion as a reference in creating the various processes to be carried out in destination countries to encourage the inclusion of refugee and migrant girls and adolescent girls. This defines inclusion as:

“...the realization of rights; participation in social life; access to education, health and care, as well as basic infrastructural services; and the availability of material resources such as income and housing. It refers to a process of improving economic, social, cultural and political conditions for the full participation of people in society, which has both objective and subjective dimensions.”

---

1 The Remote Psychosocial Support Model consists of three documents that can be accessed at the following link: <www.unicef.org/lac/en/reports/remote-psychosocial-support-model>.

2 Training processes were implemented between 2021 and 2023 with participants from Mexico, Guatemala, Nicaragua, Trinidad and Tobago, Guyana, Brazil, Ecuador, Uruguay and Colombia.


Why a guide?

This guide aims to:

- Promote a transformative view of the reality of the social inclusion of refugee and migrant girls and adolescent girls.
- Provide a methodological process and practical tools for implementing personal and community support processes that encourage the social inclusion of refugee and migrant girls and adolescent girls in the destination country.

These objectives are achieved and fulfilled through a set of coordinated actions carried out in the personal, community, institutional and structural spheres, which together contribute to and allow progress towards social inclusion. Figure 1 outlines the specific aims of the processes in this guide.

Figure 1: Aims of social inclusion

Source: Prepared by authors.
Who is this guide for?

This guide is designed for those working with refugee and migrant girls and adolescent girls within destination countries’ child and adolescent protection systems, including government institutions, non-governmental organizations and community based organizations.

This includes, but is not limited to, service providers and those who specialize in GBV survivor cases (e.g., social workers and coordinators); health providers; legal or judicial actors; and people who provide more generalized child and adolescent protection support (such as staff in support spaces, safe spaces and mobile spaces).

What is this guide for?

This guide is a useful tool that:

a) Establishes a common process for all parties involved, facilitating the coordination and organization of actions for comprehensive care;

b) Builds the capacity of the technical teams of services for refugee and migrant girl and adolescent girl survivors of GBV, and provides them with tools to respond individually to different situations;

c) Can be a strategic element for advocacy in local and national public policies within the framework of national systems to protect children and adolescents.
Chapter 1.

Introduction to the reality of refugee and migrant girls and adolescent girls
1.1 Refugee and migrant girls and adolescent girls in Latin America and the Caribbean

Over 900,000 adolescent girls between the ages of 10 and 19 years in Latin America and the Caribbean are refugees and migrants living outside their country of birth or citizenship. Although their circumstances and reasons for leaving home and crossing the border vary, these girls and adolescents often face major obstacles in accessing adequate health care and quality schooling, and are also at higher risk of GBV. Likewise, refugee and migrant girls and adolescent girls who are alone or with their families experience gender inequality on a daily basis, especially in household chores and caring for their closest relatives. For this reason, they do not have much scope to develop their own desires and projects and devote time to other activities, such as games, sports and leisure.

In general, societies do not acknowledge adolescence as a stage in the developing and maturing process. Adolescent girls in particular are considered to be adults to whom adult responsibilities are attributed. Furthermore, they are socially prepared to be women through violent practices in which any option different from the normative gender pattern can lead to rejection or violence in the family, school, social networks, recreational spaces and peer relationships. As a result, refugee and migrant adolescent girls adopt the sexual division of labour, reinforcing gender roles and the differences between men and women. They often see their escape route as marrying men twice their age, which negatively impacts their life projects.

Like the vast majority of people in a situation of human mobility, refugee and migrant girls and adolescent girls enter destination countries irregularly. Migration status impacts the social inclusion of these girls and their families, as it defines their “belonging to States, labour markets and social protection systems.” The migratory status of refugee and migrant girls and adolescent girls, based on the legal norms of each State, constitute a specific social exclusion risk for these girls.

On the other hand, mixed movements are made up of flows of people of varying legal status (in terms of each country’s migration laws) who travel along similar routes, using similar means of transport. They sometimes do this with the help of migrant smugglers.

As ECLAC asserts, “migration status may be a potentially structuring axis of social inequality” in Latin America and the Caribbean.

This guide focuses on refugee and migrant girls and adolescent girls, which also includes groups of unaccompanied and/or separated girls, including those who come to the country with young children (their own or siblings); pregnant girls; and girls at risk of being homeless or that currently are homeless. It is vital to identify the needs of these groups as there is very little information on what they require and their specific vulnerabilities, both on their journey and in their destination countries.

8 Ibid.
9 ‘Migración internacional e inclusión en América Latina’
11 ‘Migración internacional e inclusión en América Latina’.
12 ‘Girls and adolescents, migrant, refugees and displaced in Latin America and the Caribbean’.
As refugee and migrant girls and adolescent girls grow up, they establish contact with different groups, such as neighbours on the same street, classmates, other children and adolescents with similar interests, and different social groups. This shapes their identity and creates different senses of belonging. The sense of belonging in girls and adolescent girls in general is not limited to their family, town or country of birth, but also includes other types of social groups associated with culture, socio-economic class, sports teams, race, religion, profession, hobbies and more. These significant reference points and support networks are weakened in contexts of human mobility, and refugee and migrant girls and adolescent girls need to build new relationships in their destination/host country that allow them to regain their sense of belonging.  

Refugee and migrant girls and adolescent girls are a diverse group, with different capacities, vulnerabilities and priorities. The following illustration shows some of the aspects of identity and experience or factors that influence the way in which refugee and migrant girls and/or adolescent girls build their life projects (and where their migratory status may be a determining factor). These aspects must be taken into account to guarantee access to services that allow refugee and migrant girls and adolescent girls to exercise their rights.

With the presence of mixed migratory flows, it is often difficult for destination countries to recognize and value, in community and social relations, the different cultures, ethnicities and ways of understanding life that coexist within the same country. This may mean that the contribution of these migratory flows to developing the destination country is not recognized.

Refugee and migrant girls and adolescent girls may be subject to persistent discrimination in interpersonal and institutional relationships based on their nationality, ethnic origin, gender identity, sexual orientation, disability or economic status. This leads to differences in treatment, thus hindering their access to services, limiting their care or excluding them from receiving assistance and protection. Although not all migratory flows take place under the same conditions, it has been
noted that some vulnerable groups have difficulties being included in their countries of arrival, resulting in xenophobia (rejection of foreigners) that has been exacerbated by the deterioration of economic conditions and political transitions in several countries in the region.

The greatest risks for refugee and migrant girls and adolescent girls in destination countries include GBV, trafficking (especially for sexual and labour exploitation) and poverty. These risks are exacerbated if they are in an irregular situation in the destination or host countries. UNICEF considers that:

- **Those who are not in a legal situation or accompanied by close relatives suffer the most from the violation of their rights.** This is especially true if they are adolescent mothers, as in addition to the work of caring for their children, they fear losing guardianship of them.

- **They are not explicitly aware of their rights**, but they are aware of their dignity and equality.

- **They are unaware of the policies, programmes and services** that they can access and do not know how to access them to ensure their rights to health, education, justice or housing.

- Many of them work outside the home in roles such as street vending, caring for other children, cleaning, animal care and hairdressing, and **are exposed to child labour and exploitative work**, street harassment and xenophobic attacks.

- **Lack of connectivity or technological equipment is another limitation**, since these tools provide access to information about many of the services they require to be included and participate in educational environments.

- Social networks are the only way they have to interact, socialize and entertain themselves; however, these networks **can also expose the girls to various forms of online violence**, such as grooming, cyberbullying, blackmail or extortion of the girls and/or their families.

15 ‘Girls and adolescents, migrant, refugees and displaced in Latin America and the Caribbean’. 
In destination countries, refugee and migrant girls and adolescent girls face greater barriers to accessing their rights, such as participation, sexual and reproductive health services, education, skills development and housing) due to a lack of documentation, complex administrative procedures, difficulty in recognizing and standardizing educational qualifications, lack of information, as well as xenophobic or homophobic attitudes. This issue is not sufficiently incorporated at the institutional level to relevantly and adequately respond to the diverse and specific needs of girls and adolescent girls who are refugees and migrants, survivors of GBV, LGBTI, indigenous or of African descent, or who have disabilities.

In addition to the aforementioned obstacles, refugee and migrant girls and adolescents are at risk of child labour due to individual, family and contextual factors. The International Labour Organization (ILO) warns that if they travel alone or unaccompanied by their families, they are more exposed. In addition, if their parent(s) are irregular migrants in the country, it is less likely that their children will enter school, exposing them to work in the informal economy. Likewise, when their parent(s) do not have a paid job or if their income is insufficient to cover the family’s basic needs, child labour may be used to meet these needs.

Addressing the multiple structural, institutional and community dimensions that help perpetuate exclusion and have a continuous and sustained impact on certain policies and strategies, as well as challenging attitudes and behaviours that cause discrimination, pose challenges to refugee and migrant girls and adolescent girls’ social inclusion in their destination country.

Similarly, to prevent exclusion and greater vulnerability in girls and adolescent girls, strategies must be created that promote the socio-economic integration of adult family members. This includes establishing decent and legal sources of income (entrepreneurship, work and employment) to prevent child labour and all forms of exploitation, so that adolescent girls join the labour market as part of the development of their personal autonomy, the progressive exercise of their rights and decent conditions in accordance with their age, international recommendations on labour and the national regulations of each country.

Given the context of refugee and migrant girls and adolescent girls in destination countries and the absence of specific strategies from care services for girl and adolescent girl survivors of GBV, concrete actions aimed at promoting their social inclusion will have to be implemented, taking into account that: “The reception systems must be transformed to facilitate the integration of the population requesting refuge. It is necessary to improve management and coordination capacity to find solutions for health, education, housing, work, food, legal and psychological care, translation and interpretation services, language teaching, leisure and recreation.” Improvements must also be made to spaces for peer-to-peer interaction to share and express their expectations, fears, dreams and challenges in the host country; and in the processes with the communities where the migrant population and society in general are settled.

---

17 “LGBTI stands for lesbian, gay, bisexual, transgender and intersex. It is commonly used to refer to people who are attracted to people of the same gender, people with gender identities that differ from the sex assigned to them at birth, people with nonbinary identities and people whose sex characteristics do not fit typical definitions of female or male.” <www.ohchr.org/en/sexual-orientation-and-gender-identity>.
19 ‘Girls and adolescents, migrant, refugees and displaced in Latin America and the Caribbean’.
1.2 Social inclusion of refugee and migrant girls and adolescent girls

It should be emphasized that the concept of inclusion used as a reference in this guide comes from the ECLAC definition and consists of:

“...the realization of rights; participation in social life; access to education, health and care, as well as basic infrastructural services; and the availability of material resources such as income and housing. It refers to a process of improving economic, social, cultural and political conditions for the full participation of people in society, which has both objective and subjective dimensions.”

