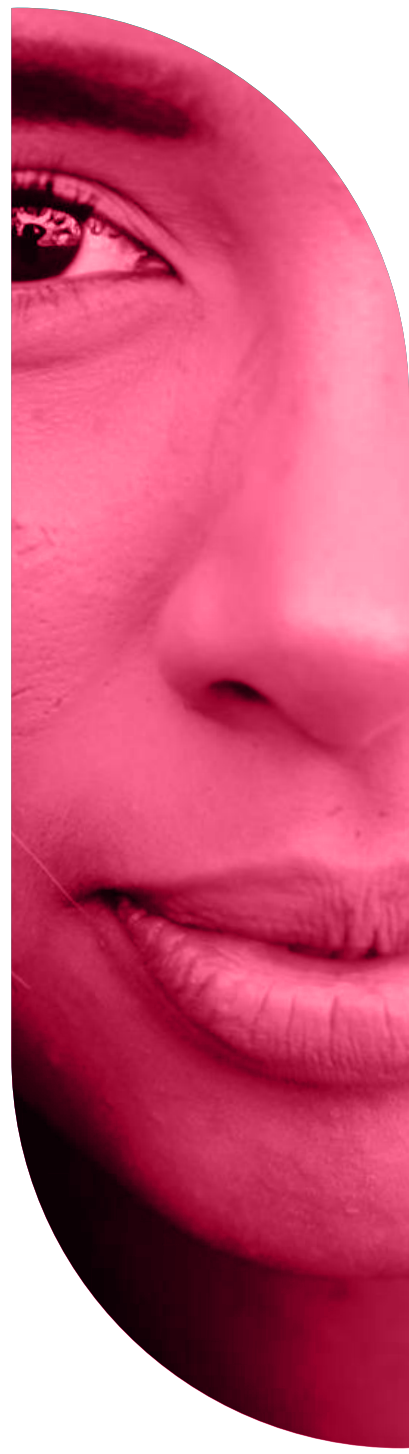
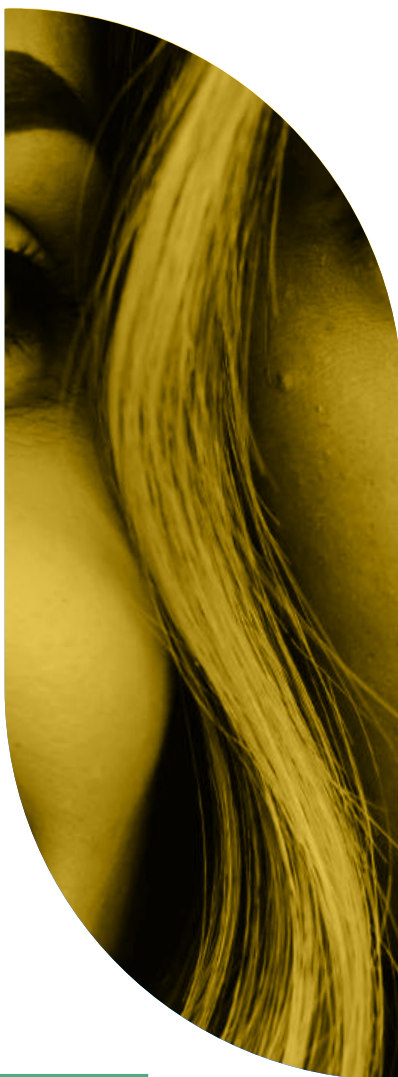




New Gender Strategies for Women's Inclusion



**WINGS GENERIC FRAMEWORK
FOR A SURVIVOR-CENTRED SOCIAL & LABOUR
INCLUSION PROGRAMME**

2022



Co-funded by
the European Union

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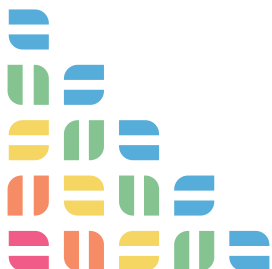
Editors: Cloé Saint-Nom, CESIE, Italy
Cristina Idone Befecadu, CESIE, Italy
Ruta Grigaliunaite, CESIE, Italy

Contributors: Giulia Calandra, CESIE, Italy
Maria Chiara Monti, CESIE, Italy
Sarah Mazzenzana, CESIE, Italy
Silvia Lamonaca, Payoke, Belgium
Robbert Leysen, Payoke, Belgium
Doreen Attipoe, Payoke, Belgium
Laura Parés, SURT, Spain
Panagiota Kokoliou, KMOP, Greece

Graphic design: CESIE, Italy

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6.

1.

Introduction

The **WINGS Generic Framework on Survivor-Centred social and labour inclusion** aims to support **service providers** working with **third-country national women survivors of trafficking and violence**¹ in the provision of tailored and qualitative support, taking into consideration their **personal circumstances, culture, trafficking histories, psychological condition and integration trajectory**. The framework includes general guidelines and methodologies for the development and application of **gender and context-specific support programmes** for women survivors that include foreign language teaching, psychological support and employment counselling. The Framework is aimed to be a flexible guiding document that can be adapted into context-specific local inclusion programmes.

Specifically, the framework is divided in four main sections:

1. General considerations for planning and delivering survivor-centred social and labour inclusion programmes
2. Trauma-sensitive language teaching
3. Tailored employment counselling
4. Employers' engagement and internship provision

The WINGS Framework is developed in the framework of the AMIF-funded project WINGS – Supporting Women survivors of trafficking through a Comprehensive Integration Programme (2022-2024). The main objective of the project is to **promote a multi-layered action addressing women survivors of trafficking** in need of linguistic and psychological support, individual and tailored job counselling to ease their integration into the local labour market.

1 Hereinafter referred to as women or women survivors generally, and programme participants when talking about the potential WINGS programme participants.



8.

2. General considerations for survivor-centred social and labour inclusion programmes

This section provides general considerations that should be taken into account when planning and delivering social and labour inclusion programmes for third-country national women survivors. It provides an overview of ethical principles that should be incorporated in any intervention targeted at women survivors, explains ethno-psychiatry approach when working with third-country-nationals and provides an overview of a multidisciplinary team that should lead a quality social and labour inclusion programme.

2.1.

WORKING FROM A SURVIVOR-CENTRED APPROACH

Providing assistance to female victims of trafficking and sexual exploitation is a complex phenomenon. Specialised service provision needs to be gender specific and appropriate to the contextual needs of survivors for whom the intersection of race, disabilities, age, sexual orientation, and educational attainment, alongside gender specificities as pregnancy, gynaecological disorders, and single motherhood may create complex webs of barriers and inequalities.

Service providers hence must overcome ethnicity, culture and language barriers with the women by:

- * Adopting a gender sensitive approach to adequately support their recovery process and break the cycle of isolation and distress often resulting from their traumatizing experiences.
- * Being sensitive to how culture and personal beliefs affect professional care-seeking, especially mental health services and psychological support. Specifically, understand that some many therapeutic viewpoints may differ considerably from western to non-western cultures hindering the process and requiring cultural mediators.
- * Being aware of the language barriers which can prevent women from accessing resources, opportunities and solutions on their own, without the aid of an interpreter.

According to **UN Women**, *"A survivor-centred approach means that all those who are engaged in violence against women programming prioritize the rights, needs, and wishes of the survivor."*¹

1 UN Women, 2011. Definition of a survivor-centred approach.

In other words, it means placing the needs and priorities of survivors at the forefront of any intervention. Planning, design and delivery of coordinated interventions aimed at social and labour inclusion of women victims of trafficking should seek to uphold the **following ethical considerations and principles²** :

*** ‘Do no harm’**

Refers to the requirement that any intervention related to the recovery and social and labour inclusion processes must not put survivors in a worse situation, in the short or longer-term, than they would have been if they had not been involved. It means that all professionals involved through the actions and activities, should anticipate ways that their work might result in security, emotional or social risk and safeguard them against any negative impact.

*** Informed consent**

Informed consent refers to the process by which women survivors are fully informed about the opportunity to participate in a social and labour inclusion. This requires being informed on what it entails, including potential risks and benefits in order for them to make an informed and independent decision without coercion or undue pressure. Gaining consent is not a “one-off” activity but rather must be regularly repeated and for each specific activity as the social and labour inclusion process is long, it evolves and different situations and opportunities may arise.

