

New Start Finland!  
Promoting Integration

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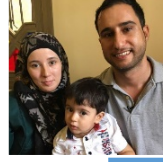
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# PROMEQ New Start Finland!

- Recognition of Diversity
- Monitoring Social Integration through a QoL Survey
- Identifying the Resources, Needs and Wants of Recent Refugees in Eastern Finland
- Evaluation of Social Marketing Case Studies
- Implications for Social Policy and Practice

# INTEGRATION INDICATORS, QoL MEASURES AND INTERVENTIONS



## Indicators of Integration

- (Objective)
- Equity
- Health, Lifestyle & Access to Services
- Communication Participation & Networks
- Employment, Education & Training
- Two way Integration



## Measures of QoL

- (Subjective)
- Physical (health)
- Social
- Environmental
- Psychological



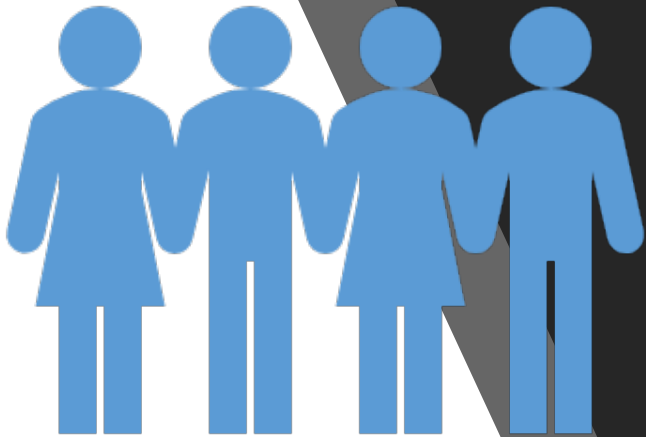
## Interventions for change

- (Principles)
- Scope needs
- Focus on individual behaviour change & motivation
- Segmentation & competition
- Co-creation, delivery, design & value, message
- Sustainability