This definition emphasizes that social inclusion is multidimensional and therefore requires a comprehensive, systemic, inter-agency and intersectoral approach that encompasses sustained work in the community, institutional and structural fields.

It is important to emphasize that the social inclusion of refugee and migrant girls and adolescent girls comprises the “process of empowering individuals and groups to participate in society and take advantage of its opportunities. It ensures that people have a voice in decisions that affect their lives so that they enjoy equal access to markets, services and political, social and physical spaces.”

Social inclusion and gender equality are two interrelated concepts that seek to ensure that all people can fully and equally participate in society, regardless of their gender identity and sexual orientation. Both concepts are complementary and mutually reinforced in the construction of an inclusive and equitable society. Social inclusion seeks to eliminate inequalities and guarantee the participation of all social groups, while gender equality seeks to eliminate discrimination and promote equality of opportunity for women, men and people of diverse sexual orientations and gender identities.

Gender inequality and exclusion vary from place to place. Gender inequality intensifies the negative effects of all other forms of exclusion. Therefore, exclusion is different and, in many cases, worse for girls and adolescent girls. Among the excluded groups, girls and adolescent girls typically face the greatest obstacles to exercising their rights.

In this sense, refugee and migrant girls and adolescent girls’ education deficit, barriers to accessing health services and obstacles to their social participation do not cause social exclusion alone, but rather mutually reinforce each other. This is reflected in higher levels of poverty and unemployment, and less say in political and civic life. The accumulation of disadvantages among certain social groups is understood to be a symptom of their exclusion. In summary, the disadvantages experienced by refugee and migrant girls and adolescent girls are factors that converge and influence the multiple causes of their social exclusion.

---

20 ‘Migración internacional e inclusión en América Latina’.
As ECLAC asserts, labour market integration “is key to achieving equality, personal development and economic growth in the region”\(^{25}\), as well as being a fundamental mechanism for the autonomy and dignity of individuals and the expansion of citizenship\(^{26}\). However, having a job is not enough to drive social inclusion and therefore “work must be accompanied by the recognition of rights and adequate working conditions: ‘to protect labour rights and promote a safe and secure working environment for all workers, including migrant workers, in particular migrant women and those in precarious employment’ (ILO, 2016b)”\(^{27}\).

The concepts of social inclusion and social exclusion vary based on the context. In exclusion, societies normalize and legitimize certain ways of life and relationships and not others. Refugee and migrant girls and adolescent girls suffer exclusion due to adult-centric perspectives; stereotypes based on gender, gender identity and sexual orientation; the response of environments to persons with disabilities; and the stigmatization of foreigners. These are just some of the examples that reflect exclusion while simultaneously sustaining and consolidating it.

Therefore, inclusion and exclusion have structural dimensions that form part of what is accepted and not accepted within a given society and culture, built and sustained over time\(^{28}\).

Inclusion and integration differ from exclusion and segregation, as illustrated by the following figure. Inclusion is more encompassing and comprehensive than integration, which is a mechanism for inclusion. Insertion is used for specific areas, such as education and labour, that encourage social inclusion.

---

25 ‘Migración internacional e inclusión en América Latina’.
26 Ibid.
27 Ibid.
29 Ibid.
From the previously mentioned definitions, it is clear that the social inclusion of refugee and migrant girls and adolescent girls in destination countries is an intentional and sustained process that is based on the dignity of each person and is a matter of justice and equity. Within this process there are three levels of intervention that promote inclusion: community, institutional and structural. These are reflected in the social inclusion process described in Chapter 3 of this guide.

In conclusion, the social inclusion of refugee and migrant girls and adolescent girls in destination countries requires the confluence of multiple factors and multidimensional and intersectoral processes that, as a minimum, include the following components:

- Strengthening of the social fabric
- Participation and empowerment of girls and adolescent girls in the full exercise of their rights
- Effective and equal access to benefits and goods that ensure that girls and adolescent girls can exercise their rights
- At the community and institutional level, recognition of practices of positive valuation and acceptance of interculturality and diversity
- Cross-cutting incorporation of intercultural and non-discrimination public policies
- Incorporation of the equality approach to human mobility into local and national policy planning
- Activation of mechanisms to prevent child labour and protect girls and adolescent girls below the legal age to perform any type of work, in accordance with international and legal regulations
- Integration of the gender-transformative approach in public policies and services, which implies that:

  - Women, men, girls and boys, people with different sexual identities and sexual orientations should equally enjoy the same rights, resources, opportunities and protections\(^{30}\).
  - All people, including refugee and migrant girls and adolescent girls, have equal opportunities to develop their potential and freely make decisions about their lives, without being limited by stereotyped gender roles.
  - Gender-based discrimination should be eliminated and equity promoted in all areas of life, including education, employment, political participation, decision-making and personal relationships.
  - It is necessary to eradicate GBV, guarantee equal pay, promote co-responsibility in domestic and care tasks, and promote equal representation of women and men in all areas of society.

Chapter 2.

Considerations on the social inclusion process for refugee and migrant girls and adolescent girls
2.1. Areas of activity and actors in the social inclusion process

The process of refugee and migrant girls and adolescent girls’ social inclusion in destination countries is primarily collective, as it involves everyone, including society as a whole, and requires intentional, sustained actions with specific objectives, strategies and activities so that girls and adolescent girls can enjoy comprehensive inclusion. This process also develops interrelational skills between the girl, adolescent girl and the actors present in the destination country.

Any support process for social inclusion must be based on comprehensive protection and include measures for accessing rights, as shown in the social inclusion process flowchart on page 33.

The social inclusion process therefore requires at least three areas of coordination based on relationships of solidarity and support: community, institutional and structural. The actors in these areas are linked to and affect each other, particularly when they are present and act in the geographic area or territory where the refugee and migrant girls and adolescent girls are settled and/or where the social inclusion process is carried out in the destination countries.

The purpose of distinguishing the areas of intervention is to facilitate the choice of specific actions to be supported by each of the actors and how the intervention of each one can influence other areas, positively and meaningfully affecting the comprehensive development of girls and adolescent girls.

It is recommended that the following lines of action be considered to influence state action, since governments are responsible for guaranteeing rights:

1. Identification of the territories in which the migrant population is settled and analysis of the context, with particular emphasis on the opportunities offered to these people with respect to community and infrastructure conditions, and materials available for the exercise of their rights.

2. Consideration of what has already been done at the community, social and institutional levels to welcome girls and adolescent girls coming from other places and the key actors involved.

3. Analysis of the obstacles faced by the migrant population in the destination country, and of refugee and migrant girls and adolescent girls in particular. Information from international organizations (such as United Nations agencies, ECLAC and R4V), official national organizations and civil society organizations (women, youth, girls and adolescents, refugees, migrants, etc.) will be used for this analysis.
Based on the equality approach to human mobility, the International Organization for Migration (IOM) indicates that the situational analysis requires:

a. Examination of how migration both affects and is affected by other sectoral policies, such as employment and productive activities, access to basic services, planning of public spaces and disaster risk management;

b. Adaptation or development of new policies, strategies and programmes that respond to the needs of migrants as participants in their host communities and as agents of development.

Public policy must establish effective mechanisms and measures to adequately and progressively respond to social changes that provide the economic, social and cultural conditions for exercising rights in general. It must permeate the State, at both the national and local level, through services accessible to the destination communities of refugee and migrant girls and adolescent girls. This requires significant coordination and organization between state authorities, civil society and community actors.

From this perspective, and without prejudice to public policy advocacy carried out by actors from the care services, Table 1 presents some suggestions on what can be done based on some of the situations that refugee and migrant girls and adolescent girls may experience in destination countries in the region. It outlines some effects or consequences for exercising their rights and presents, as an indication, proposals for action at the community and institutional level to help overcome the situation and specifically encourage their inclusion.

![Figure 4: Relationship between public policies and services](source: Prepared by authors.)
### Table 1: Possible responses for social inclusion in the destination country

<table>
<thead>
<tr>
<th>Situation in the host country</th>
<th>Effects</th>
<th>What to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public policies do not take into account the daily reality of refugee and migrant girls and adolescent girls.</td>
<td>• Ineffective responses to the needs of girls and adolescent girls.</td>
<td>• Ensure that girls and adolescent girls are able to express their opinions and that these are taken into account in public decision-making.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Encourage spaces for the participation of girls and adolescent girls.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Promote and disseminate spaces for dialogue and participation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Gather the opinions, needs and expectations of girls and adolescent girls about the programmes and projects.</td>
</tr>
<tr>
<td>Lack of identification documentation for girls and adolescent girls.</td>
<td>• Obstacle to accessing health and education services, etc.</td>
<td>• Public agencies must not demand documents as a requirement to receive health care or enter the education system.</td>
</tr>
<tr>
<td></td>
<td>• Distrust of landlords to lease space for housing.</td>
<td>• “Allow enrolment outside of school periods to facilitate the reintegration of refugee and migrant children, so that they do not have to wait an entire school year to access school.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Create partnerships with key actors to ensure that refugee and migrant girls and adolescent girls can access basic services.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Civil society should generate empathy and strengthen solidarity and support.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Promote social housing programmes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• &quot;Low-cost rents, government control of the quality of supply, access to a lawyer in case of abuse... to facilitate the inclusion of the migrant... population, their access to decent housing... “</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Promote programmes for accessing credit at preferential interest rates to acquire housing.</td>
</tr>
<tr>
<td>Territories with insufficient basic services (drinking water, energy and housing).</td>
<td>• Increase in the cost of basic services for decent housing.</td>
<td>• “Promote spaces for social participation and intragovernmental coordination to design an action plan.”</td>
</tr>
<tr>
<td></td>
<td>• Increase in the cost of rental housing.</td>
<td></td>
</tr>
<tr>
<td>Lack of information on how to access basic services.</td>
<td>• Failure to take advantage of available resources..</td>
<td>• Provide clear, concrete and understandable information for people in situations of human mobility.</td>
</tr>
<tr>
<td>Lack of knowledge of the language and culture.</td>
<td>• Hinders interpersonal relationships and social inclusion.</td>
<td>• Implement specific intercultural education activities or courses.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have specific measures for school support and, if necessary, for learning the language of the host country.</td>
</tr>
<tr>
<td>Discrimination against refugee and migrant girls and adolescent girls by the population.</td>
<td>• Situation of social exclusion persists.</td>
<td>• Implement training processes to address myths and prejudices against refugee and migrant girls and adolescent girls, especially for the media, teachers and public servants.</td>
</tr>
<tr>
<td></td>
<td>• Fragmented societies.</td>
<td>• Lead campaigns that promote a culture of social cohesion between refugees and migrants and host communities.</td>
</tr>
<tr>
<td></td>
<td>• Possible situations of violence against them.</td>
<td>• Recognize the contribution of people of other nationalities to the country’s development.</td>
</tr>
</tbody>
</table>

Source: Prepared by authors.