*** Confidentiality**

It means keeping acquired information or case files private throughout the whole duration of the women’s involvement unless the women provide informed consent or a professional or legal obligation, derived from national legislation, deontological codes or other organisational regulations. On its occasion, professionals should ensure that women clearly understand the limitations that this principle could have if service providers detect evidence of serious risk to women’s life or other children involved (if any). Having this information in advance could prevent future feelings of betrayal or mistrust among survivors.

*** Anonymity**

Anonymity is the right to not be identified, including through indirect background information that could inadvertently reveal the survivor’s identity, personal experiences and/or opinions. It may be compromised by many different identifying factors (e.g., age, physical description, home community, specific case details and so on) and, therefore, simply changing a survivor’s name may not be sufficient to guarantee anonymity. Anonymity is often key in maintaining trafficking survivor’s privacy, confidentiality, safety and security.

2 This initial part of the WINGS Generic Framework includes a description of the survivor-centred approach and ethical principles to be applied during the implementation of the activities. This part is based on the “*Ethics Policy*,” developed by the HEAL partnership (project coordinated by CESIE, 2019-2021) and the “*Guide for integrated service provision to support access to employment for Third Country National Women Victims of Trafficking for sexual exploitation*,” developed by the TOLERANT partnership (project coordinated by KMOP, 2019-2021)



* Privacy

Privacy refers to the right to be free of unwanted and unsanctioned intrusion and is considered a basic human right in most countries. Support service providers should be careful about inadvertently revealing information about the survivor to those within her/his family and/or home community. This could include information as basic as the fact that the survivor has sought or received certain services (e.g., psychological counselling or family mediation) that might identify him/her as trafficked and/or be stigmatising.

* Non-discrimination

Non-discrimination refers to the need to ensure that women survivors are not treated unfavourably or face negative or prejudicial attitudes due to their trafficking experience and/or other characteristics and experiences (e.g., sex or gender, ethnicity, age, nationality, cultural differences, among others).

Service providers should pay attention to how discrimination may have been a factor during the period of exploitation and/or may have a negative impact on options for recovery and social and labour inclusion. In addition

to that, service providers should ensure that professionals don't use sexist, gender-discriminatory and gender-biased language and promote the use of tools for inclusive language.

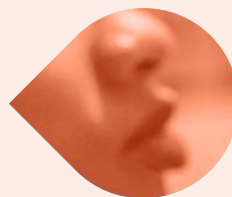
* Safety and security

This refers to the physical and psychological well-being of survivors in the social and labour inclusion process. A survivor's safety and security must, at all times, be of paramount importance and attention is needed to assess any possible risks or issues. Each trafficked woman will have different concerns and assessments of her situation. Service providers must take this seriously as well as make their own independent assessment of what constitutes risks to safety and security in each case.

* Gender and cultural sensitivity

Service providers should make sure that interventions do not re-victimise survivors and are adapted to their specific needs. Treating women with sensitivity involves recognition that trafficking (as well as pre- and post-trafficking experiences) have been painful, even traumatic. It requires approaching social and labour inclusion in ways that recognise and respect these experiences and reactions in terms of manner of speech, words, body language, professional approach and so on.

It also means being aware of diversity on gender issues, socioeconomic barriers, educational differences, cultural and linguistic issues, etc. It includes planning interventions considering not only the specific needs of migrant women (pregnancy, motherhood, gender differences in trauma symptoms) but also providing additional tools to ensure their active participation, for example: childcare provision, tailored linguistic classes of smaller sizes, practical information on women and migrant rights and services, among others.



* Empowerment

Empowerment is the process by which women survivors are equipped with the skills, ability and confidence to draw on their own resources in the recovery process and to lead an autonomous life. Empowerment is vital to regain self-confidence, trust and control and should hence be a constant focus. It is cultivated by involving women in decision-making concerning her own matters.

* Survivor participation

Survivors' participation means that participants should be (voluntarily) involved not only in their individual social and labour inclusion processes but, where appropriate, also in the design, implementation, monitoring, and evaluation of the intervention to reflect their self-expressed needs, and opinions. Professionals should report to survivors how this is being done, and evaluate to what extent to avoid compromises to principles such as "do no harm", privacy, safety and security.

* Data protection

The main principles of GDPR 2016/679³ to be taken into account in processing personal data of women survivors of trafficking and violence are:

- ▶ Fair and lawful processing: data should be processed lawfully, fairly and in a transparent manner in relation to individuals.
- ▶ Purpose limitation: the data should only be collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes.
- ▶ Data minimisation: collection and storage of data should be relevant and limited to what is necessary in relation to the purposes for which they are processed.

- ▶ Data retention: data should be kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed.

* Child protection and "best interest of the child"

In the event that women under 18 are involved in interventions, additional safeguards should be in place to guarantee their respect and physical and emotional well-being in accordance with each organisations' child protection policies. Moreover, in cases where mothers participate with their children, support service providers should ensure a positive impact on them as well by, for instance, providing child care or materials for their entertainment.

* Avoiding re-victimization

Service providers should keep in mind how discomfort, trauma, feelings of intrusiveness or being overwhelmed could affect women's willingness to participate. Different professionals involved should be aware of their specific role and should coordinate work amongst themselves in order to avoid situations that can lead to re-victimization. Service providers should also assess which tools are most desirable to use in each context and with each woman considering their advantages and disadvantages (e.g., use focus groups or personal interviews).

* Providing support

Regardless of the legal status, namely being or not being formally identified and recognised as a victim of trafficking, each woman should receive adequate support in terms of counselling and orientation. The provision of support cannot depend on a woman's willingness to lodge formal charges against perpetrators.

3 Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation)



2.2.

ETHNO-PSYCHIATRY APPROACH WHEN WORKING WITH THIRD-COUNTRY NATIONAL WOMEN

When working with third-country national women survivors of trafficking, culture plays a very important role, therefore it's needed to be aware of different cultural elements that impact healing and recovery.

Ethno-psychiatry⁴ is an interdisciplinary field of research and clinical practice concerned with the impact of culture on mental health and illness (Kirmayer, 2018). It is the approach that studies how individuals within a cultural group conceptualise the self, the emotions, human nature, motivation, personality, and the interpretation of experience (Kirmayer, 1989; White, 1992) and forms of suffering. Its key questions include:

1.

The role of culture in the causes and mechanisms of mental disorders

2.

The cultural shaping of psychopathology

3.

The nature of coping, adaptation, healing, and recovery

These questions can be addressed in terms of the interaction of biological, psychological, and social processes in cultural contexts across the life span.

The methodology of **ethno-psychiatry** is based on the **combination of psychology and anthropology**. When the psychologist and the client don't belong to the same culture, the psychologist must consider how the client's culture can impact on their well-being and mental health.

⁴ The term Ethno-psychiatry is still controversial today to define a discipline that is often treated by the psychologists. However, the ethno-psychiatry does not refer - as one might imagine at a first glance - to the biological discipline of psychiatry. The term was coined by Louis Mars in the 1940s, during his field work in Haiti. In 1945/46 Georges Devereux, considered as the founding father of the discipline as we know it today, went to Haiti and began a fruitful scientific collaboration around the idea of freeing psychiatry from its biological matrices to generate "a psychiatric therapy based on an authentic understanding of the cultural environment in which mental illness develops" (Devereux, 1946). Some years later Georges Devereux tried to introduce other terms, such as "Transcultural", "Cross-cultural", but ultimately and for various reasons he remained fond of the term Ethno-psychiatry as started by his friend and colleague Louis Mars. Therefore, ethno-psychiatry is a preferred term to be used when talking about the role of culture in mental health (including psychological, psychiatric, and psychoanalytic perspectives).



One of the key features of the methodology is the presence of a **cultural mediator** and the importance given to the language and the way the client expresses themselves. The mediator mediates in two directions:

- * by translating sentence by sentence the client's speech, allowing to speak comfortably in own language about intimate matters,
- * by helping the psychologist to understand culturally oriented behaviours, habits, and body language.

With ethno-psychiatry and the support of a cultural mediator, the psychologist can understand how interconnections are made between mind, bodily states and the cultural meanings given from the individual (the only expert of they), and how external threats are thought to impact well-being.

2.3.

