



Net-works

TOOLKIT

**for practitioners
on "tools and methods"
to guarantee
the job placement of
survivors of trafficking (SOT)**



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INTRODUCTION

WHAT IS A TOOLKIT FOR THE SURVIVORS' INTEGRATION?

The toolkit is a set of instruments, methods, and approaches - that allow professionals in a specific sector to effectively and comprehensively replicate a significant initiative for a specific target group.

The toolkit for practitioners, on "tools and methods" to guarantee the job placement of survivors of trafficking (SOT), offers a practical path and a "toolbox", usable in any context of the EU, through 5 key tools in starting integration pilot paths.

STRUCTURE

The Toolkit is divided into the following sections:

1. Introduction to the toolkit's structure and methodology.

This section also includes the approach to survivors integration and useful services to achieve it.

2. Tools:

This section includes five tools presented through a brief background overview and the reason for the proposed tool, with examples for practice implementation in the context of the employment sector, useful links and stories of beneficiaries of the NET-WORKS project.

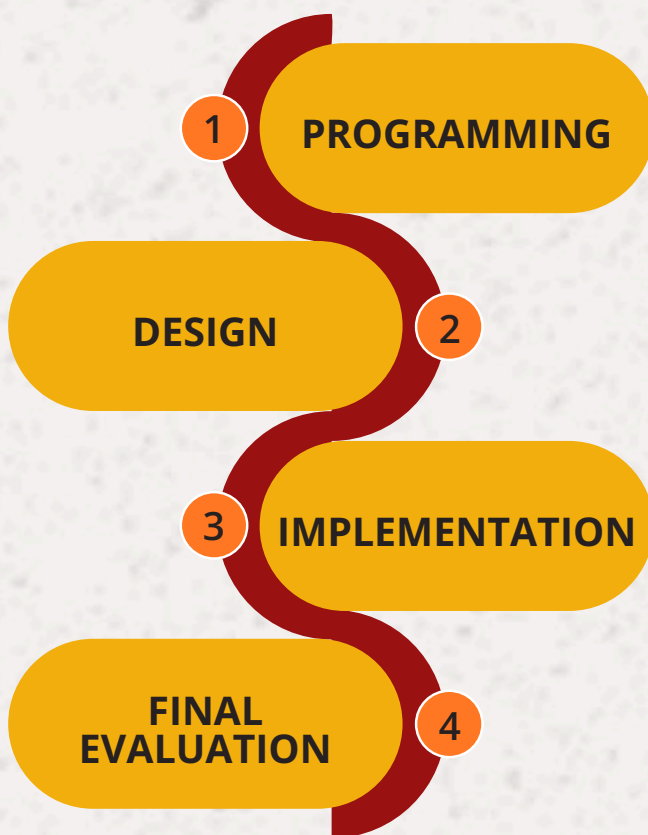
3. Practical tools to guarantee job placement:

includes a set of important material for the need assessment, monitoring and evaluation, interviews to beneficiaries and what works in the implementation of integration, focusing on different stages of the intervention.

METHODOLOGY

The toolkit is based on the needs assessment of the target group and the services available to them, it focuses on the objective of the initiative, good practices and experiences of professionals in the sector. These common paths of understanding what works best in integrating survivors of trafficking (particularly for women sexually exploited in Lithuania, Latvia, Spain, Italy, Germany and Sweden), have been developed in the NET-WORKS project's. The practical tools are available at the end of this document.

In the pilot integration pathways aimed at labour integration, the most effective method consists in developing 4 fundamental steps, through the empowerment of the beneficiary:



PROGRAMMING

DESIGN

IMPLEMENTATION

FINAL EVALUATION

In this set of tools it is considered a holistic and human rights-based approach to survivors. It is also important that the person-centered perspective is considered a real tool that intersects with all the others. For example, the basic prerequisite for ensuring sustainable employment is the provision of services that are useful for the overall integration of the person in the host country, in

order to feel part of society and empowered also in the sector of employment, with a specific attention to the risks of labor exploitation.