---

32 ‘Estado de situación de niñas, niños y adolescentes refugiados y migrantes de Venezuela’.
33 ‘Girls and adolescents, migrant, refugees and displaced in Latin America and the Caribbean’.
34 ‘SDGs and Cities: International human mobility’.
2.2 Specific considerations regarding the social inclusion of refugee and migrant girls and adolescent girls with disabilities

The Convention on the Rights of Persons with Disabilities incorporates the social model of disability, guaranteeing children and adolescents the exercise of their rights without any discrimination. It therefore aims to eliminate or mitigate the various barriers that hinder or prevent their full and effective participation on equal terms. This approach goes beyond the medical perspective, which identifies a person’s long-term physical, mental, intellectual or sensory impairments and proposes their treatment by specialists.

The social inclusion of girls and adolescents with disabilities means that they can make decisions relating to the various dimensions of their lives, drawing on their abilities and exercising their rights with all the guarantees at all stages of life.

From this perspective, social inclusion is a two-way street, as UNICEF explains in Figure 5.

**Figure 5: Twin-track social inclusion of girls and adolescents with disabilities**

On the one hand, including children with disabilities in all policies and programs aimed at children and adolescents (e.g. fostering the adoption of laws and policies on inclusive education).

On the one hand, designing and implementing specific measures for children with disabilities that allow to address specific situations and needs (e.g. supporting the elaboration of inclusive textbooks).


---

2.3 Specific considerations for labour market integration

The destination country must create the necessary conditions for refugee and migrant girls and adolescent girls and their family members of working age to integrate socioeconomically. This can be achieved through measures promoting access to income-generating opportunities and decent livelihoods, as indicated above, in order to prevent girls and adolescent girls from being used for child labour. This section is based on the vital eradication of child labour. As indicated by the ILO, families becoming economically stronger can have a positive impact on reducing child labour and increasing enrolment and attendance in education.

Care services for refugee and migrant girls and adolescent girls (including those who are also GBV survivors) and social inclusion processes in destination countries should therefore consider educational inclusion key in their protection, as well as in the regulatory child protection framework in each country. Hence the States’ role as guarantor with respect to the full exercise of rights, which commits them to influence individual, family and context-related factors, and to ensure social protection so that girls, adolescent girls and their families have the conditions needed for their comprehensive development.

In this sense, the labour market integration of unaccompanied or separated refugee and migrant adolescent girls will be carried out in compliance with international and national standards on minimum age and is linked to their necessary educational inclusion, at least up to the basic education level, to ensure learning, knowledge and development of skills according to each country’s legal standards. It should be noted that some States in the region have deficient systems. These

Cities must be made accessible and systematically develop measures to facilitate access to public transport.

In order for refugee and migrant girls and adolescent girls with disabilities to socially integrate in destination countries, educational campaigns must take place that encourage a change in society’s exclusionary attitudes and promote attitudes that recognize the rights of persons with disabilities to be included in institutional and community processes. Physical barriers that impede access to services and opportunities should also be removed, and respect for the girls’ rights and compliance with the legal measures and mechanisms provided for in each country’s legislation should be ensured to promote the effective social and community inclusion of girls and adolescent girls with disabilities.

It is therefore important that society as a whole is prepared to adapt its method of communication in relation to each disability, so that girls and adolescent girls can understand information (e.g., sign language interpreters for refugee and migrant girls and adolescent girls who need it) and their specific requirements can be adequately met. Likewise, cities must be made accessible and systematically develop measures to facilitate access to public transport (e.g., wheelchair ramps), and eliminate obstacles (stairs, inconvenient slopes, etc.) that impede the autonomous mobility of refugee and migrant girls and adolescent girls with disabilities.

Chapters 3 and 4 of this guide describe and outline specific actions to promote the social inclusion of girls and adolescent girls in their destination country.

---


37 Estado de situación de niñas, niños y adolescentes refugiados y migrantes de Venezuela.

38 Ibid.

States should therefore develop or strengthen inclusive mechanisms to facilitate access to basic benefits in destination countries for people in the context of human mobility.

On the other hand, education and/or training for a job should be considered as a component of social inclusion for working-age refugee and migrant adolescent girls, allowing them to have the material conditions needed for their survival and comprehensive development. This is particularly important for unaccompanied refugee and migrant adolescent girls, who, due to their lack of economic resources, are more vulnerable and at greater risk of being victims of trafficking for different aims and/or being exposed to labour exploitation. All this against a backdrop of precarious economic conditions for refugee and migrant families who enter the informal economy, with self-employment and subsistence work with little or no protection in terms of security, health and social protection. Furthermore, child labour is socially accepted in several countries in the region, as a result of cultural practices and precarious socio-economic conditions, and there are even regulations authorizing children and adolescents to work.

ILO and UNICEF are adamant that “laws and policies must also connect the array of different rights upholding freedom from child labour.” Under the Convention on the Rights of the Child, article 32, States recognize the right of children and adolescents to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with their education, or to be harmful to their health or physical, mental, spiritual, moral or social development. For this reason, and based on other international instruments, the Convention on the Rights of the Child establishes that States shall set the minimum working age or ages.

In social inclusion processes, protection takes the form of promoting access to education that allows each refugee or migrant girl or adolescent girl to develop skills and talents, and, if she is interested or if her situation necessitates, to take into account the minimum international standards on age, type of work that can be performed, conditions, maximum working hours, among others.

In addition, it can serve as a reference to advance the protection of refugee and migrant children and adolescents through processes of social awareness and the deconstruction of cultural practices that perpetuate child labour, as well as advocacy for governments to adapt their legislation and public policies within the framework of the principles of comprehensive protection aimed at effectively abolishing all forms of child labour.

ILO and UNICEF are adamant that “laws and policies must also connect the array of different rights upholding freedom from child labour.”

---


Both dimensions, i.e., the right for adolescent girls to work (which is exercised progressively) and the right to protection against child labour and all forms of exploitation, must be taken into account in integrating refugee and migrant adolescent girls into the labour market in the destination countries because:

- In terms of rights, it allows for the recognition of all guarantees, rights and benefits recognized by the States in favour of workers, as well as access to the occupational health and the social security system.

- In terms of protection, the work that adolescent girls can do must take place in a conducive environment (safe and healthy), be decent and reflect their aptitudes and comprehensive development process. In no case can the work be risky.

- It may not hinder them from exercising their right to education, it must contribute to the comprehensive development of adolescent girls while giving them the opportunity to obtain an income that will provide them with the conditions for a dignified life.

Therefore, care services will encourage refugee and migrant adolescent girls to recognize talents and skills developed during their childhood through games and recreational or cultural spaces, recognize their limitations and identify their interests, so that they can plan compatible occupational activities and demonstrate their skills.

Finally, care should include specific measures to prevent refugee and migrant girls and adolescent girls from performing any form of forced or compulsory labour in their destination countries; ensure their access to educational establishments and compliance with at least the basic and compulsory level of education; and contribute to overcoming their discrimination in employment.

In this context, some Latin American and Caribbean countries are undertaking specific actions to encourage the socio-occupational and economic inclusion of the refugee and migrant population. For example, Colombia has a socio-occupational guidance chart tool, which is a set of processes and strategies (free of gender stereotypes) that support adolescents undergoing transitions in their educational and working trajectories. Meanwhile, Brazil has developed two approaches: one in Amazonas, which aims to cover economic empowerment, providing financial management classes to improve skills in managing small businesses and savings clubs, and another in Roraima, called ‘Strategy for economic empowerment and access to safe job opportunities’, which is particularly important for unaccompanied and LGBTI adolescents42.

---

Chapter 3.

Support in social inclusion processes
3.1. Promoting girls and adolescent girls’ empowerment

Empowerment is a key strategy for overcoming the gender inequalities that affect millions of refugee and migrant girls and adolescent girls in the Latin American and Caribbean region. Empowerment is the process of strengthening knowledge and skills to exercise power and have the freedom, information and support to make decisions and act to make them a reality. Empowerment is not an end point or a fixed state, but a process of change. It is a personal journey through which girls and adolescent girls develop a clear and evolving understanding of themselves in the world, accompanied by an increased ability to make decisions that will impact their lives and assets (e.g., physical and mental assets, social networks, financial assets, skills and time).

The empowerment of refugee and migrant girls and adolescent girls in the destination country must be considered from the outset in order to ensure the relational and institutional conditions for these girls to express their opinions and have them taken into account. They should develop skills and abilities so that they can make decisions in accordance with their interests, considering that participation is a right, which is why it is necessary to promote autonomy and favour conditions that make participation a free decision.

It is essential that both psychosocial support and social inclusion processes for refugee and migrant girls and adolescent girls build conditions of trust and interpersonal relationships between the professionals and the girls, as well as appropriate and adapted tools to empower them.

Based on the Remote Psychosocial Support Model and its Tool Guide, key elements for providing psychosocial support to girl and adolescent girl GBV survivors are listed below. Both psychosocial support and social inclusion processes for refugee and migrant girls and adolescent girls will:

- Respect their personal decisions, preferences and choices whenever possible.
- Ensure child- and adolescent-centred care that aims to empower them.
- Be oriented towards restoring the girl’s sense of control, ensuring that she is the one who makes the decisions, appropriate to her age and maturity, throughout the entire process.

All of the above involves adapting the service to the people, and not the people to the service.

46 ‘Remote Psychosocial Support Model’.
3.2. Promoting the participation and commitment of actors, with special attention paid to women’s organizations

Local organizations led by women and girls have a deep understanding of the needs of their communities and the capacity available to address those needs. Their presence and connections have allowed them to earn the trust of other members of the community. However, these organizations continue to face significant difficulties in making their voices heard in decision-making forums and accessing the funding necessary to carry out their important work.47

Social inclusion is a dynamic process with multiple causes that requires a sense of individual and collective community memory to be recovered. This is important partly due to the accelerated pace of life and the immediacy that makes us forget the historical and cultural contexts that forge identities built over time by various influences and traditions.

Achieving the social inclusion of refugee and migrant girls and adolescent girls in the destination country requires State responsibility that is embodied in public and institutional policies, and social commitment in which actors such as the media, churches, social movements and collectives, women’s organizations, producers, entrepreneurs, among others, play a key role.

Participation and commitment are characterized by fluid communication between people, based on relationships of trust and mutual support. They are focused on achieving the goals previously outlined and carried out within a climate of trust and reciprocal support among its members, where synergy prevails. In other words, joining efforts and employing each person and institution’s competencies and talents around a common objective, creating a whole that is much greater than the sum of its parts. Therefore, the idea is for the participants to exchange their experiences, respecting their roles or functions in order to achieve common objectives and play an active part in achieving the planned activities.