MULTIDISCIPLINARY TEAM TO DELIVER SURVIVOR-CENTRED SOCIAL AND LABOUR INCLUSION PROGRAMME

For the implementation of a comprehensive social and labour inclusion programme for third-country national women survivors that includes language teaching, psychological support and employment counselling, multidisciplinary expert team should be involved:

→ **Language teacher** for planning and delivery of a language course.

→ **Employment counsellor** for planning, delivery of counselling sessions and support during internship periods (to both participant women and employers).

→ **Psychologist** for supporting overall planning of a language course and employment counselling sessions, supporting the delivery of a language course by non-intrusive presence and indirectly supporting employment counsellor before and after individual counselling sessions. When the need arises and when resources allow, psychologists might offer individual psychological support sessions to women.

→ **Cultural mediator** for supporting a psychologist and a language teacher during the language course and (when relevant) individual psychological support sessions, providing hints about cultural peculiarities that can influence the learning and recovery process. The cultural mediator should be selected based on the languages and nationalities of the participant women, as well as their capacity to work in a group with other team members. If the group is very heterogeneous, it is possible to involve more than one cultural mediator.

While it is recommended to involve a cultural mediator, the presence of a **psychologist who is knowledgeable about ethno-psychiatry and has experience of working with third-country-nationals** may be a solution to overcome financial and resource limitations.





A MULTIDISCIPLINARY TEAM SHOULD :

- ✓ Have expertise in trauma, working with people with migrant background, be familiar with human trafficking, have experience in group dynamics and healing.
- ✓ Define objectives, risks and challenges of the overall programme.
- ✓ Hold individual intro meetings with women to assess their knowledge, discuss their objectives, and observe psychological traits.
- ✓ Observe and exchange inputs, provide suggestions and space for individual conversations to facilitate a positive atmosphere and encourage attendance.
- ✓ Observe and exchange inputs, provide suggestions and space for individual conversations to facilitate a positive atmosphere and encourage attendance.
- ✓ Implement final one-to-one interviews with the programme participants to gain feedback, evaluate results and jointly reflect on improvements.
- ✓ Use trauma-sensitive approach, if any sensitive or traumatic issues emerge refer the person to a psychologist to get advice on how to best handle the situation.
- ✓ During the implementation of the language course, the psychologist must be present during all sessions, while the employment counsellor must attend the session dedicated to professional development and job search. During employment counselling sessions and internship periods, the psychologist and the language teachers should be consulted when need arises.





3. Trauma-sensitive language teaching

The following section provides guidelines for trauma-sensitive language teaching for service providers. It provides information about how survivor-based approach principles apply to foreign⁵ language teaching. It comprises an overview of the context, implementation steps, methodologies and recommendations.

3.1.

PRINCIPLES OF THE SURVIVOR-BASED APPROACH THAT APPLY TO FOREIGN LANGUAGE TEACHING

Quality foreign language teaching for women survivors should combine a **trauma sensitive, survivor-centred and a learner-centred approach**. Such an approach considers learners as active agents of the learning process, rather than as passive recipients. How does this work?

- * **Respect** : The language teacher should recognize that the learners are free to choose whether to adopt linguistic and cultural behaviours that conform to the local social norms. Survivors should be informed and aware about the social perception of given linguistic and cultural behaviours without forcing behavioural change or adopting the cultural pattern of the host society. By providing the tools for acquiring communicative autonomy, women enhance an understanding of the host society and the advantages or challenges those certain behaviours can bring. Further, women can build bridges among different cultural backgrounds.
- * **Safety** : The teacher should consider some topics that might be psychologically challenging for women survivors. Furthermore, *“survivors can be affected or upset by a topic that (in the teacher’s mind) is not explicitly related to sexual violence. [...] Trauma is complex and can show up in [un]expected ways⁶”*. Prior the course, teachers should negotiate with psychologists and (when possible) cultural mediators on particularly triggering topics and offer disclaimers on what will be covered in the course.

⁵ In the context of the WINGS project, with a foreign language we intend a host-country language.

⁶ As from the Macalester College Faculty Guide for Supporting Student Survivors in the Classroom. Available from: <https://titleix.sdsu.edu/resources-for-faculty-and-staff/faculty-guide-for-supporting-survivors.pdf>

- * **Embracement** : Language learning is an opportunity for growth and discovery not only for the learners but for the teachers too as a two-way process. While all teachers have internalised biases, the teaching practice and interactions with learners from different cultural backgrounds can help them deconstruct themselves. Teachers should be open-minded, as this helps the survivors feel respected, safe, and listened to.
- * **Confidentiality** : Teachers should build with women survivors a trust-based relationship. This may result in disclosure from the survivors. In this case, the teacher should inform them what information can or cannot *"leave the classroom"*.

3.2.

THE LANGUAGE LEARNING CONTEXT

Working with women survivors poses deeply intertwined professional, ethical, and political challenges to foreign language teachers. These survivors of trafficking and violence have not only sustained the consequences of different types of traumas and (in many instances) the psychological repercussions of having crossed the dangerous trafficking routes, but also face the same difficulties as other women in migration in relation to the challenges they face in the host country. The social and labour inclusion of women can be hindered by a range of barriers, including:

- ▶ **Juridical status upon and after arrival** due to the migration policies in the host country.
- ▶ **Null, low, or unrecognised educational and/or professional qualifications** acquired in the country of origin.
- ▶ **Social isolation may be experienced** due to household and care responsibilities, such as children, the sick, and the elderly even in the social context of origin in the host country.
- ▶ **Difficulties of spatial orientation** in urban areas due to rural origins, especially for null- or low-literacy women, compared to cities where people are more likely to find written inputs (street signs, shops, etc.).

In this respect, language learning seems to coincide with what Rowlands defined as **"women's personal empowerment"** and specifically to being able to develop self-confidence that can counterbalance the effects of internalised oppression. Especially in foreign language learning, empowerment is connected to the idea that learners *"cultivate their voice [...] feel empowered to express themselves in a language"* (Rowland 2019).

For this to happen, **language learning should be part of a three-dimensional framework** that includes:

1. **A pedagogical approach that deemphasizes the dominance of the native speaker** promoting multilingualism and cultural diversity.
2. **A comprehensive range of language teaching methodologies tailored to the women's rights, needs, and circumstances.** There is no such thing as a present "*best methodology*". The teacher should evaluate the learners' (linguistic) needs and adapt methodologies in order for women survivors to **appropriate their voices** and **claim their rights in a language that they do not master fully**
3. **A trauma-sensitive and survivor-centred idea of language learning and teaching** is based on a cooperative relationship where language teachers and women survivors reciprocally deconstruct their internalised biases.

This three-dimensional framework can not only empower women but can also contribute to a more profound social change, where inequalities are reduced, cultural diversity is valued, and victim-blaming practices are eradicated.

3.3. GENERAL CONSIDERATIONS FOR TEACHING LANGUAGE TO WOMEN SURVIVORS WITH GENDER AND TRAUMA-SENSITIVE APPROACHES

Teachers' attitudes and behaviours are as crucial as their competencies to achieve successful outcomes with the learners. Therefore, when working with survivors, an elaboration on the teacher-learner relationship and methodology should be done to ensure that gender and trauma-sensitive considerations are taken into account. This section explores the dual role of teachers and the behaviours that they should adopt, the goals of a gender and trauma-sensitive language teaching approach and its distinctive features.

3.3.1. THE DUAL ROLE OF TEACHERS IN ESTABLISHING A TRUST-BASED RELATIONSHIP WITH WOMEN SURVIVORS

When women survivors of trafficking and violence learn a foreign language, teachers play a **dual role** as :

1. They are people with whom women can establish a neutral relationship while they try to help learner exercise their right to (linguistic) education.
2. They ensure that barriers to learning are removed and that methodologies are accessible and appropriate for all learners.

Both roles involve Krashen's 'affective filter hypothesis', which postulates that *negative emotional responses to one's environment hinder linguistic learning* (Krashen, 1982). However, motivational activities, practices for bolstering self-esteem, and the teachers' awareness of the learners' life circumstances can restore efficient language processing.

In language learning, **the trauma endured by women survivors is a central factor**: the affective filter of these women could be significantly high and be a sign of their total or partial inability to build relationships of trust and cause of dropout (COE, 1995) which is usually connected to trauma:

- ▶ Loss of motivation because learning a language is “hard”;
- ▶ Lack of self-esteem and confidence in their learning abilities;
- ▶ Concentration issues or general learning difficulties due to their trauma;
- ▶ Personal and/or work-related constraints to attend classes regularly;
- ▶ Scheduling conflicts faced by immigrant mothers with small children, who may have fewer childcare or babysitting options, due to financial constraints and limited social and extended family networks in the host country.