THE INTEGRATION OF SURVIVORS TO TRAFFICKING OF HUMAN BEINGS

Integration is understood as a dynamic, evolutionary, and bilateral process. It aims at promoting coexistence among citizens of the hosting country and those who have emigrated there, in compliance with the values enshrined in the country's Constitution and the commitment to participate in social, economic and cultural aspects of society.

The following graphic shows the useful services for integration, according to the analysis of good practices and experiences of the NGOs involved in the European Net-works project. One of the most critical factors for effectiveness with respect to integration programmes for victims of trafficking, is to ensure that different services are holistic and linked together. Services must work closely together in coordinated and participative ways for the best interests of each individual survivor.



SAFETY AND SECURITY



Survivors of trafficking should be provided with full information on how to access emergency assistance and report a crime, and the type of responses they can expect whilst doing so.

A relationship of trust between SOT and operators should be created as the starting point of the integration process.

HOUSING



Free, confidential, adequate, and safe accommodations are essential parts for an effective integration of TCNs survivors.

Rules in temporary accommodation should be not excessively restrictive and clearly explained to victims

Placement of SOT in contexts not exclusively dedicated to trafficking victims can promoted faster recovery and greater awareness of their abilities.

The presence in these spaces of a social worker who supports women holistically and in an intersectional perspective, makes it easier for them to integrate.

The transition to independent living and autonomy should take place through a dedicated housing support.

Longer term independent accommodation should be provided to SOT only when they have sufficient skills and capacities to manage this level of independent living.

PERSONAL GOAL SETTING



Individual guidance plays a very important role in the working life training provided.

Understanding the variety of needs and expectations SOT have in relation to working life to develop the services for the survivors and encourage their empowerment.

Facilitate pro-active engagement in the co-design and co-implementation of goals and actions concerning programs which support their integration.

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Facilitate pro-active engagement in the co-design and co-implementation of goals and actions concerning programs which support their integration.

VOCATIONAL TRAINING



Through training courses, SOT gain access to internships that increase their chances of employment in the companies where these internships take place.

Through the courses, women could learn about fair trade initiatives.

Low-threshold integration courses require a safe environment and small, well-controlled classes. They should cover topics such as labor market access, budgeting, trauma management and personal development.



PROFESSIONAL ORIENTATION



Job orientation is crucial to make SOT aware of what kind of paths they might take and introduce them to different perspectives.

During professional orientation, the focus must be on the participants and their needs.

Individual pathways and work orientation based on a culturally sensitive approach are needed.

An IT tool that matches job-seeking migrants with employers would be useful for matching supply and demand.



WELFARE ASSISTANCE



Support to access education, training or employment opportunities should continue to be provided to victims of trafficking through welfare assistance.



TRAUMA-SENSITIVE COUNSELLING, PSYCHOSOCIAL SUPPORT AND RECOVERY



Trauma-sensitive counseling helps survivors of human trafficking to deal with traumatic experiences in a relationship-oriented and resourceful way.

Trauma-sensitive counseling can help SOTs manage their daily lives independently and reduce stress in daily life. In general, the psychosocial support addressed to them can help improving work-life balance.

The storytelling technique can help express ideas, feelings, or thoughts that would otherwise be extremely difficult to describe.



**PARENTAL
SUPPORT**



It is necessary to provide childcare while mothers attend training courses.

Good relationship between host organization and job placement agencies to identify the work environment and schedule to facilitate parenting and social reintegration.

Encourage/Support babysitting and daycare services.

Engage with the host community and ethnic and religious communities, which are positively engaged with migrant women, for parental support based on a culturally sensitive approach.

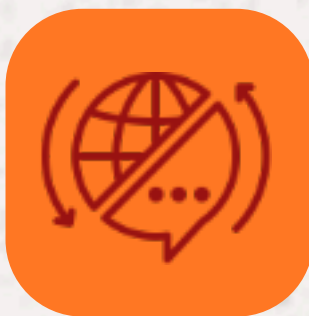


TOOLS FOR VICTIM'S INTEGRATION

The tools can be used at the beginning of the programming phase of the labour integration pathways and job placement or as part of the design phase or simultaneously in the implementation and evaluation phases that may have intersections. It is essential that NGO practitioners involved, peer mentors, intercultural/linguistic mediators, teachers, business tutors and cooperatives in host communities are trained in the programming phase with specific lessons on these tools, methodology, approach and tabs used during implementation.