This network of relationships will strengthen commitment and participation that will create new conditions in the community for the inclusion of

---

migrant girls and adolescent girls and will generate relationships and emotional ties among community members: neighbours, services, institutions and organizations, as well as cultural, art, sports groups, etc.

In summary, activating participation and commitment implies that all actors and people involved in the process are heard equally and their opinions are taken into account, and that they participate in decision-making on the objectives and actions to be carried out in the community for social inclusion. They are the protagonists of the community development process for the inclusion of refugee and migrant girls and adolescent girls in the destination country.

3.3. Support networks as a strategy for social inclusion

Support networks are a strategic initiative in the social inclusion of refugee and migrant girls and adolescent girls in the destination country.

Support consists of ongoing dialogue with the girl or adolescent girl that helps the supporting individual understand her needs, expectations, dreams and objectives. This dialogue must also enable the girl or adolescent girl to understand the information, language and cultural practices in their destination country, among other aspects of daily life.

Support networks are complementary to the professional support provided to refugee and migrant girl and adolescent girl GBV survivors. The care service provides a training process for the network to ensure that it has the educational and communication resources and skills required.

The objectives of the support network are as follows:

- Develop relational, social and communication skills related to the destination country’s culture (understand communication codes and how they relate).
- Understand educational and work environments, in the case of adolescents aged 14 years and above, and access to services.
- Connect refugee and migrant girls and adolescent girls to people who can facilitate or support certain activities in their life project in their destination country.

The support network may be made up of girls and adolescent girls from the country of origin who have undergone a process of inclusion and those from the country of destination, as well as families or other persons committed in solidarity to support specific actions or activities, such as:

- Identifying local language and forms of expression, as well as key aspects of socialization among peers for use in certain spaces and services
- Sharing knowledge of the places where they can physically access recreation, health, education and migration services, as well as a good understanding of the requirements and, if necessary, support in filling out certain forms
- Facilitating the use of public transport (knowing the most appropriate lines and routes and the time required to move from one place to another), and its cost
- Enabling access to care services for refugee and migrant girl and adolescent girl GBV survivors
It should be noted that the support provided through the network is provided by one of the members, the “referent”. It is possible that other members of the network collaborate with the refugee or migrant girl or adolescent girl because of their experience, knowledge and/or skills, but there is only one “referent”. Occasionally, support can also be provided by one family supporting another family.

In all cases, support is provided over one to two years and via a stable and ongoing relationship of trust and support. This takes the form of weekly or fortnightly meetings, depending on the needs of each girl or adolescent girl. If the girl or adolescent girl has recently arrived in the destination country, she will likely require more support and more intense care. Then, over time, meetings can be spaced further apart until the support comes to an end. At this point, the supporting person must be clear about their role in strengthening the refugee or migrant girl or adolescent girl’s capacities and empowerment for decision-making and autonomy in the destination country. The care service professionals will evaluate, on an ongoing basis and based on the above, whether the support network is a resource that effectively boosts the girls and adolescent girls’ autonomy and social inclusion.

It is possible for friendships to emerge that last over time and transcend the network.

Relation between the support network and the care service

The support network and care service can be related to each other in the following way: the network can be autonomous, which means that a group of people is formed and establishes its own rules and agreements for supporting refugee and migrant girls and adolescent girls. In this case, the care service works with the network that has its own resources, although it could also support the network in better understanding the context of refugee and migrant girls and adolescent girls and provide training, among other things.

On the other hand, the network may be part of the service, which proposes its creation and assumes the task of training it in the resources and skills needed to achieve its objective. In this case, the service assumes the role of coordinator for the support network.

The process of social and community inclusion for refugee and migrant girls and adolescent girls includes a community development subprocess. It may be the case that members of the community who participate in this process are also part of the support network.

3.4. Skills that professionals should develop for the social inclusion of refugee and migrant girls and adolescent girls

Professionals who support refugee and migrant girls and adolescent girls in social inclusion in their destination country must have the communication and relationship skills set out in the Remote Psychosocial Support Model. They should also have the skills relevant to supporting the dependent girl or adolescent girl by “walking alongside” her, allowing her to carry out her routine and extraordinary activities, and to minimize the risk of social isolation.

Professionals doing this support work should bear in mind that refugee and migrant girls and adolescent girls are in a vulnerable situation, and that, on many
occasions, this vulnerability will also be psychological, meaning that feelings of sadness, anguish and even depression may appear. In these moments, support will be vital for refugee and migrant girls and adolescent girls who are GBV survivors, so that they feel supported and understand that they are not alone. This support does not need to consist of physically holding the girl’s hand through every step, but rather is aimed at ensuring the girl feels supported and understands that she can count on someone whenever she needs it, in addition to meetings or phone calls.

As a basic principle, support includes the autonomy and empowerment of refugee and migrant girls and adolescent girls. The professional’s supportive attitude encourages the girl or adolescent girl to exercise her right to self-determination, avoiding overprotection, direction or dependence.

The following capabilities are required to provide effective support:

- **Empathetic understanding:** This is the ability to correctly perceive what the refugee or migrant girl or adolescent girl experiences, and to communicate this in a language adapted to her feelings. Professionals must be able to see the world through her eyes. They must be closer and more empathetic than usual in order to adequately understand the girl’s interests, dreams, desires and projections so that she can feel part of a culture and a community and experience positive inclusion. This capacity supports social inclusion for the refugee or migrant girl or adolescent girl in her destination country.

- **Ability to identify individual interests:** Identifying the interests of each participant in the social inclusion process encourages participants to be the protagonist of their own process, in turn creating cohesion and integration and prompting the participant to act. When the refugee or migrant girl or adolescent girl is listened to and heard, she feels like part of the group and part of the process. This encourages certain attitudes, such as curiosity, competence, recognition, acceptance and autonomy.

  When the refugee or migrant girl or adolescent girl is an active part of the process and recognizes that her interests are taken into account, she becomes self-motivated and proactive and becomes the protagonist of her own process.

- **Execution or management skills:** This is the ability to implement or carry out a project or idea or, simply, to perform any job. Effective execution or management is understood as the ability to achieve individual or community goals and objectives. This capacity creates security, respect and trust in others, and is strengthened by the integration, motivation and individual or group commitment of refugee and migrant girls and adolescent girls and other actors involved in the process.

- **Respectful and responsible exercise of power:** In addition to recognizing the capabilities, strengths and knowledge that each person has in different social inclusion areas and processes, when power is exercised with respect and responsibility it should also facilitate the autonomy of refugee and migrant girls and adolescent girls and other actors. It is therefore important that respectful and responsible power is exercised in order to carry out social inclusion processes; this means that the professional is recognized for the degree of knowledge, skills and authority they possess on the subject in question.

- **Ability to look at reality critically and constructively:** Constructive criticism should be offered respectfully and with good intentions. Ideally, the person offering constructive criticism should also be prepared to help think of and propose possible solutions and, in subsequent steps, serve as a valuable tool in the process of growth and change.
Ability to mediate, negotiate and reach agreements: To generate a social inclusion process where participants are diverse, it is vital to learn or strengthen these three skills so that the process is successful, and so that participants achieve their individual and collective objectives and feel satisfied. The skills of mediating, negotiating and reaching agreements are based on communication and listening. Professionals should know how to communicate, know how and when to say the right words, and be able to clearly express what they want to say. Listening is another important skill – the professional must listen to each of the participants. Understanding their interests, expectations and positions will help in mediation, putting the interests of each participant in the dialogue, searching together for possible solutions and reaching agreements.

To facilitate reaching agreements, the following should be taken into account: separate the person from the problem; focus on interests, not positions; create mutually beneficial options; and insist on objective criteria.

Table 2 consolidates the skills described and presents some guidelines on what to do and what to avoid.

Table 2: Practical application of skills

<table>
<thead>
<tr>
<th>WHAT TO DO</th>
<th>WHAT TO AVOID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use situation-focused first-person statements (e.g., “It seems to me that...” or “I think that...”).</td>
<td>Using expressions aimed at valuing or questioning refugee and migrant girls and adolescent girls (e.g., “You did...” or “You said...”).</td>
</tr>
<tr>
<td>Share comments or suggestions that are practical and can be implemented. That is, offer ideas and next steps that can be put into practice.</td>
<td>Comments that do not include practical things as this becomes destructive criticism.</td>
</tr>
<tr>
<td>Give constructive criticism through conversation, give the person time to think and to ask questions. The best comments and suggestions are collaborative not prescriptive.</td>
<td>Making imposing comments, which can be frustrating, overwhelming and make the person feel attacked on a personal level.</td>
</tr>
<tr>
<td>Listen to everyone and take into account the opinions and interests of all participating refugee and migrant girls and adolescent girls. Try to get everyone to participate.</td>
<td>Only listening to the opinions of the same refugee and migrant girls and adolescent girls because these seem more interesting or appropriate.</td>
</tr>
<tr>
<td>Listen to understand, not to respond. Listen without formulating a response or a defensive response to comments. Before responding, take a deep breath and resist the temptation to react, respond or argue.</td>
<td>Reacting immediately. Comments can trigger our fight or flight reaction and turn a session into a failure.</td>
</tr>
<tr>
<td>Connect comments to the role, not the person.</td>
<td>Taking suggestions personally.</td>
</tr>
<tr>
<td>Ask questions about the comments made to find out where improvements need to be made.</td>
<td>Questioning or justifying comments that are made.</td>
</tr>
</tbody>
</table>

Source: Prepared by authors.
Ability to use information and communication technology (ICT): It is important to note the role played by ICT in this process, since girls and adolescent girls tend to naturally develop in the digital world by using technologies such as the Internet and social networks. They use both to access information and learning during their free time, and to establish and maintain their social relationships.

To broaden their knowledge of these technologies, refugee and migrant girls and adolescent girls can access multiple educational resources and online training and/or education initiatives. These enable them to obtain information on different community resources, cultural activities, community participation, employment opportunities for adolescents of legal age, care services for girls and adolescent survivors of GBV, as well as the location of places that interest them and ways to get there.

Improving refugee and migrant girls and adolescent girls’ ICT skills allows them to use digital platforms appropriately and safely, as well as alerting them to possible risks and preventing them from finding themselves in situations that expose them to rights violations.

3.5. Flowcharts for the social inclusion process

This guide proposes a flexible social inclusion model for refugee and migrant girls and adolescent girls in the destination country; it can be adapted to the specific characteristics of each community and respond to diverse cultural realities, integrating the ways of understanding reality provided by the ethnic communities of each country and territory.

The flowcharts are a graphic representation of the planned intervention process for the social inclusion of refugee and migrant girls and adolescent girls. They include the conceptual and theoretical aspects developed in the preceding chapters.

Before presenting the figure and describing the flowcharts, it should be noted that the social inclusion of refugee and migrant girls and adolescent girls establishes:

1. Independent processes: The processes described in the flowcharts can be executed autonomously. The starting point for each process may be a specific refugee or migrant girl or adolescent girl or a group of several unspecified or specified girls and adolescents. Although communities generally involve members who are connected and share the same territory, they can also include people who share interests without being located on the same territory.