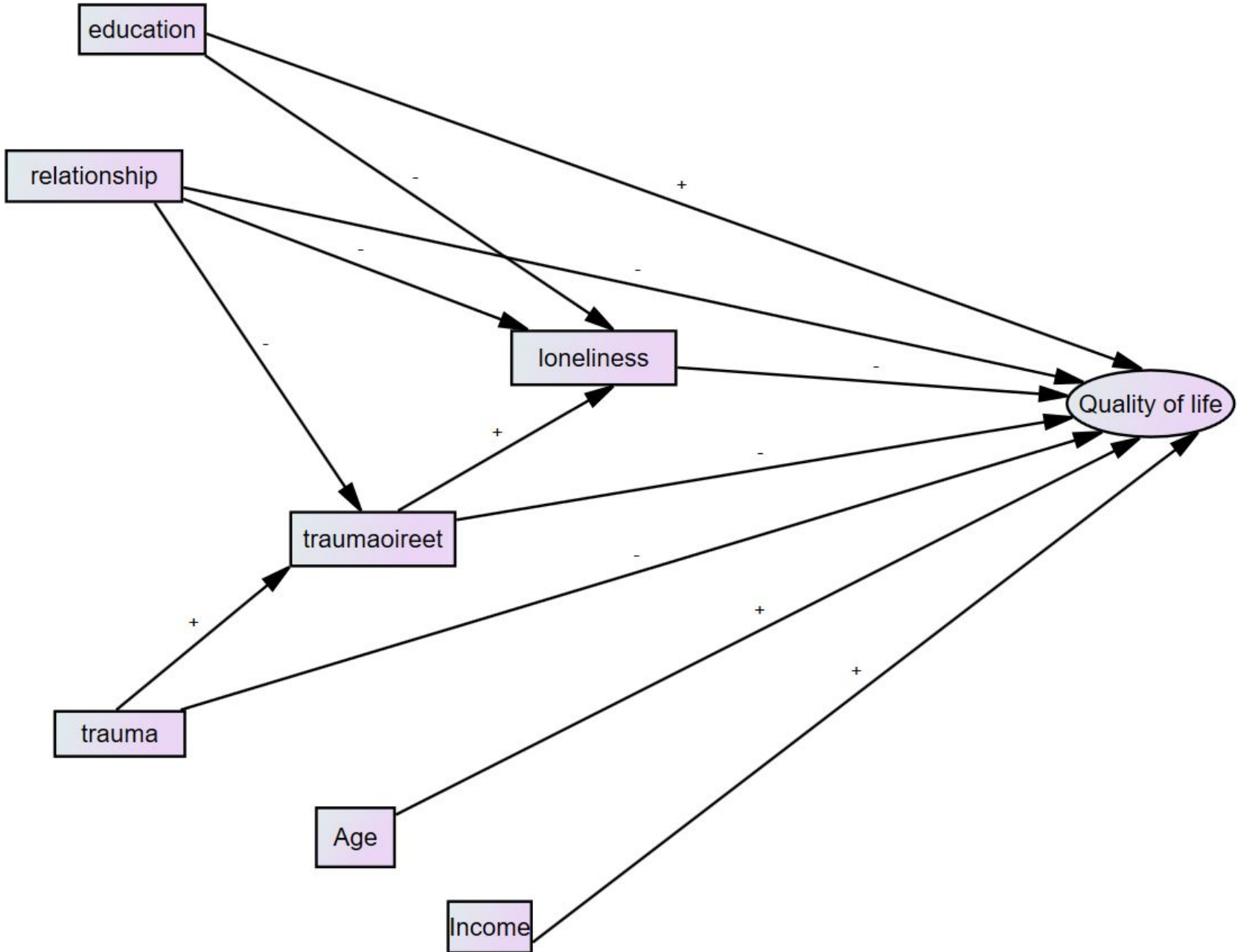
# Research in real life settings

# Quality of Life of Refugees



- Joensuu: 37 men, 18 women responded in the baseline, 20 men and 12 women in the follow-up
- Three out of four (74%) are Arabic speakers
- Half (52%) of the sample have Syrian citizenship
- Most had difficulties covering costs, i.e. paying for food and rent
- Majority had basic level education, (one fifth had higher education)
- Two of three say they are fully capable of working, majority interested in studying a new profession
- Satisfied with health, although almost half of respondents had a high BMI
- Two of three had at least one traumatic experience in the past
- Half of respondents had at least three close friends, but majority had no Finnish friends
- One third were lonely
- Participation in community activities was rare but trust in people and institutions were high
- Low service use and some dissatisfaction with health services

# Pathways and Quality of Life



# Subjective Quality of Life and Indicators of Integration

## Lower QoL (Equity)

- QoL lower than Finns
- QoL is higher than other vulnerable groups (unemployed, NEETs, Older people)
- Psychological and environmental dimension of QoL lower, particularly for **women**

## Loneliness (Communication Participation & Networks)

- A third experienced **loneliness**. Associated with reduced QoL

## Trauma (Health, Lifestyle & Access to Services)

- Two thirds had traumatic experience, a third experienced frequent **post-traumatic symptoms**. Both are associated with reduced QoL

## Poverty (Employment, Education & Training)

- **Financial difficulties** reduces QoL while financial stability supports good QoL

## Trust (Two-way Integration)

- **High trust** in people and institutions.
- One third experienced **discrimination** based on ethnicity

## Relationships (Networks)

- **Friends, family support** important for good Quality of Life

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**Refugees have Strengths**

Income, educational background, employment experience, motivated to work, living in a relationship, trust in institutions



**Refugees have Needs**

Loneliness, trauma experiences and post-traumatic stress symptoms negatively effect on QoL



**Refugees have Wants**

Political voice in the community, Finnish friends, cultural recognition, improved knowledge, use of and satisfaction with services, provision of translation services



# Social Marketing Case Studies

Intervention	Location	Organization	Aims	Targeted groups	Time frame	Participants
<b>Employability Skills Groups</b>	Joensuu	Pohjois-Karjalan Sosiaaliturvayhdistys ry	<b>to increase new refugee's understanding of how to use employment services so as to more effectively negotiate the labor market</b>	unemployed refugees living in Joensuu, Arabic or Persian mother tongue, without formal qualifications	event series for 6 groups, July 2017 – January 2018	23 (from 6 groups)
<b>Women's Language Group</b>	Kuopio	Kompassi Multicultural Centre Puijola Settlement & City of Kuopio	<b>social integration of women who do not have otherwise the possibility or courage for participating in activities outside the house</b>	women living in Kuopio and not at language course or work, home stayed moms with child/children and have limited or no skills in Finnish	3 groups, 6 weeks long, twice a week sessions, May – December 2017	18 (from 3 groups)
<b>Higher Education Group (MAMUEF)</b>	Kuopio	University of Eastern Finland (UEF)	<b>increasing refugees' access to higher education through social media pathways.</b>	Previous higher education degree or study, or high school degree with potential or interest to study at university, and good English skills, living in Kuopio	10 sessions in 5 months, May – November 2017	23 (from 1 group)