Against this background, teachers should adopt behaviours that promote language learning as a key aspect of women’s empowerment and healing process at **two levels**:

At the woman survivor/ teacher relationship level teachers should:

- ✓ Create a healthy trust-based relationship.
- ✓ Keep into account that trauma may hinder the women’s learning abilities and affect their achievements.
- ✓ Provide tools for learning and acquiring autonomy.
- ✓ Be active listeners of the survivors’ concerns and refer to other experts when any needs expressed by the survivors exceed their competence.

At the class/teacher relationship level, instead teachers should:

- ✓ Create a safe space where the learners’ needs are considered to formulate attainable learning goals.
- ✓ Create a multilingual and intercultural environment where language learning is a chance for discovery.
- ✓ Suggest the foreign language as a tool of empowerment for social inclusion.
- ✓ Provide learners with the tools for appropriating their own narrative and claiming their rights.
- ✓ Provide learners with the tools for cooperative learning and peer evaluation practices.
- ✓ Make class schedules flexible and compatible with job-search, work, and daily life constraints.

3.3.2.

THE GOALS OF A GENDER AND TRAUMA-SENSITIVE LANGUAGE TEACHING APPROACH

Any gender and trauma-sensitive language teaching approach should set a range of attainable goals that take into account the learners' needs. When implementing language courses with integrated psychological support, the general objective should be **to set the women survivors on a path to empowerment and healing from trauma through language learning**. Specifically:

FAMILIARISING TO THE LANGUAGE AND CULTURE OF THE HOST COUNTRY

→ The language course allows women to conduct their day-to-day lives in a variety of communicative settings. It should also make them aware of how linguistic behaviours are reflections of cultural frameworks that vary across time and space and from person to person they may choose whether to adapt or not their (linguistic and cultural) behaviours to those dominating in the host society.

PUTTING IN PLACE A CROSS-CULTURAL ACTION THAT DEEMPHASIZES THE MODEL OF THE NATIVE SPEAKER

→ The teachers should promote multilingualism and cultural diversity and favour cross-cultural exchanges that enhance the learners' intercultural communication competences in class and within the host society at large.

DEVELOPING AUTONOMY INDEPENDENTLY OF ANY CONTINGENT FORMAL OR INFORMAL EXTERNAL SUPPORT

→ Given that women cannot always attend the language course regularly, the learning experience, regardless of duration or intensity, should motivate those women to continue the learning process after the course has finished.



Below the main steps for designing and implementing a language course are provided:

1. ASSESSING THE LEARNERS' SCHOOLING AND/OR LITERACY LEVEL

During initial introductory session language teacher should assess:

- *Can the learner read and write in her native language?
To what degree?*
- *How many years of formal or informal education they received?*
- *Is the learner illiterate or functionally illiterate?*
- *What is the learner's spoken proficiency level in the second language?*

→ Remember that illiteracy is separated from the actual ability to manage a spoken language.

2. UNDERSTANDING TO WHAT DEGREE CREATING A HOMOGENEOUS CLASS IS VIABLE

Teachers should assess:

- *Is the course and content adapted to the general proficiency level of the learners?*
- *Is the group composition viable for the curriculum?*
- *Can, within reason, the course organisation and content be adapted to a heterogeneous class?*
- *Would the course organisation and content leave some learners behind or demotivated?*

→ A heterogeneous classroom can allow more advanced learners to mentor their peers. However, if highly heterogeneous, the gap between proficient and less proficient learners could demotivate learners on both sides.

From a psychological point of view and to facilitate bonding and a sense of belonging, groups are more successful when the composition of group members is similar in terms of age, gender, previous treatment history, level of pathologies, etc. Finally, involving a cultural mediator it is more effective if working with a homogeneous group where participants are from the same or similar culture.



3. UNDERSTANDING IF STUDENTS FACE CONSTRAINTS TO ATTEND CLASSES

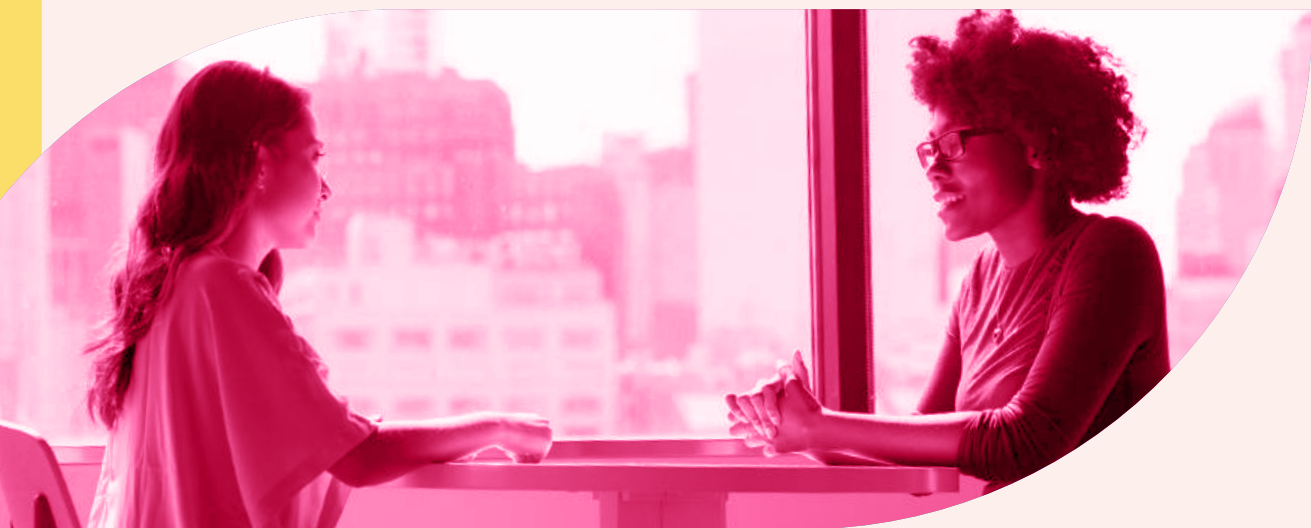
Assess whether the course suits the learners' work-life balance:

- ▶ *Is the course schedule and duration in line with the learners' needs and schedule?*
- ▶ *Can the learners afford to attend the course (do they need financial support for public transport)?*
- ▶ *Should childcare services be provided?*

4. SETTING THE MACRO-OBJECTIVES WITH THE STUDENTS

Agreeing together with women survivors:

- ▶ *What linguistic skills do the learners feel they need in this phase of their life?*
- ▶ *What linguistic skills do they need to support their employability?*
- ▶ *Do the learners consider 'survival communication' (CEFR <A1) empowering?*
- ▶ *Do the learners consider self-expression, sharing practices and storytelling empowering?*
- ▶ *Do the learners feel more confident to use the language in professional settings?*



3.5.

METHODOLOGIES AND PRACTICES FOR LANGUAGE TEACHING

↔ TWO GENERAL METHODOLOGIES ARE SUGGESTED :

3.5.1.

COMMUNICATIVE LANGUAGE TEACHING AND LEXICAL APPROACH

Communicative language teaching (CLT) is adapted to a reasonably homogenous class of low-education learners to support their social inclusion developing the learners' four linguistic skills (**speaking, listening, reading, and writing**). In CLT, language teachers employ several teaching techniques (icebreakers, brainstorming, spider-grams, role-plays, word-to-word and word-to-image matchings, dialog line orderings, gap-fillings, etc.) to promote the learning of communicative functions.

The Lexical Approach, instead, exploits '*lexical chunks*' as the building blocks of language. It does not present words in isolation, but in the communicative contexts in which they may occur. In this respect, the language course is an opportunity to manage language and to navigate the local context, its public services, and its leisurely spaces. If need be, external experts can be invited to one or more learning sessions to answer the learners' questions, for example, a real estate agent, a doctor, a pharmacist or nurse, etc.

→ For example, for learning the language and practising job interview skills, activity on job vacancies could be implemented. A language teacher should divide the group into pairs or small groups of 3-4 and distribute real job vacancies⁷. Each group should discuss and decide whether the position offered comes from the formal or informal labour market and explain their choice. In any case, the selection of topics will depend on the profile of the learners, their needs, interests and previous knowledge.