2. Linked processes: Although the processes are independent, they are also linked to each other. For example, the support of a refugee or migrant girl or adolescent girl can be a point of reference for a specific community. Likewise, the community process can affect care services at the local level, or the experiences of labour integration or social inclusion in certain territories can impact the implementation of cross-cutting public policies and vice versa.

3. Dynamic and interconnected processes: It must be understood and accepted that the social inclusion process is dynamic and flexible, and that actions carried out affect and enhance each other.
in strengthening the social fabric, welcoming and supportive communities, and transformative public policies.

4. **Process and strategy:** Working with the community is a social inclusion strategy, while the links and relationships that can be developed between community members and refugee and migrant girls and adolescent girls are part of their social inclusion process.

In summary, to focus on the refugee or migrant girl or adolescent girl and her empowerment during these processes, we propose individualized work with each of them to ensure their social inclusion in the destination country. For unaccompanied and separated adolescent girls who are of working age in accordance with international instruments and the norms of each country, a labour market integration plan that is linked to exercising their right to education should be considered, according to their needs and interests. Education contributes to social inclusion and is simultaneously a way to prevent serious rights violations such as trafficking for sexual or labour exploitation.

Therefore, there are three flowcharts in this guide:

a. **The social inclusion process**
b. **The community development subprocess**
c. **The labour market integration subprocess**

The flowcharts show, in an orderly, logical and sequential manner, the processes that are implemented at the community level to advance changes in attitudes and social relations. This affects the structural transformations required for the social inclusion of refugee and migrant girls and adolescent girls in the region’s destination countries.

This is why the guide is aimed at various social actors. For example those present in a given community or territory who are willing to engage in social inclusion processes; and others from the institutional sphere who are key to accessing goods and services or supporting the implementation of labour market integration plans. In addition, the guide aims to contribute to the structural sphere through transformative public policies.
3.5.1. Social inclusion process

Girl or adolescent girl starting a social inclusion process

Does the community meet the conditions for inclusion?

- Community development subprocess

Identify the needs and interests of the girl or adolescent girl

Has the girl or adolescent girl been included?

NO

YES

Support for the girl or adolescent girl in inclusion and use of services

Use of services required by the girl or adolescent girl

Find spaces and groups where children and adolescents can participate

Incorporation of the girl or adolescent girl into the identified space(s) or group(s)

Girl or adolescent girl's access to services

Basic services
- Security
- Inclusive language
- Non-discrimination
- Openness to difference
- Solidarity

- Adolescent and women's associations
- Art, culture, music, sports, etc. groups
- Spaces for citizen participation, educational spaces, etc.

Close
3.5.1.1. Description of the social inclusion process

In order to generate identity and belonging for refugee and migrant girls or adolescent girls, it is important to create a process of inclusion in a specific territory. To do this, it is vital to understand the social dynamics (including GBV risks, acceptance by the host community), risks in the public space, and services and educational opportunities available in the territory where the girl or adolescent girl lives in order to include them in social and community life.

Inclusion requires a series of actions on the part of the refugee or migrant girl or adolescent girl that encourage her autonomy and participation, as well as conditions on the part of the community that encourage inclusion in the destination country.

Therefore, social inclusion requires the confluence of certain factors or elements, including:

- Strengthening of the social fabric through consultation processes and active participation of people from the host community and refugee and migrant girls and adolescent girls
- Participation and empowerment of refugee and migrant girls and adolescent girls in the full exercise of their rights
- Effective and equal access of refugee and migrant girls and adolescent girls to benefits and goods that ensure the exercise of their rights
- Recognition of practices, at the institutional and community level, of positive valuation and acceptance of interculturality and diversity
- Cross-cutting incorporation of intercultural and non-discrimination public policies
- Integration of the gender-transformative approach in public policies and services
- Incorporation of the equality approach to refugees and migrants in local and national policy planning
- Formation of networks of peers (girls and adolescent girls from the destination country and country of origin) and of families or any other people who are linked by solidarity and acceptance and who can support refugee and migrant girls and adolescent girls in implementing concrete actions that contribute to social inclusion

The process is activated because there is a girl or adolescent girl coming from another country who begins a process of social inclusion in the destination country destination and requires greater opportunities, access to resources, say and respect for her rights.

Once the process has begun, the first step is to ask:
Does the community meet the conditions for inclusion?
If the answer is yes, then the process continues; while if the answer is no, the community development subprocess must be initiated.

Community conditions include the following, in addition to what has already been mentioned in previous chapters:
Whether it is a safe territory: levels of violence, criminality, etc.

Whether it discriminates and/or uses exclusionary language towards people from different countries and cultures.

Whether differences are valued or if they constitute a source of conflict.

The level of acceptance for diverse cultures and nationalities.

Refugee and migrant girls and adolescent girls’ needs for access to services includes:

- Education
- Housing
- Employment or entrepreneurship
- Migratory regularization

Identify the needs and interests of the girl or adolescent girl

While conditions are created within the community, the refugee or migrant girl or adolescent girl’s needs and interests of should be identified. Interests at the community level refer to cultural, sporting, artistic, musical and participatory activities, while needs refer to services and access to these, etc. The path to labour market integration tool is used to identify interests (see Annex 1).

A search is initiated for spaces and groups for refugee and migrant girls and adolescent girls to participate. This search is carried out for each of them. These spaces and/or groups are related to the interests already identified and may have different characteristics, such as:

- Adolescent and women’s associations
- Art, culture, music, sports, etc. groups
- Spaces for citizen participation, educational spaces, etc.

Find spaces and groups where children and adolescents can participate

Once the refugee or migrant girl or adolescent girl is participating in the different groups and/or spaces she has chosen and is accessing the services she requires without any type of discrimination or rejection, professionals can support her positive inclusion, in order to avoid possible situations of rejection or exclusion, discrimination, xenophobia, etc.

This support is provided to help the migrant or refugee girl or adolescent girl and to work with the chosen space and/or group on welcoming attitudes, coexistence, good treatment, promoting a culture of peace, access to services, advocacy in public policies that promote inclusion, the right to participation with a say and the effective exercise of her rights. Support is also provided in managing a variety of situations that may arise due to cultural diversity, thus facilitating her inclusion.
As support is carried out, an overall evaluation of the process is carried out using measurable indicators. Together with the refugee or migrant girl or adolescent girl, it must be asked whether inclusion has taken place? This moment of listening to the girl or adolescent girl is relevant because it will provide feedback on both the difficulties and the opportunities of the process carried out, as well as possible guidelines to incorporate new actions.

If the answer is yes, the social inclusion process is closed; if the answer is no, support will continue until social inclusion is achieved. For the purposes of the flowchart, it is likely that the process will be closed, although the girl or adolescent girl’s inclusion in the community will continue to be developed. Therefore, this process will continue to be fed back and can be understood to be continuous and ongoing.

### 3.5.2. Community development subprocess

This subprocess must focus on recognizing a community’s own history; its historical construction; its perception of violence and specifically GBV against refugee and migrant girls and adolescent girls; and its perception of the other, the foreigner, the migrant. As a whole, it should focus on demystifying, identifying discrimination, deconstructing xenophobia, etc. This way, it will become a welcoming community with respect for difference, for people from other countries and cultures, and will become a protective community for refugee and migrant girls and adolescent girls.

Community inclusion is a key strategy for the social inclusion of refugee and migrant girls and adolescent girls in their destination country. To understand community inclusion, facets of community such as territory, social fabric and citizen participation must be considered.

Some concepts related to this subprocess are defined below:

- **Community**: Community is a grouping of people that is perceived as a social unit with common interests and objectives that allow it to identify itself and create feelings of belonging. Its members have some social trait, interest, element or common objective in which the group of people interact more intensely with each other than in other contexts. Communities are located in specific geographic areas.

  They are dynamic environments and spaces in which people, groups and organizations are united, interact and share principles of citizen participation, the objective of which is typically to construct fair social development processes.

- **Territory**: A geographically, politically or administratively defined or demarcated area or geographic space, within which there are organizations, programmes, projects and public
Social fabric: Network of relationships between people, institutions and organizations, or between individual and collective subjects that arise from spontaneous or planned interaction, in the same territory and that may cover common interests or values.

Citizen participation: Degree of belonging that stems from an individual’s willingness to intervene, get involved, act and participate in decision-making to achieve common objectives.

Taking the above description of the elements of community into account, we can see the importance that social and community integration has for comprehensive development and above all for people’s identities, specifically those of girls and adolescent girls.

People create their identity based on how others perceive them socially, and also on the way they identify with one person or another, thereby feeling part of, and integrated into, a community.

This sense of belonging is the feeling or awareness of being part of one or several groups or communities. Like all girls and adolescent girls, refugee and migrant girls and adolescent girls take these human groups as examples, which directly influence their characteristics and perception of themselves. The more traits they share with members of a given group, the more likely they are to identify with it, therefore seeing these characteristics as evidence of being part of something bigger.

As girls and adolescent girls grow up, they establish contact with different groups, such as neighbours on the same street, classmates, other girls and adolescent girls with similar interests, and all kinds of social groups that shape their identity and create different feelings of belonging.

The sense of belonging in girls and adolescent girls is not limited to their family, town or country of birth, but also includes other types of social groups associated with culture, socio-economic class, sports teams, race, religion, occupation or profession of family members, hobbies and much more.

It can therefore be said that the social and community inclusion of refugee and migrant girls and adolescent girls is of vital importance for developing their identity and, more broadly, for their comprehensive development.

For all of the above reasons, this guide offers specific tools that enable the autonomy and participation of refugee and migrant girls and adolescent girls in the processes of social and community inclusion in the destination countries to become a reality.
3.5.2.1. Community development subprocess flowchart

- Community requiring a community development subprocess
  - Preparation of the subprocess by professionals
    - Objective of the subprocess
      - History of the community
        - Community diagnosis
          - Strengthening citizenship and participation
          - Community-improvement actions
          - Inclusion actions for refugee and migrant girls and adolescent girls
            - Implementation of actions
              - Support and monitoring
                - Evaluation
                  - Outcome of the progress and impact
                    - Identification of gaps and obstacles to the inclusion of refugee and migrant girls and adolescent girls
                      - New challenges

- • Political level
  • Institutional level
  • Community level
- • Local level or
  • National level with local presence
3.5.2.2. Description of the community development subprocess

The community development subprocess is carried out at the same time as the social inclusion process, although ideally the community development process would be carried out prior to the girl or adolescent girl’s social and community inclusion process.

For the purposes of this guide, the support provided by service provider professionals for community development consists of being facilitators and working “with” the community, “alongside” the community, i.e., the community leads the process and the professionals become facilitators of change.