# Impact of interventions (Qualitative)

increased in number of friends, raised self studying in Finnish, confidence to search for employment

WLG

increase in learning Finnish by self-study and planning to apply for higher education, confidence in work finding

HEG

significant difference in SRHealth, institutional trust

ESG

# Social Marketing Case Studies (methods)

## **Employability Skills Group**

- ✓ Recruitment strategy involved outreach - visiting events and everyday places where refugees socialize
- ✓ Involved peer researchers who are fluent in Arabic and Persian helped to communicate and translate during the events
- ✓ Scoped needs by observation and storytelling method as a natural process i.e. by asking about everyday challenges, misunderstandings from everyday life situation.
- ✓ Used the segmentation of groups based on same interest and spoken language.
- ✓ Use of small groupwork interventions i.e. group discussions and community work together, not just one way information sharing.

## **Women's Education Group**

- ✓ Recruitment strategy using social workers, home visits to recruit families i.e. engaged husbands as to the benefits of their wife attending the program (competitive mindset)
- ✓ Child care was provided to enable the participants involvement (a hook)
- ✓ Quality cycle of change implementation - each of the 3 groups were different in the content. Test, evaluate, adjust and repeat
- ✓ Arabic language translation was essential for learning Finnish and co design of services

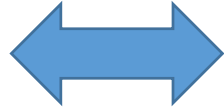
# Case Studies



## Higher Education Group

- ✓ Building trust and motivation promoted by being recognized by the university
- ✓ Cultural relevance of food and beverage was highly appreciated
- ✓ Surveyed specific goals and needs
- ✓ Use of social media i.e. Facebook, for promoting information, networks and motivation. Offered individual mentoring as well
- ✓ Interactive rather than didactic learning strategies i.e.: experts by experience who shared personal stories and offered individual mentoring to participants.
- ✓ Offered sustainable intervention, ongoing contact, referral to other services (still in contact).

## *Avoid- doing for*



## *Promote- doing with*

- ❖ Top down
- ❖ Organizationally driven
- ❖ Large scale, didactic class room learning
- ❖ Expert design and led
- ❖ Tendering out, without monitoring
- ❖ Evaluate organizational goals and outcomes
- ❖ Generic services- one solution fits all
- ❖ Inflexible, standardized processes
- ❖ Individualized, autonomous culture
- ❖ Process driven
- ❖ Reflecting dominant cultural norms
- ❖ Impervious to changing environmental context
- ❖ Changing individuals
- ❖ Stand alone

- ❖ Ground up
- ❖ Service user, client, consumer driven
- ❖ Small scale, relational, groupwork learning
- ❖ Consumer, co-designed, co-production methods
- ❖ Use of local knowledge, contacts and community insiders
- ❖ Evaluate service user goals and outcomes (multiple)
- ❖ Segmented, tailored, personalised, culturally safe services
- ❖ Flexible, creative, organic processes
- ❖ Collective, relational culture
- ❖ Process, outcome and goals driven
- ❖ Respect for diversity
- ❖ Respond to changing environmental context
- ❖ Changes individuals, service delivery culture.
- ❖ Planning for sustainability

# 01

Non government organisations are well positioned to support the integration of refugees by scoping and designing highly flexible services that address their unique needs and goals and maintain their motivation to make sustainable changes to their life as part of the resettlement process.

However this takes a new mindset and set of skills, which involve processes such as the engagement, recruitment, segmentation, personalisation and coproduction of services for people from very diverse cultural backgrounds who are often difficult to reach out to.

# 02

At the regional level the social integration and the equality of people from a refugee background should be actively monitored and promoted.

Education and employment are the key factors in social integration, the capacity of refugees to gain jobs and to study is dependent upon good mental health and self esteem, a healthy life style, positive inter-community relations, alleviation of material deprivation, strong interpersonal networks and relationships , knowledge, satisfaction and use of health and social care services.

Refugee quality of life needs should be addressed through regional wellbeing and individual integration plans.

# 03

At a national level the promotion of two way social integration of migrants requires top down programs and structural change.

Education is shown to be closely associated with QoL supporting the fast tracking of people with a refugee background into higher education. Universities, as demonstrated in this study, are positioned to actively promote educational access and opportunity for refugees through creative access programs and by reducing barriers which disadvantage refugees.

The positive promotion of diversity and trust within communities may prevent an increase in levels of discrimination and promote inter-community relations. This would also help to promote individual psychological and social wellbeing.

## Discussion