7 For job offer examples, please consult Libes Independent Living Skills Training materials, available from: <https://libes.org/wp-content/uploads/2021/10/Libes-Independent-Living-Skills-Training-Annexes.pdf>

COMMUNICATIVE SETTING**COMMUNICATIVE FUNCTIONS****LEXIS**

Language course group	▶ Greetings and Introduction ▶ Filling out a language course application form ▶ Asking for and telling the time	▶ Personal information ▶ Countries and nationalities ▶ Numbers, Months and days of the week
New apartment	▶ Describing an apartment ▶ Reading and replying to a renting advertisement ▶ Understanding a renting contract	▶ House rooms, furniture and objects ▶ Renting advertisement and contracts
Home	▶ Describing daily routine ▶ Reading and writing an informal email	▶ Routine ▶ Family
Bus Stop	▶ Asking for and giving directions ▶ Buying a transport pass and reading street signs	▶ Transports and tickets ▶ Dates, times, prices ▶ Phone numbers
Employment Center	▶ Professions and job advertisements ▶ Describing professional experience ▶ Writing a CV and filling out a job application form	▶ Jobs and professions
Clothing Store	▶ Describing oneself, people and clothing ▶ Reading clothes labels	▶ Seasons and clothing ▶ Clothing items ▶ Materials and labels
Hospital & Pharmacy	▶ Talking about health, symptoms, and medicines ▶ Reading medical information leaflets	▶ Body parts, medications and symptoms ▶ Hospitals and family planning clinics
Train Station & Airport	▶ Talking about trips and packing ▶ Talking about past experiences ▶ Reading arrival/departure boards ▶ Talking about free time;	▶ Travel infrastructure ▶ Travel objects ▶ Travel vocabulary ▶ Free time activities
Supermarket	▶ Talking about typical foods and holidays ▶ Expressing food preferences ▶ Understanding sales and supermarket leaflets ▶ Reading a recipe ▶ Writing a menu for a party	▶ Foods and beverage ▶ Quantities and containers ▶ Holidays and celebrations
Job interview	▶ Talking about past professional experience and personal interests	▶ Skills and competencies ▶ Jobs and professions

Total Physical Response (TPR) and Storytelling, is adapted to a heterogenous class which includes illiterate learners to support their empowerment by using creative means of expression and movement.

Storytelling has a recognized social value: learners can identify with the characters and the way they see the word. It promotes public-speaking skills, creative thinking, and bonding. Storytelling employs informal education and can be adapted to a multilevel class, as both oral and written stories can be used. If students can read and write, the teacher can start from speaking and strengthen writing and reading. If students cannot read or write, the focus will be on spoken language, while written input and output will be replaced by visual elements and artefacts.

Different phases of storytelling sessions:

1. FIRST PHASE → FROM THE INSIDE TO OUTSIDE WORLD

-
- | | |
|--------------------------------|--|
| Communicative functions | <ul style="list-style-type: none"> ▶ Greetings and personal information ▶ Expressing likes and dislikes |
| Cognitive functions | <ul style="list-style-type: none"> ▶ Responding to input; Imitation and repetition ▶ Making guesses |
| Activities | <ul style="list-style-type: none"> ▶ Movement icebreakers; Introduction icebreakers ▶ 'Make a guess' icebreakers |
| Output and Artefacts | <ul style="list-style-type: none"> ▶ Creating a class repertoire of beloved objects |
-

* **Movement icebreakers:** e.g. : "In a circle, do a specific movement with your body (clapping, jumping, clenching fists, raising a hand, etc). The others imitate you".

* **Introduction icebreakers:** e.g. : Two truths and a lie: in a circle, tell two true things and a false thing about personal information; (movement icebreakers and introduction icebreakers can be blended in a single icebreaker, for example, Dance of names: "Tell your name and make a movement; the others repeat name and movement; then, the person to your left repeat the name and movement of the previous person and tell their name while moving, and so forth").

* **Make a guess icebreaker:** e.g. : Symbolic pictures /realia (food; hair brush or clips; book; CDs etc) are put together. students choose 2 objects (one like, one dislike) without telling which is which. Students guess their fellow students' likes and dislikes. Artefact: symbolic pics of all 'likes' are glued to a cardboard and decorated.

Communicative functions

- ▶ Describing family and oneself
- ▶ Making comparisons

Cognitive functions

- ▶ Autobiographical storytelling ; Recognizing people's emotions

Activities

- ▶ Describing pictures of people ; Completing a family tree

Output and Artefacts

- ▶ Creating a face collage making associations to family members
 - ▶ Collecting descriptions in a paper roll
-

* **Describing pictures of people:** descriptive vocabulary building through visual input (aspect and personality).

* **Completing a family tree:** students study a family tree template and see how it works. They complete an empty template with the names of their relatives and the relationship to be avoided if students have painful family stories; the family tree could be replaced with a circle of friends).

* **Artefact:** 2 options (that can be integrated): with paper scraps, students can make a self portrait and write their names (illiterate) > the teacher can stimulate the oral production of body parts/relatives in the meantime; for students that can read/write, students write a self-description (e.g.: *my name is Precious, I am strong, fun and kind, my hair comes from my father, my nose comes from my mother; I'm tall like my grandpa; I'm happy like my aunt*). All descriptions are coiled around a rolling pin and hanged to the wall surrounded by the self portraits in a mixed ability class.

Communicative functions

- ▶ Describing natural or artificial environments
- ▶ Expressing emotions

Cognitive functions

- ▶ Translating visuals input into personal output
- ▶ Restoring self-awareness

Activities

- ▶ Observing and describing the surrounding environment

Output and Artefacts

- ▶ Identifying oneself in natural/artificial elements and associating feelings to them through drawings
-

* **Observing and describing the surrounding environment:** students create a numbered list of 10 items. Each item starts with "I see". Students go outside or look outside the window/ around in the class. They write down 10 things that they see (e.g., "I see a tree; I see a lamp; I see a book; I see a man walking his dog on the street"). They go back to their list and replace "I see" with "I am". They pick 5 sentences that represent them and their feelings (they try to explain why they feel like a tree/lamp/ man walking a dog). If they can't write, they can copy the list of items and verbs and draw what they see/are.

* **Artefact:** the list of I see/I am.

2. SECOND PHASE → THE OUTSIDE WORLD

-
- Communicative functions** ▶ Talking about professions
 - Cognitive functions** ▶ Identifying people's virtues and vices
 - Activities** ▶ Matching different experts to adjectives
 - Output and Artefacts** ▶ Recreating a safety network that surrounds women
-

* **Matching different experts to adjectives + artefact** : on a (personal or shared) cardboard, using glue and a thread of wool, students write the names of the professionals who surround them with their professions + one positive adjective and one negative adjective. The name of the students should be at the centre of the net: their profession (present or wished for) vice and virtue should be included. The shape can be a spiderweb.

-
- Communicative functions** ▶ Talking about routine
 - Cognitive functions** ▶ Understanding a story
 - Activities** ▶ 'Reading' silent books
 - Output and Artefacts** ▶ Inventing silent book dialogs
-

* **Reading silent books** : the students imagine the dialogs or narration of a silent book or an illustrated book. A video can be proposed too (Italian book: *Lucio e le prime parole*, it's a kids book but useful for adults. Further research can be done) <https://www.youtube.com/watch?v=sN6opoEOiZk&t=84s> (the video must be muted)

-
- Communicative functions** ▶ Talking about past experiences and feelings
 - Cognitive functions** ▶ Sequencing a plot storyboard; Identifying feelings
 - Activities** ▶ Working with disorganised film excerpts on altruism
 - Output and Artefacts** ▶ Talking about a helper
-

* **Working with disorganised film excerpts on altruism**: template of a storyboard is distributed and studied. Video sequences are shown in a disorganized manner. students recreate the chronological order of the scene. They are helped recreate the storyboard with the distribution of evocative photographs of each excerpt. (e.g., odyssey 1954 - Alcinoos episode)

3. THIRD PHASE → FROM THE OUTSIDE TO THE INSIDE WORLD

-
- Communicative functions** ▶ Talking about food and positive past experiences
 - Cognitive functions** ▶ Associating food with people who made us feel welcome
 - Activities** ▶ Exploring '*welcoming*' foods stories, and characters
 - Output and Artefacts** ▶ Drawing '*welcoming*' foods, people or objects
-

*** Exploring '*welcoming*' foods stories, and characters:** Foods and spices are placed on a table. students are free to explore, smell and touch. in a circle, students tell a story about a positive experience connected to food. they can subsequently draw or write about foods, people and objects connected to their story.