A community that requires change for its development initiates the community development process. For this guide, the objective of working with the community is to facilitate and guarantee the rights of refugee and migrant girls and adolescent girls and survivors of GBV. The process involves the community becoming a protector of refugee and migrant girl and adolescent girl survivors of GBV. The task is therefore to promote, together with the community, a change in its language, outlook, attitudes and beliefs regarding other cultures, ethnicities, nationalities, etc., so that it becomes a welcoming community that promotes a culture of inclusion and peace.

The first step in starting to work with a community is for the professionals who will support the community to prepare the community process. Prior to this, the professionals should have identified certain elements, for example:

- Leaders and relevant people in the community
- Public and private organizations, services
- Young people, adolescents, children and women
- Sports, cultural, leisure and hobby clubs

Once the professionals who are going to support the community have outlined the process, the next activity is to send invitations. To do this, it is important to invite and guarantee the presence of the relevant community actors mentioned above.

These actors are the first to be invited, but throughout the process, and with the participation of the community, other actors will be invited, either because of their importance in the community or because they are necessary to make the required changes.

It is important to prepare an electronic or physical presentation, as well as some interesting and brief written material on the process and its objectives. These should then be discussed with the community, allowing them to suggest their own objectives and the processes they consider necessary to achieve them.
In the first meeting, the objective for which they have been invited is presented to the community and discussed. This objective is related to the change required by the community to become an inclusive and welcoming community for refugee and migrant girl and adolescent girl survivors of GBV. It should be noted that the social and community inclusion of refugee and migrant girls and adolescent girls requires the conditions described in the social and community inclusion flowchart on page 33.

Once the history has been agreed with the community, the next step is to collect the community's history, i.e., when the community was created, how it was created, important events, etc. The timeline tool should be used for this purpose (see Annex 2).

It is also important to locate public and private services, organizations and institutions; formal and informal groups of women, girls and adolescents; and other groups, including youth, sporting, cultural, hobby and leisure, migrant and refugee groups. The community mapping tool is suggested for this purpose (see Annex 3).

A map of the community can be created by locating each service, using a map of the area and adding coloured pins to indicate all the points of interest.

In this step it is important, in the analysis and conclusions, to be aware that a community is created by the arrival of people from different places, i.e., both by displacement or internal mobility within a country and international migration. This can help in recognizing how different people, from different generations, with different cultures and experiences can build a reality and network of relationships and, possibly, a better culture. It is also important to motivate the community, at all levels, to welcome girls and adolescent girls of other nationalities and cultures, to build a new reality and network of relationships, and to value this as something positive and as personal and community enrichment.

Once the history has been established, a community diagnosis is made. Two tools can be used for this purpose: the problem tree (see Annex 4) and a SWOT analysis (see Annex 5).

These two tools will help identify the community’s problems and strengths, and will help make decisions and prioritize which issues to address, in what order and how.

The actions will be aimed at three main lines of action: 1) strengthening and citizen participation, which are related, for example, to services, security, environmental improvement, education and health; these actions require advocacy in public policy, etc.; 2) community improvement, which is associated with relationships among people living in the same territory; and 3) inclusion of refugee and migrant girls and adolescent girls in the destination country. These actions refer to changes in relationship styles, beliefs, spaces for girls and adolescent girls, etc.
This is summarized in the following table:

<table>
<thead>
<tr>
<th>COMMUNITY</th>
<th>INSTITUTIONS</th>
<th>STRUCTURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>National public policies and services</td>
<td>Local policies and public services in the territory</td>
<td></td>
</tr>
</tbody>
</table>

- Family
- Neighbours/community references
- Groups of adolescents with common interests
- Women’s groups focusing on empowerment, participation, entrepreneurship, etc.
- Sports and cultural groups, etc.
- Meeting places

- Media
- Companies
- Churches
- Associations with different objectives
- Unions
- Social movements of girls and adolescent girls, women, etc.
- Non-governmental organizations

- Cross-cutting intercultural and non-discrimination policies
- Incorporation of a gender-transformative approach in public policies and services
- Incorporation of the equality approach to human mobility into local and national policy planning

Source: Prepared by authors

Once these actions are defined, they are implemented. A period must be defined for their implementation and execution, and those responsible for successfully carrying them out should be indicated. Although the entire community and all the actors are responsible, there are people specifically and directly responsible for carrying out each action in each area. There are also people responsible for supporting and monitoring the implementation of these actions. These people are required in addition to the professionals who facilitate the community development process.

Once the actions are being implemented, support is carried out by people chosen by the community, as well as by the professionals who are facilitating the community development process. At the same time, actions are monitored and evaluated to ensure that they are working and are compatible with the desired change.

The next step is to conduct an overall evaluation of the community development process from its inception. The changes and objectives proposed by the community should be evaluated, alongside the actions and outcome of the process.

After the evaluation, the progress and impact of the process is broken down; at the same time, new gaps and obstacles to the inclusion of refugee and migrant girls and adolescent girls are identified. From this identification, new challenges arise and new strengthening and citizen participation actions, community-improvement actions and actions for the inclusion of refugee and migrant girls and adolescent girls in the destination country are proposed.

The community development subprocess is a ongoing and continuous process that takes place over time. In other words, it does not end, but rather provides feedback, with new actions being proposed to improve the conditions of the community for the inclusion of refugee and migrant girls and adolescent girls in the destination country. One of the challenges of support is fostering a change in outlook and attitudes and building more inclusive practices that remain over time, beyond the support of professionals and the service, as well as creating an organizational structure for the community to function on its own and continue to bring about changes.
3.5.3. Labour market integration subprocess

Refugee or migrant adolescent girl in need of labour market integration

Identification of interests
Identification of capabilities

Preparation of the labour market integration plan/itinerary

Education/training

Job search

Execution of the plan

Does the job meet the protection requirements?

Support/monitoring

Has labour market integration occurred?

Close
3.5.3.1. Description of the labour market integration subprocess

The labour inclusion process is initiated by a refugee or migrant adolescent girl, aged at least 14 years, who wants and needs to join the labour market. It is important to highlight that labour inclusion goes hand in hand with social inclusion; therefore, some tools or steps are shared between the two processes.

The first step is to identify the interests of the refugee or migrant adolescent girl. Interests are related to the tastes, preferences, skills, desires and dreams that the adolescent girl has regarding the labour market, but also in relation to community. As has already been indicated, both processes share common tools; for this step, the path to labour market integration tool will be used (see Annex 1). Brainstorming will also be used to identify the adolescent girl’s personal interests and capabilities.

Capabilities are identified as well as interests. Once the migrant or refugee adolescent girl’s interests have been defined, it is necessary to identify the skills that she has, does not have and that need to be strengthened to enable her to integrate into the labour market.

It is important to differentiate and analyse skills, attitudes and aptitudes. To identify aptitudes and attitudes, you can also use the brainstorming technique, list of aptitudes and attitudes and employability skills (see Annex 6).

Once the refugee or migrant adolescent girl has identified and recognized her interests and capabilities, she can begin to draw up a personal plan/itinerary for labour market integration in the destination country, which will be described below.

Once the plan/itinerary has been drawn up, indicating which education/training the refugee or migrant adolescent girl has chosen to undertake, she will start the education/training and then start looking for a job.

To select the education/training, it is important to have a catalogue with the various courses and/or training (formal or informal) that exist in the community, as well as the requirements, schedules, costs, contact persons, any available assistance, etc.

The adolescent girl continues to be supported during this process. Her capacities and skills continue to be strengthened to support her incorporation into education/training and search for employment (see Annex 7).
3.5.4. Labour market integration plan/itinerary subprocess

3.5.4.1. Description of the labour market integration plan/itinerary subprocess

This subprocess is mainly for refugee or migrant adolescent girls. She is the one who sets the objectives and targets; the professionals who support her are facilitators of her process and support her in discovering her interests and needs and strengthening her capacities. In other words, the adolescent girl is the centre of the process and is the protagonist of her own journey.

The tool to be used with the refugee or migrant adolescent girl for this process is the path to labour market integration (see Annex 1).

The first step is to carry out a diagnosis of the adolescent’s current situation with her, as explained in the previous pages.

Once this diagnosis has been carried out, the refugee or migrant adolescent girl sets objectives for the short, medium and long term. These objectives relate to the goals to be achieved, which must be attainable, concrete and measurable. The objectives should focus on personal development, as well as labour and professional competences, and access to employment.
After the objectives have been determined, the actions and activities needed to achieve them are defined. It must also be established who is responsible for carrying out these actions and activities and the time frame in which they are to be carried out and accomplished should be set.

Once the actions and activities have been carried out, the objectives and actions are evaluated. Completion of the actions and activities should be continuously monitored and evaluated, and an overall evaluation of the entire labour market integration itinerary should be carried out. The path to labour market integration tool (see Annex 1) that the refugee or migrant adolescent girl developed at the beginning of the subprocess should be used.

Once the evaluation has been completed, the refugee or migrant adolescent girl and the professionals supporting her will examine whether the labour market integration plan/itinerary has been completed. If so, the subprocess is closed and the labour market integration process continues in the training step. If not, new objectives will be established, if necessary, as well as new actions and activities.
Chapter 4.

Flowchart tools
This chapter presents and describes how specific tools are used for the participatory work to empower refugee and migrant girls and adolescent girls with the community of their destination country to ensure their community, social and labour inclusion.

Annex 1.
The path to labour market integration

This is a practical exercise for constructing the plan and goals made by the refugee or migrant adolescent girl to promote concrete actions that boost her educational and/or labour integration. It is carried out in a participatory, visual and fun way together with the adolescent girl.

The refugee or migrant adolescent girl will have a basic drawing as a tool on which to write (using sticky notes (Post-it notes), as indicated below) the goals she hopes to achieve, the activities to be carried out and the worksheet that fully compiles the information contained in the drawing.

About the drawing:

The basic drawing is a path. This should be drawn on a large sheet of paper or cardboard to enable proper visualization and must contain:

1. A starting point, which represents the place where the adolescent is at the time of the exercise.
2. The goal, i.e., the objective to be achieved.
3. Some curves, to show that the path is to be travelled and to indicate the location of some possible difficulties, distractions or obstacles. However, these do not imply that the goals should be abandoned.
4. Some additional symbols may be added to the drawing of the path, such as:
   a. A leafy tree, which provides a shady resting place.
   b. A lake, which provides refreshment on the way.
   c. A little house, which represents shelter and people she can count on for support.

The drawing should not be too busy in order to avoid distracting from the objective of the exercise and to facilitate concentration.

This drawing can be done by the adolescent, in accordance with her skills and aptitudes, and she can also colour it. The adolescent may be provided with a large sheet of paper or cardboard to draw her own picture.
**Materials:**

The following materials are required for this activity:

- A large sheet of paper or cardboard
- Markers of various colours
- Post-it notes, preferably in different colours
- Pencils and pens to write on each Post-it note

This projective, visual and fun exercise provides us with the information to complete the written ‘life project’ document in the work area.