**PERSPECTIVE
CENTERED
ON THE SURVIVOR**



**LANGUAGE AND
JOB TRAINING**



**EMOTIONAL
SUPPORT**



**TUTORING AND
PEER MENTORING**



**REALISTIC AND
MEANINGFUL
EMPLOYMENT**

TOOL 1



SURVIVOR-CENTERED PERSPECTIVE

BACKGROUND

Practitioners that take a person-centered perspective to their work look at the person as a unique individual with potential and own contributions. They no longer see persons exploited as victims who must be rescued, but promote active listening in their interventions and the involvement of the survivors and their own possibility for empowerment. This perspective includes a gender-sensitive accompaniment, a specific attention to the migration background of the survivor, age, status of migration, trauma, vulnerability, risks of re-victimisation, socio-economic conditions, motherhood, and their expectations of future, personally and work wise.

EXAMPLES

A survivor-centered perspective allows:

- to understand, in the phase of programming, what the survivors' profiles (seasonal/permanent, regular/irregular, gender, age, specific skill sets, etc.) are, and what needs they have, in order to guarantee their empowerment.
- to understand if they encounter difficulties in accessing services - legal, practical, other (language, vocational training, research of job, internship, employment, tutoring).
- to avoid further harm to the surviving person at any stage of the integration process
- to listen to their perspective on job inclusion. For example, if they have to send remittances to their family. If yes, there are opportunities and/or barriers to these remittances being used to help job placement.

- to favor mechanisms in place that map skills, qualifications and experience of women, during the job orientation phase, with a person-centered and gender-based approach.
- to deepen knowledge on what kinds of jobs and the sectors they typically occupy in their home and host country or specific geographic area.
- to consider with the survivor the intersection of person perspective, skills analysis, building new skills and supply/demand analysis in host communities.
- to establish the stages of the process of labor integration with the acceptance of the survivor herself.

USEFUL LINKS

A survivor centred approach (video)

PLAY



**“Survivor-Centred”
International Day for the Elimination of Sexual Violence in
Conflict Panel Discussion** (podcast)

PLAY



Story of OLU

Lithuania

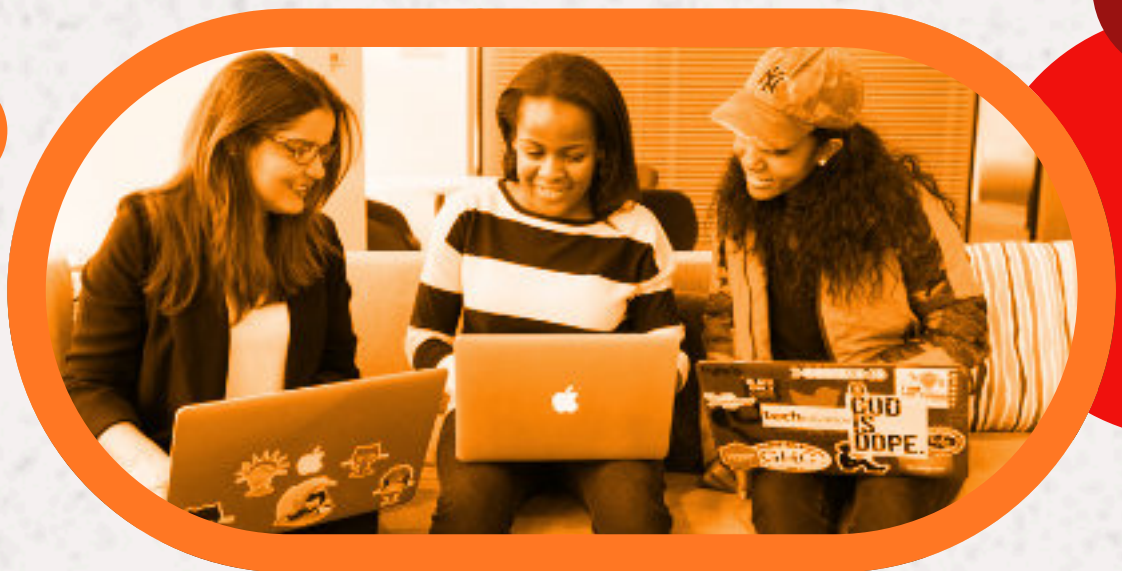
Olu is a 25 years old nigerian woman supported by Kopzi in Lithuania. She was severely mutilated in her country. Listening to her needs and her point of view was crucial to help her. Even if in her it was evident the difficulty she had in understanding who she could trust and what to do in the country where she arrived.