-
- Communicative functions** ▶ Talking about trips; Giving directions
 - Cognitive functions** ▶ Orienting in the world map
▶ Recognizing the strength of multilingualism
 - Activities** ▶ Working with film excerpts on travel and languages
 - Output and Artefacts** ▶ Building a collective map of journeys and languages
-

*** Working with film excerpts on travel and languages :** using movies on travels and languages as a way to reflect on the importance of multilingualism; using a Africa/ Asia/Europe map to retrace the journey from home to Europe and to talk about the languages learned/ used along the way.

-
- Communicative functions** ▶ Talking about physical and psychological health
▶ Sharing tips
 - Cognitive functions** ▶ Identifying problems and giving advice
▶ Self-awareness
 - Activities** ▶ Reading or listening to simplified stories of strong female characters
 - Output and Artefacts** ▶ Talking about one time when you had to be brave or had to find solutions on your own
-

*** Reading or listening to simplified stories of strong female characters,** to be selected based on the local context.

3.6.

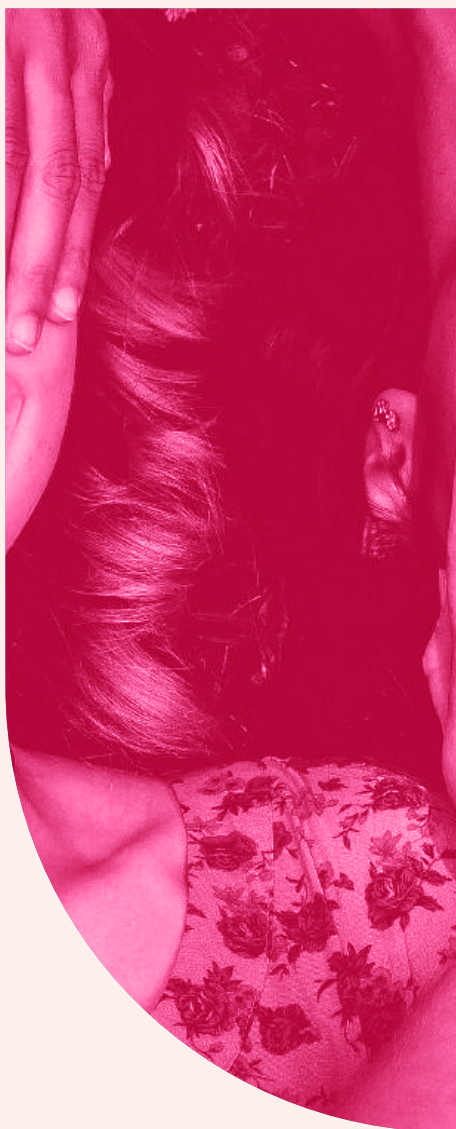
THE ETHNO-PSYCHIATRY APPROACH TO LANGUAGE TEACHING

Language learning for women survivors of trafficking and violence is an important step in social and labour integration processes.

The presence of the psychologist (with expertise in ethno-psychiatry or the presence of a cultural mediator as mentioned above) at the language course has incredible potential, as it:

- ✓ Can be an opportunity to **intercept culturally determined signs of trauma** and suffering, **which can block the learning process**.
- ✓ Helps **emphasise a multilingual approach** to language teaching and the **learner's native language as a resource**.
- ✓ Can lead to **individual therapy sessions** proposed by the psychologist, in consultation with the language teacher, to individuals who may need **additional support in their healing trajectory**.







4. Employment counselling for women survivors of trafficking and violence

This part of the WINGS Generic Framework presents an outline for tailored employment counselling for women survivors, the course of action, methodologies and recommendations.

4.1.

EMPLOYMENT COUNSELLING CONTEXT

A tailored counselling is a holistic personal growth path based on the recognition of the women's strengths and weaknesses and that aims for the identification of specific goals to be reached in different fields of personal and professional life (work, household situation, education, relation with the local community, personal relationship, among others).

Employment counselling will ultimately result in a **Career Plan**.

BEFORE STARTING A COUNSELLING PROCESS, THE FOLLOWING ISSUES SHOULD BE CONSIDERED:

- ✓ Including a **multidisciplinary team** to outline a comprehensive portrait of the woman's actual situation and to build a counselling process that considers and reflects her possibilities, needs and expectations.
- ✓ Counsellors must ensure that the **counselling environment and their behaviour is positive**, allowing a respectful and open interaction:
 - ▶ avoid sitting across a table from the women as this may communicate a sense of hierarchy or non-involvement, choose instead a corner or side-to-side position, allowing a good eye contact, using gestures and observing the women's body language.
 - ▶ choose seats of the same height.
 - ▶ unfold arms, as crossed arms make you appear defensive and signals tension.
 - ▶ show that they are engaged and interested by nodding the head and leaning in.
 - ▶ keep a distance that is comfortable for the other person, this vary from culture to culture.
 - ▶ smile to signal that they are approachable and friendly, offer something to drink, etc.
- ✓ **The counselling should be flexible and open to changes.** Even if the counsellor may formulate an initial outline, it should be adapted to women's changing aspirations and requirements.
- ✓ Every counsellor should be aware of his/her **own responsibilities and boundaries** and communicate these in a transparent and positive way to the women survivors to build trust. It is also essential that participants have a clear understanding as to what they may or may not expect from the counsellor.
- ✓ **Key aspects in relation to professional growth and development should be considered** (stress and time management, relation with employers and other employees, etc) in order to guarantee effective labour inclusion.
- ✓ In the elaboration of the Career Plan, **counsellors must take into consideration that the women's legal status may hinder inclusion into the legal labour market.** The counsellor should be aware of the EU and national legislation on the matter or seek legal advice if needed.

Lifelong learning and skills development must be promoted during employment counselling. To this end, the following main stages of the employment counselling process should be followed:

1. INTRODUCTION AND INTAKE INTERVIEW

Connecting with the programme participants and finding out about their current situation

When preparing for the first individual counselling meeting the employment counsellor should **investigate women's vulnerabilities and conditions including the risk of re-trafficking**. During the first session, the counsellor should indirectly:

- * Find facts and information regarding the women's country of origin, considering relevant implications related to their nationality/ethnicity, gender and sexuality, isolation or social marginalisation due to political or ethnic affiliation or other reasons.
- * Consider the basic information such as legal status, first reception documents and clinical history.
- * Detect any legal and bureaucratic procedures that are considered urgent to guarantee the labour inclusion (e.g., work permit clearance, residence permit, contract of stay, recognition of international protection etc.).

2. IDENTIFICATION OF NEEDS, SKILLS TO ACQUIRE AND OBSTACLES TO OVERCOME

Developing appropriate strategies to increase the programme participant's commitment

During the session the employment counsellor should:

- * Map the competences and abilities while considering programme participant's ambitions in relation to her professional and educational growth (taking into consideration competencies and skills acquired in all formal and informal spheres).
- * Identify the skills the women should acquire to apply for the work she desires.
- * Agree with the priority areas for action to improve their skills.
- * Consider the main obstacles to overcome to reach the goals.
- * Handle objections and queries.
- * Provide support and encouragement to women during the decision-making process.
- * Encourage the view that women survivors can solve their own problems.

3. CONSOLIDATION OF CAREER PLAN

Prioritising action and agreeing on the next steps

Once the introduction has been made and needs identified, a **Career Plan** should be set in place. The employment counsellor should make sure that:

- * All matters have been addressed and all questions answered.
- * Confirming the decision which has been reached. Agreeing who will do what by when.
- * Committing to the Career Plan.
- * If some matters are still pending, and if the programme participant agrees, arrange a new meeting giving time and space to process the first information.

It's important to underline that it is not a linear process and that the process depends on the needs of the women, who may need to stop, move forward or backwards along the counselling according to their changing needs.

As identified by Brown and Krane (2000), there are specific employment counselling intervention components which can be translated into practices that favour effective career outcomes.

4.3.1.