**Carrying out the exercise:**

Labour inclusion is one aspect of constructing a life project. Based on the drawing, the adolescent is invited to reflect on her current situation, which is the starting point for the journey she will take, step by step, with concrete actions that will help her achieve her goal.

Likewise, the adolescent girl is encouraged to recognize her skills and aptitudes (see Annex 6 for a reference to help identify skills and aptitudes). It is also important that she considers her trajectory, i.e., what she has already been doing.

Then, the adolescent girl identifies her social and community interests and writes them on the Post-it notes, specifying what she likes, for example:

- Sharing with children her age
- Doing sports (which ones?)
- Drawing, painting (what does she like to draw, what styles, what media?)
- Dancing, jigsaw puzzles, board games, etc.
- Listening to music
- Writing poetry or stories
- Reading (what?)
- Other: _____________________

The next step is to identify and write on Post-it notes (preferably of a different colour than the ones used in the previous step) in what area she would like to work and what her preferences are in the professional field.

Once the adolescent girl is clear about her starting point, interests and preferences, she can plan what she wants or aspires to achieve. The objective is written on a Post-it note that is placed on the goal drawn at the end of the path.

The next stage is to identify and choose the concrete actions that the adolescent girl needs to take, step by step, in order to reach her goal. These actions are written on Post-it notes and the steps to be performed must be prioritized and ordered. The Post-it notes should also include the time frame in which the actions are expected to be or will be carried out and whether the support of any person (technical team or other referent) is required.

The drawing that this exercise produces is created by the adolescent herself, who can refer to it during the labour inclusion process. The professional may take a photo to record the drawing, provided that the adolescent authorizes them to do so.

At the end of this exercise, the work done is collected and integrated into the life project of the Remote Psychosocial Support Model, in the work section.

The drawing will be used as a reference for monitoring this process, and the path that has been followed will be evaluated, considering:

- Social interests
- Community interests
- Labour interests
- Professional interests
- Skills acquired and developed
- Actions carried out
- Actions that the adolescent girls considers that she has not done
- What she considers to have left behind
Emoticons may be used for this monitoring and evaluation, depending on the refugee or migrant adolescent girl’s skills and preferences.

She will write or add to the Post-it notes on the drawing or life project how she has fared on the path she has travelled.

Lastly, it is important for the adolescent to take into account the obstacles she has encountered along the way and the lessons she has learned. This information will be taken into account to make any necessary changes to the labour inclusion process as well as to the life project.

Annex 2.
Timeline

This is a way of narrating the community’s history. The purpose of this technique is to gather the most relevant facts and display them graphically through a chronological, limited timeline. Timelines allow events to be visualized creatively, by allowing images and visual data to be added.

They are useful as they can cover the most significant incidents and changes in a community, allowing its present situation to be understood and its future to be imagined.

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1920</td>
<td>Original inhabitants</td>
<td>Photos can be added</td>
</tr>
<tr>
<td>1930</td>
<td>Basic services</td>
<td></td>
</tr>
<tr>
<td>1940</td>
<td>First institutions</td>
<td></td>
</tr>
<tr>
<td>1950</td>
<td>First festivities celebrating the founding of the community</td>
<td></td>
</tr>
</tbody>
</table>

In addition to using historical accounts in available censuses, bibliographies and photos, men and women from the various generations and sectors that make up the community should be consulted when creating this timeline. Older people’s support is essential in order to gather information on the oldest events.
Some supporting questions to retrieve the most significant historical data and facts would be:

- When was the community founded?
- Who were the first inhabitants?
- What were the most important events in the community's history?
- Who participated in these events?
- What lessons were learned from each important event in the community? Why?
- How has the population grown or declined over time?

Annex 3.
Map of the community

A map of the community can be printed onto a large sheet of paper and attached to cardboard. Keeping the aim of social and community inclusion for refugee and migrant girls and adolescent girls in the destination country in mind, the spaces of interest outlined in the following paragraph should be marked using coloured pins and adhesive paper.

If there is no map, then a community map should be drawn collaboratively on a large sheet of paper or cardboard. This should include houses; parks; services (health, education, day-care centres, hospital, water, municipality, etc.); public and private organizations; groups and associations of women, young people, children and adolescents; formal, cultural and music groups where recreational activities are carried out, etc.

Recognize the memory of everyday life: “What our community was like”

“A people without knowledge of their past history, origin and culture is like a tree without roots ...”

- Marcus Garvey

Participants are divided into groups according to the number of people present at the workshop and are invited to recall what their community was like in the past. When introducing the activity, it is important to mention the significance of history for understanding the present.

If there are people of different ages present, you can divide the group of participants by age: girls, adolescents, adults and older people. We can also create a group of people who do not live in the community, but who work in it daily and therefore have insight into its recent past.
Once the groups are created, they are asked to recall what the community was like at the beginning, what it was like a few years later and what it is like today. It may be useful to give the older adults the task of remembering the beginnings of the community, the adults of remembering the time after the beginning (perhaps seven years, five years after, etc.), and the young people, adolescents and children can give an account of the present.

Another important guideline is to propose areas to consider, for example, what the family was like back then; what health, education, community organization and basic services were like; what the environment was like. These questions could include:

- **Family**: relationships, were they indigenous or did they come from other places and form the community, where did they come from, why (to know the cause of the situations)?
- **Basic services**: What were the city, streets and buildings like, why?
- **Economic activities**: What were the most important economic activities, why?
- **Geographic**: What were the rural sectors of the community like, why?
- What were the typical parties or games, how were they conducted?
- What was politics like, why?
- What was health and education like, why?

Participants are asked to discuss their community in the past and then depict it in a drawing, as creatively as possible. The idea is that everyone contributes their own memories and knowledge to create the drawing.

The next step is group presentations, in which each group tell everyone what they have drawn, likely provoking an enriched exchange of memories and opinions between the participants. At the same time, pins are placed on the map at places of interest, while the name of the place, service or organization, etc. is written on a Post-it note to the right-hand side.

The final reflection of this stage can be oriented towards different issues of gender equality, such as:

- The vision regarding gender, gender identity and sexual orientation, disability, intergenerational relationships, etc.
- Discrimination, xenophobia, homophobia, etc.
- Stereotypes regarding girls and adolescent girls of other nationalities, specifically related to refugee and migrant GBV survivors, and of other cultures (Indigenous, Afro-descendants)
Annex 4.
Problem tree

The problem tree represents a problem, and encourages understanding of what is happening, why it is happening and what consequences it is causing, therefore helping improve understanding of the issue. In this way, possible solutions to a problem will be more likely to provide effective results.

The advantages of this technique include:
- Helping define the focus of the problem
- Helping identify real problems and rule out supposed problems
- Allowing complex problems to be broken down into more manageable sections
- Helping build a shared sense of understanding

The following questions can be asked to determine the dimensions of the problem:
- What is the problem?
- What causes the problem?
- What are the consequences?

It is recommended that only one problem be addressed per diagram, and that it be presented as a negative situation and expressed in a clear and understandable way.

How is this problem tree technique carried out?

In order to ensure that everyone can share their views and participate, groups of girls, adolescents and adults should be formed. Each group makes a problem tree related to the inclusion of refugee and migrant girls and adolescent girls in the destination country and, specifically, at the community level.

The steps to follow are as follows:

1. Define what the problem is.
   a. This will be a weakness or deficit.
   b. This should be a real situation, not a theoretical one.
2. Define what effects the problem causes (as a team, through brainstorming) and rank them in order of severity or importance. Remember that solutions are not yet being sought.
3. Analyse the interrelationships between the effects and define the causes.
4. Draw the tree of causes and effects.
5. Jointly review the tree to check its validity.
Annex 5.
SWOT analysis

This framework comprises four sections:

1. Strengths
2. Weaknesses
3. Opportunities
4. Threats

This tool can be completed individually, if there are lots of people, as each participant can fill in each box.

One SWOT analysis should be carried out with the girls, another with the adolescents and another with the adults in the community. Within the groups of girls and adolescents, it is important that girls and adolescent girls who are in situations of human mobility are also included.

Within the framework, we will begin with an internal analysis, where we examine strengths and weaknesses, taking into account the structure of each group and the aspects that influence community behaviour regarding the social and community inclusion of refugee and migrant girls and adolescent girls.

In this framework there are two internal elements inherent to the people or the community being analysed for the specific process proposed. These are: 1) strengths, which are the positive characteristics possessed, which will help overcome obstacles and also serve as a model to follow; and 2) weaknesses, which are contrary elements or weak points that can negatively affect the fulfilment of objectives and hinder the achievement of the expected outcomes.

The two external elements are then analysed, where different conditions are analysed in which their proper development does not necessarily depend on the community. Some examples could be social, environmental, political or legal factors. These are: 1) threats, which comprise the negative aspects that affect the group and require a strategic plan to prevent or lessen their effect, and 2) opportunities, which are the positive situations or elements of the environment that should be taken advantage of, since greater benefits for future and growth depend on this.
Annex 6.
List of skills

We can divide the skills into two groups:

Job skills, particularly:
- Adaptability.
- Teamwork.
- Ability to manage stress.
- Ability to negotiate.
- Ability to communicate.
- Innovation and creation.
- Initiative.
- Ability to make decisions.
- Ability to act rationally.

Social skills, particularly:
- Empathy.
- Knowing how to listen.
- Leadership.
- Flexibility.
- Optimism.
- Trust.
- Communication skills.
- Ability to convince.

Aptitude and attitude

Although both terms are often considered to be similar, they cannot be used interchangeably as they differ in meaning. Some of their differences are as follows:

**Attitude** is related to the way someone behaves in a given situation and is based on the behaviour a person exhibits according to their perceptions and state of mind. In short, attitude is reflected in facial expressions, body posture, verbal language and tone of voice.

On the other hand, **aptitude** is related to acquired knowledge, activities, skills or faculties and is directly related to each person’s personality, education, development and environment. Aptitude is, therefore, the talent or capacity that a person has to perform certain tasks, which allows them to develop optimally in certain disciplines or tasks.