GENERIC PRACTICES

* Individualised assessment and feedback

Dialogue and more formal value, interest, and skill inventories should be used to provide women with individualised assessment and feedback about their strengths and achievements as well as contextual barriers that have influenced their career progress. Additionally, individualised feedback on career documents (e.g., resumes and CV) allows women to provide different forms of support including encouragement and praise for what they accomplish during the career counselling session and what they have achieved during their lifetimes. Individual assessment is then crucial for the counsellor to obtain basic information on a woman's needs in order to start orienting her towards her employment path.

Example questions to ask:

Some of the questions that can be asked or that can be kept in mind during the conversation are the following:

- ▶ *Where do you want to be in five years?*
- ▶ *What would you like to achieve in your personal life?*
- ▶ *What would you like to achieve in your professional life?*
- ▶ *What are your strengths?*
- ▶ *How do you think your strengths and qualities could match your professional aspirations?*
- ▶ *What are your weaknesses?*
- ▶ *How do you think you can work on your weaknesses?*
- ▶ *What do you need in order to feel satisfied and fulfilled?*
- ▶ *According to you, which are the main factors for a successful life/career?*
- ▶ *In your previous work experience in which tasks do you think you gave your best? Which tasks did you enjoy less?*

* Written exercises

They facilitate women's critical self-reflection and foster their ability to highlight their experiences and skills to schools and employers, compete for jobs, financial aid, and so on and to accurately represent their skills, personalities, cultures, and other preferences. The counselling session for many women is one of the few places where they feel safe and free to focus on themselves, write about their goals, list their accomplishments, and complete career activities. It is proved that written exercises in-sessions on occupational analyses and career choice contributed to reducing women's feeling of lack of control about their situation, which is known to be a cause of psychological distress.¹

Example: *Personal manifesto*

Ask women to write down their own Personal Manifesto, answering the following questions:

- ▶ *What are your strongest beliefs?*
- ▶ *What makes you passionate and what inspires you?*
- ▶ *Which relationships do you consider to be important?*
- ▶ *How do you want to define yourself? (E.g., I am strong and courageous, I am loyal and generous).*
- ▶ *What words do you want to live by?*

¹ Milot-Lapointe, Le Corff, Savard *Effect of individual career counselling on psychological distress: impact of career intervention components, working alliance, and career indecision.*
Available from: <http://tinyurl.com/5ba3zsh2>

* Skills assessment for the recognition of competences

Skills assessment is of paramount importance in order to allow third country nationals to bring their competences and expertise in the local labour market. This can be partially done by the counsellor through a free narrative and autobiographical expression during the interview. However, it is useful for the employment counsellor to research current procedures for recognition and equivalence of qualifications. For instance:

- ✓ *The EU Skills Profile Tool*
- ✓ *European Qualifications Framework (EQF)*

* Information about the labour market

It's important to provide information to the programme participants about job announcements and position requirements, wages, school applications, degree requirements and costs, career portfolio documents, financial resource announcements, vocational rehabilitation services, and so on. It can be provided by posting flyers and brochures in the room where the employment counselling sessions take place. It can also be beneficial to directly share with them accurate information on how the labour market functions at local level. Therefore, the counsellor should:

- ✓ Advising women on what a contract might include explaining that working conditions must contain at least the following information:
 - ▶ *Parties to the employment contract (employer and employee)*
 - ▶ *Place of work: if there is no fixed place of work, the document should highlight that the employee will work in various locations and mention where the business is registered;*
 - ▶ *Title, grade, category of work or a job description and brief specification of tasks;*
 - ▶ *Start date and expected duration of the job if the contract is temporary;*
 - ▶ *Number of days of paid annual holidays;*

- ▶ *Length of notice periods for you and the employer if one of you terminates the contract; Initial basic salary, frequency of payment, and any other components of remuneration; Length of the normal working day or working week (working hours).*

- ✓ Advising women on the different types of contracts. Provide the woman with information on full time contracts and other types of work contracts with the emphasis of the principle of non-discrimination when using non-standard forms of employment. Non-standard or other types of work contracts can include: fixed-term work, part-time work and temporary agency work.
- ✓ Advising women on payment documents and tax issues. Provide the woman with information on other relevant documents: what is and how to read a pay slip, what is a letter of resignation and when it must be signed, how to deal with the tax obligations depending on the type of contract, what is and how to do the declaration of income. Provide information about the services that can support the woman (e.g., trade unions, support desks etc).
- ✓ Additional support regarding coaching and professional mentoring. Refer women (when relevant) to local coaching or professional mentoring programs of government institutions or non-governmental organizations.

* Role modelling

Role modelling is a powerful tool to expose women to individuals who have successfully engaged in different career development activities. Survivors share a wealth of information and experiences with one another, and career counsellors' model different vocational skills during the session, such as using the Internet to search for jobs or schools, using the computer and word processing software to create CVs, and conducting informational and job interviews.



* Role play

Role plays can be part of an employment counselling path where women are given the opportunity to assess how they perform in an imaginary situation which is likely to mirror a scenario they may come across within the role.

Example: *The interview*

You can start the activity by explaining what a job interview is, the different types, and by providing general advice that may be of interest to any candidate. Then, ask the participant women to choose a partner and prepare a job interview for a fictional position. Give them 10–15 minutes to consider things like transportation, the potential employer or the dress code. Then, role-play a simulated job interview. One participant in each pair will play the interviewer; the other will play the interviewee and answer the questions they are asked. Meanwhile, the rest of the group should observe the interview and offer suggestions for improvement. All participants should get a chance to play the interviewee. It is suggested for the employment counsellor to provide a list of questions with different levels of difficulty and possible answers.

Consider examples of difficult questions that should not be asked, but that they might face. Our work to foster survivors' inclusion and career adaptability is a critical step to promoting their social and economic development in the longer term. It is this long-term focus and commitment that we believe is necessary to reduce the unequal distribution of social and economic resources, and sustains those who are left behind. They should be able to detect these questions and deal with them. In fact, they might even want to reflect on whether such questions should make them reconsider applying for the job.

Example questions:

- ▶ *Do you have kids?*
- ▶ *Do they usually get sick?*
- ▶ *Are you married?*
- ▶ *Have you ever taken a sick leave?*
- ▶ *Do you plan to get pregnant?*

The employment counsellor must inform participants that these situations do happen. Let them know the rights they have and how to respond.⁸

⁸ Avveduto, V., Baruzzo, G., De Luca, N., Grigaliunaite, R., Gutiérrez, L. S., Kaplani, M. E., Martin, L. P., Tamas, A., Torrens, A., Usai, M., (2020) "Multidisciplinary employability training materials as a part of HEAL Recovery and Integration programme". HEAL project. Available at: <https://cesie.org/en/resources/heal-multidisciplinary-employability-training-material/>



The Symbol work methodology⁹ is a career counselling method based on the use of symbols. Working with symbols for career counselling is an opportunity for women survivors to use a universal language. Indeed, symbols are helpful in situations that are difficult or impossible to describe using other means of communication.

One tool of intervention of the Symfos approach is the **Basic Clearing methodology**. Applying the Basic Clearing methodology, the counsellor asks the programme participant to use a resources/competence map to identify her needs and goals. The resources/competency map is structured like an atom, with a goal at the centre and relevant aspects of the programme participant's life surrounding it.



Image 1: Resources/ competence map

1. STARTING POINT: GOAL SETTING

The programme participant discloses her goal to the counsellor, chooses a symbol for her goal and puts it on the centre of the page.¹⁰

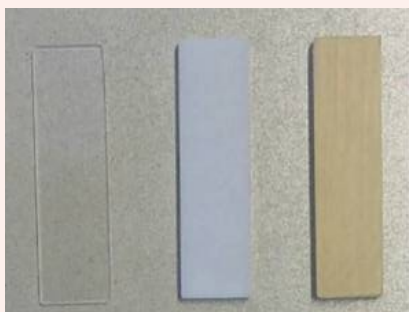
Image 2: Choosing symbols for the goal



2. CHOOSING SYMBOLS FOR EACH ASPECT

The counsellor asks the woman to work through the sheet and selects symbols that she feels represent each of the areas on the page relevant to her own lives. In some cases, the women may leave some areas without a symbol, which also gives certain information.

Image 3: Different grounds to assess the personal situation



3. EVALUATE THE SITUATION IN EACH AREA

The programme participant is invited by the counsellor to assess her personal situation in each area. To make this visible, the woman then chooses to lay pathways between each symbol and their goal.

- ▶ Solid ground indicates:
I feel very stable and safe here.
- ▶ Thick Ice: I feel somewhat stable and safe but I feel a little wobbly
- ▶ Thin Ice; I am very shaky and the ice could break at any moment

Image 4: Symbols and evaluation pathways on the work pad



At the end the counsellor should proceed with counselling sessions asking woman to present what she has displayed and then interpreting their choice and collocation of the symbol. This phase leads into a discussion between the woman and the counsellor about the support needed and further steps to reach her goals. Together with the counsellor they can review what strengths or barriers each area presents in relation to their goal and create a complete action plan based on this.¹¹

10 Symbols that should be collocated in the resources map are concrete objects (figurines, objects used in daily life, etc.)

11 SYMFOS Concept Note - Basic Clearance,
<https://cesie.org/en/resources/symfos-basic-clearing/>

The TOLERANT methodology¹² aims to foster access of women survivors of trafficking to the local labour market promoting gender-specific career guidance with a particular focus on employment support. The main objective is to guarantee a service to map the skills, qualifications and work experiences of women, giving them personalised advice towards their **labour market integration**.

To achieve these objectives, it applies a competence assessment path in order to collect personal and professional background information for the creation of a personalised profile. Within this framework the details to be collected regard information on the women professional status, work experience, skills and level of education and/or training as well as information on possible career goals and expectations and further training.

According to the TOLERANT methodology, the purpose of collecting this information is:

- ✓ To analyse and evaluate the former career path of each woman (if any).
- ✓ To analyse and evaluate existing skills.
- ✓ To define realistic career choices based on previous experience and needs.
- ✓ To highlight obstacles that need to be overcome for women's employment integration.
- ✓ To analyse the skills required, based on the identified career path.

All these actions will be crucial for the creation of a personalised professional profile tailored to the women needs. Different methodologies and approaches can be incorporated within different stages of the counselling process, and expanded based on the needs and personal interests of the programme participants.

¹² More information on TOLERANT methodology and project can be found on TOLERANT project website: <https://www.tolerantproject.eu/>



The vulnerable condition of a third-country national survivors' women due for example to displacement or trauma could severely affect their labour inclusion trajectory. Therefore, in the labour inclusion process it is crucial to pay attention to a culturally sensitive approach.

A **culturally sensitive approach** means paying attention to the cultural dynamics in the job-search and workplace, such as professional aspirations, interview style, interaction, dress code, communication methods, etc.

In this framework, the role of a psychologist to assist the employment counsellor is vital.

A psychologist is a key figure in:

- ✓ Evaluating the programme participant's needs and requests.
- ✓ Acting as a mediator between the women and the employer to help understand how different cultures process and elaborate different interpretations of reality.
- ✓ Investigating and studying the programme participant's mental health considering how the characteristics of their tradition, culture and customs affect their behaviours and values.
- ✓ Equipping women with the tools to manage possible cultural misunderstandings during a labour inclusion.

It is hence evident that an effective approach to working with women survivors of trafficking and violence should be made up of a multidisciplinary team which includes a psychologist with trans-cultural/ethno-psychiatric expertise able to create a personalised career plan that will respect the women's cultural reference framework.

Sometimes some sessions can be proposed in a group setting. If this is the case, pay attention to the group composition in relation to ethnicity and political affiliation. It is important to be aware of cultural conflicts that could arise in a heterogeneous group and to understand how to deal with them.





5. Considerations for employers' engagement and internship provision

This section of the WINGS Generic Framework provides considerations regarding the legal framework for employment and internship provision and brief guidelines for the development of personalised internship plans for women survivors of trafficking.

5.1.

THE LEGAL FRAMEWORK FOR EMPLOYMENT AND INTERNSHIP PROVISION

When searching for employment or internship opportunities for women survivors of trafficking, considering the European and national legal framework is a must.

The general consensus across the European Union is that social policy towards the unemployed, as well as others not in work, should shift away from passive income support towards active measures to help get them into employment which include:

1. Measures aimed at **helping the unemployed find a job**, either by assisting them in their job search activities or by improving their employability through training or work experience.
2. Measures which provide the unemployed either with **direct access to employment**, through subsidising jobs or reducing the taxes and social contributions which employers have to pay, or with assistance to start up their own business and become self-employed.

A current trend is the decentralisation of employment services and the granting of greater autonomy to local offices in decisions on the different programmes available to respond to local labour market conditions and needs. As a result, there has been increased interaction with local organisations – both private and public – in the design and provision of work and training opportunities. Further research on the legal framework includes:

- * Residency requirements
- * Employment contract types
- * Potential subsidies for the companies that employ vulnerable groups.

Reaching certain jobs is only possible when certain preconditions are met. Low educated women survivors, therefore, often find it impossible to land a job that fits their profiles. As mentioned, meeting expectations with realities is also part of the role of the employment counsellor. In fact, low-skilled women can overcome market barriers by engaging in the sector of their choice but in a low-skilled job to slowly become more specialised.

Once the employment or internship opportunity has been identified, the employment counsellors should develop internship plans , based on **4 main phases**:

1. SETTING GOALS

Employment counsellors should address expected outcomes and design an internship programme by asking the following questions:

- What is the main goal of the internship?
 - ✓ This part should include a checklist of competencies indicators to evaluate progress and assess outcomes.

Once the goal is established, the following questions can be considered:

- Will the intern be compensated for their work?
 - ✓ It is important to determine ahead of time if the internship is paid or not, how (hourly or stipend) and how much and make it clear up-front.
- How long will the internship last?
 - ✓ It is important to establish the timeline and plan out the activities and milestones within the dates to ensure interns have a complete understanding of expectations and outcomes.

2. MONITORING THE LEARNING PROCESS

The employment counsellor should work closely with the company and identify a key figure who can supervise and mentor the intern. The supervisor will be chosen according to his/her previous experience on building inclusive work environment for vulnerable groups or considering his/her sensitivity towards the issue. The counsellor should also hold regular individual meetings (in presence or online) with the programme participant during the internship periods.





3. ADDRESSING AND RECOGNIZING COMPETENCES

Both the counsellor and the supervisor should give constructive feedback as an opportunity to coach and reinforce positive attitudes and performance. It also allows for the chance to correct behaviours or issues if needed.

Moreover, a mid and final assessment on competences should be carried out on:

- * **Technical and vocational competencies:** those related to the knowledge and skills necessary for developing a particular work activity, defined by the occupational profile.
- * **Core competencies:** those skills recognised in a particular culture as basic requirements for access to the local labour market: e.g. digital skills, language skills, driving licences, among others.
- * **Transversal competencies:** wide-ranging skills, abilities, and attitudes necessary to respond to work situations of varying complexity. For example, teamwork, responsibility, flexibility, adaptability, and stress management, among others.

4. FOLLOWING UP AND PROVIDING ADDITIONAL COUNSELLING

At the end, it's crucial that:

- ✓ The employer should conduct an exit interview to collect insights on the programme participant's experience.
- ✓ A certificate is provided recognizing the internship period and competencies developed.
- ✓ The counsellor holds a follow-up meeting with the employer to gauge the employer's satisfaction, and identify future opportunities for other women.
- ✓ The counsellor meets with the programme participant to assess goals and expectations achieved.



6.

Final remark

Our work to foster women's survivors of human trafficking social inclusion and labour integration is a critical step to promoting their social and economic development in the longer term.

It is this long-term focus and commitment that we believe is necessary to reduce the unequal distribution of social and economic resources, and sustain those who are left behind.



7.

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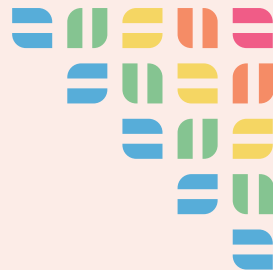
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- ▶ CESIE
→ Italy

www.cesie.org
justice@cesie.org



- ▶ LIBERA
→ Italy

www.libera.it
international@libera.it



- ▶ KMOP
→ Greece

www.kmop.gr
european_projects@kmop.org



- ▶ Payoke
→ Belgium

www.payoke.be
admin@payoke.be



- ▶ SURT
→ Spain

www.surt.org
surt@surt.org



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