<table>
<thead>
<tr>
<th>APTITUDES</th>
<th>ATTITUDES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptability</td>
<td>Critical</td>
</tr>
<tr>
<td>Troubleshooting</td>
<td>Proactive</td>
</tr>
<tr>
<td>Persistence</td>
<td>Pessimistic</td>
</tr>
<tr>
<td>Goal-oriented</td>
<td>Manipulative</td>
</tr>
<tr>
<td>Creativity</td>
<td>Positive</td>
</tr>
<tr>
<td>Proactivity</td>
<td>Negative</td>
</tr>
<tr>
<td>Attention to detail</td>
<td>Altruistic</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Selfish</td>
</tr>
<tr>
<td>Leadership</td>
<td>Interested</td>
</tr>
<tr>
<td>Resilience</td>
<td>Empathetic</td>
</tr>
<tr>
<td>Integrity</td>
<td>Reactive</td>
</tr>
<tr>
<td>Courage</td>
<td>Passive</td>
</tr>
<tr>
<td>Empathy</td>
<td>Contributive</td>
</tr>
<tr>
<td>Competence</td>
<td>Emotional</td>
</tr>
<tr>
<td>Effective communication</td>
<td>Assertive</td>
</tr>
<tr>
<td>Initiative</td>
<td>Rational</td>
</tr>
<tr>
<td>Dynamism</td>
<td>Flexible</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Prejudiced</td>
</tr>
<tr>
<td>Planning</td>
<td>Inflexible</td>
</tr>
<tr>
<td>Organization</td>
<td></td>
</tr>
<tr>
<td>Autonomy</td>
<td></td>
</tr>
<tr>
<td>Sensitivity</td>
<td></td>
</tr>
<tr>
<td>Self-confidence</td>
<td></td>
</tr>
<tr>
<td>Respect</td>
<td></td>
</tr>
<tr>
<td>Cordiality</td>
<td></td>
</tr>
<tr>
<td>Concentration</td>
<td></td>
</tr>
<tr>
<td>Stress management</td>
<td></td>
</tr>
</tbody>
</table>
Annex 7.
Education/training

This tool serves as a reference for both refugee and migrant girls and adolescent girls and for professionals, and allows girls to be self-aware and strengthen the skills, attitudes and aptitudes they require to be integrated into the labour market.

EMPLOYMENT SKILLS

Personal aspects for employment

Main objectives

- Develop verbal and written expression skills, such as orderly description, narration and argumentation.
- Develop comprehension capacity: adequate perception, analysis and interpretation of what is perceived.
- Promote care for personal image and grooming, which facilitates labour relations and an adequate adjustment to the workplace.
- Develop, among the participants, basic educational guidelines that will enable them to interact appropriately in the work environment.
- Encourage motivation to learn and develop a work activity.
- Enhance motivation towards work, giving it a positive meaning.
- Promote expectations of self-efficacy and success, which help participants to identify personal/professional resources for finding and retaining employment.
- Encourage personal control and seeking solutions to finding and retaining a job.
- Develop participants' perception and reaffirmation of their own abilities and capabilities, increasing personal security to move in the labour market.

Basic aspects to work on

- Ability to express themselves (when there are participants with learning difficulties caused by a lack or low level of expression).
- Comprehension capacity (when there are participants with learning difficulties caused by a lack or low level of comprehension).
- Personal image.
- Basic education standards.
- Motivation.
- The value of work.
- Self-efficacy expectations for the job search.
- Building personal control in the search for employment.
- Self-esteem at work.
- Valuing training processes as an important part of professional training.

SOCIAL SKILLS

Main objectives

- Develop social competence or the ability to relate appropriately.
- Develop the cognitive capacity to foresee the consequences of a statement or event.
- Develop the ability to set objectives and organize resources to achieve them.
- Develop the cognitive skills to adequately determine the causes of a problem (causal reasoning).
- Develop the necessary skills for interpersonal problem solving.

Basic aspects to work on

- Behavioural styles and consequences
- Reasoning (causal, alternative, sequential, means-end and perspective).
- Interpersonal problem solving.
- Assertiveness.
- Conflict resolution.
- Interpersonal communication skills.
PROFESSIONAL SKILLS

Personal aspects for professional

Main objectives
• Know and value the importance of organizing and planning work.
• Develop the ability to organize and plan work individually and in team.
• Acquire the necessary habits to develop a work position, and develop the responsibility associated with such habits.
• Develop and acquire the attitudes and skills necessary to work in a team.

Basic aspects to work on
• Organization and planning for work
• Work habits:
  o Performance/achievement.
  o Task distribution.
  o Compliance with standards.
  o Punctuality.
  o Teamwork.
• Know the techniques that facilitate teamwork and value the importance of working as a team to obtain better outcomes in the tasks performed.
• Techniques and instruments:
  o Employment location:
  • Companies in the sector, businesses, small and medium-sized enterprises, trade associations, etc.
  • Information and resource points for employment, job boards, etc.
  o Training:
• Cover letter.
• Curriculum vitae.
• Selection interview.
  o Basic knowledge: writing, reading, basic mathematical operations, use of basic computer programmes, etc.
• Friends and acquaintances.
• Social networks.
• Knowledge of the cultural context.

The tools described in this chapter are supplementary. The following table, by way of example only, shows how they contribute to the autonomy and participation of girls, adolescent girls and the community.

<table>
<thead>
<tr>
<th>Process tools</th>
<th>Capabilities developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The path to labour inclusion.</td>
<td>• Autonomy of the migrant or refugee girl or adolescent girl.</td>
</tr>
<tr>
<td>• Comprehensive care project for refugee and migrant girls.</td>
<td></td>
</tr>
<tr>
<td>• Life project for refugee and migrant adolescent girls.</td>
<td>• Development of self-knowledge and interpersonal skills.</td>
</tr>
<tr>
<td></td>
<td>• Identification of aptitudes and interests and aims for their life project and planning.</td>
</tr>
<tr>
<td></td>
<td>Progressive autonomy for decision-making and execution of activities in order to achieve their goals.</td>
</tr>
<tr>
<td>PROFESSIONAL SKILLS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COMMUNITY</td>
</tr>
<tr>
<td>• Problem tree.</td>
<td>Participatory diagnosis of girls and adolescent girls.</td>
</tr>
<tr>
<td>• SWOT analysis.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Timeline.</td>
</tr>
<tr>
<td></td>
<td>• Community map.</td>
</tr>
<tr>
<td></td>
<td>• Problem tree.</td>
</tr>
<tr>
<td></td>
<td>• SWOT analysis.</td>
</tr>
<tr>
<td></td>
<td>• Community map.</td>
</tr>
<tr>
<td></td>
<td>Community participation.</td>
</tr>
</tbody>
</table>

Source: Prepared by authors.
Glossary of terms

**Irregular migration:** When a person lacks legal permission to be in a transit or host country. This may be due to violation of a country’s admission conditions, expiration of documents or failure to comply with an expulsion order (UNHCR).

**Regular migration:** When a person has legal permission to be in a transit or host country as a result of following the country’s admission conditions and procedures and having valid documents (UNHCR).

**Human mobility:** This is a reality and a complex voluntary or forced process that involves the movement of people from one place to another due to various reasons. It covers all forms of human movement, such as internal migration, international migration, forced migration and trafficking, as well as the effects on communities of origin. Persons in human mobility may remain at the destination for a short or long period of time, be in transit or practice circular migration (UNHCR).

**Mixed movements:** Movements of people travelling together, generally irregularly, along the same routes and using the same means of transport, but for different reasons. These people have different needs and profiles and may include, for example, asylum-seekers, refugees, victims of trafficking, unaccompanied or separated children and irregular migrants (UNHCR).

**Unaccompanied child or adolescent:** A person aged under 18 years who is outside their country of origin or habitual residence and has been separated from both parents and other relatives and is not being cared for by an adult who, by law or custom, is responsible for doing so (UNHCR).

**Separated child or adolescent:** A person aged under 18 years who is outside their country of origin or habitual residence and has been separated from both parents, or from their previous legal or customary primary caregiver, but not necessarily from other relatives. They may be separated at any time during the mobilization process (UNHCR).

**Children and adolescents in a situation of human mobility:** All refugee and migrant children and adolescents, whether they have crossed international borders or not. This includes internal migrants, as well as internally displaced persons, asylum-seekers and refugees (UNICEF, 2017).

**Citizen participation:** Degree of belonging that stems from an individual’s willingness to intervene, get involved, act and participate in decision-making to achieve common objectives.

**Life project:** A life project is a tool that reflects the process of care and preparation of adolescent girls from the age of 14 years who require personal and comprehensive support that boosts their development and guarantees personal autonomy, in order to bolster their emancipation and enable them to live independently.

It covers the intervention and process carried out with adolescent girl survivors of GBV in situations of human mobility, which promote their comprehensive development and the restitution of their rights.

It should contain the main objectives of the intervention to be carried out or promoted by the service, as well as the activities, strategies, success criteria and time frame. The life project should be realistic, flexible and reviewable in short periods of time and it must be possible to evaluate its achievements.

It is developed with the adolescent girl, thereby promoting her autonomy. Her decisions will be accepted with respect to all areas and dimensions of her person and her life.
**Territory**: A geographically, politically or administratively defined or demarcated area or geographic space, within which there are organizations, programmes, projects and public and private services that meet the demands of the people, groups and communities that converge there.

**International protection**: This is the protection that a State offers to a foreign person due to the fact that their human rights are threatened or violated in their country of nationality or habitual residence, in which they could not obtain adequate protection because it is not accessible, available and/or effective. International protection begins with ensuring admission to a country of asylum and procedures for applying for refugee status, as well as guaranteeing respect for the individual’s fundamental rights, including the right not to be forcibly returned to a country where they may be in danger (non-refoulement principle). International protection ends only when a durable solution is achieved, such as local integration in the host country. In the context of international humanitarian law, this notion may also cover other statuses in addition to refugee status (UNHCR).

**Refugee**: The 1951 Convention relating to the Status of Refugees (as amended by the 1967 Protocol) establishes in article 1A(2) that a refugee is a person who “owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of [their] nationality and is unable or, owing to such fear, is unwilling to avail [themself] of the protection of that country” (UNHCR).

**Regularization**: Refers to a State's policy response to the presence of irregular migrants residing in the country, leading to the stabilization of their status within the country (IOM).

**Family reunification**: The process of reuniting family members, particularly children and adolescents, with their mother, father or other extended family member for the purpose of establishing the child's right to live with their family or restoring long-term care and protection.

**Asylum-seeker**: A person who has sought international protection from persecution or serious harm and whose application for refugee status has not yet been determined (UNHCR).

**Social fabric**: Network of relationships between people, institutions and organizations, or between individual and collective subjects that arise from spontaneous or planned interaction, in the same territory and that may cover common interests or values.

**Trafficking**: The Palermo Protocol (United Nations, 2000), in article 3(a), refers to trafficking as “the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs”. Article 3(c) states that “the recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered ‘trafficking in persons’ even if this does not involve any of the means set forth in subparagraph (a) of this article”. According to article 3(d), “child shall mean any person under eighteen years of age.”

**Xenophobia**: This is a type of discrimination that consists of rejecting identities or cultures different from our own. It is the fear or rejection of foreigners.
Bibliography


Ander Egg, E., Metodología y práctica del desarrollo de la comunidad, Unieurop, Salou (Tarragona), 1980.


Monesterolo, G., Sistema regulatorio de empleados privados y obreros, CEP, Quito, 2020.