She explained the challenges she faced to social workers who helped her in the integration process thanks to the Net-works project: "It's very difficult for African women to live in Lithuania: the weather and people are cold, not smiling. But there is no corruption here and police protects you". She had the courage to ask for help to find housing and a job place.

Olu is a sex trafficking survivor who has a great dream for her future: "Now I'm working, I am cleaning offices but I would like to study, maybe to go to the university or to the college, this is my biggest dream. I also want to fight for the women who are abandoned or exploited, I hate when girls are cheated by bad men". Now she helps other women supported by Kopzi in Lithuania.



BACK TO
TOOLS



TOOL 2



LANGUAGE AND JOB TRAINING

BACKGROUND

Learning the language of the host country enables SOTs to learn the rights and obligations in the host society and allows them to access and maintain employment. Learning a language is a task that requires effort to master the language, both orally and in writing, as this can open or close the doors to a job, and it's the starting point facilitating effective integration.

However, there are multiple circumstances that can condition and hinder this process. The migration process implies access to a new social reality, which includes, in addition to language, learning new norms and conventions that can sometimes be totally foreign and even in conflict with one's own. Factors such as lack of income, responsibility for supporting the family home (often also in the country of origin), the absence or fragility of social and family networks, or work-life balance difficulties, must also be taken into account. SOTs are also sometimes faced with situations of vulnerability linked to physical and mental health issues (depression, anxiety, alcohol and drug use, STDs), and a history and/or episodes of violence that may worsen their ability to communicate and learn a job.

For language learning to be truly effective, it must be adapted to the characteristics and peculiarities of the learners, as well as taking into account the reality of the social and cultural context. It is therefore necessary to bear in mind their difficulties, their living conditions and their aspirations.

EXAMPLES

Learning the language of the host country and job training allow:

- to communicate, that is, listen, speak (if possible, even read and write), express any need, understand advice, instructions, proposals and know how to ask for information, explanations. Also, understand the gestures and norms in interpersonal relationships.

- to avoid emotional uprooting and social isolation, to improve low levels of self-esteem and self-confidence, and may be able to face perceived messages of mistrust from some institutions that may not be very inclusive.
- to make up for information and knowledge learned from school or work experience in the country of origin, if any.
- to know the social and work organization, laws, customs, and culture of the destination country.
- to overcome other barriers, such as lack of knowledge of the use of resources, and of job search techniques. Cultural differences regarding the labor market, and their immigrant status characterized by the stereotypes that have been generated about them in the host society.
- to increase the skills of SOT in a job sector, help them understand what is the role of the managers and the tutors, rights and duties, how to work in a team, working hours, safety rules.

USEFUL LINKS

Latvian language proficiency and the integration of society (research)

READ 

Language is key for migrant integration in Europe: Interview with Aliyyah Ahad, MPI Europe (video)

PLAY 

Español para inmigrantes, mucho más que aprender un idioma (video)

PLAY 

Story of Loveth

Spain

Thanks to the participation in the Net-Works project, 33 years old Loveth from Nigeria was able to take personalized classes with a private Spanish teacher. Even after few years of living in the country and having participated in group classes of Spanish, she still had serious problems to communicate correctly or manage to solve her issues without support of a native person, as she would put it: "I always needed someone to accompany me to my appointments at the social security offices or at the doctor's – many times I felt like a little girl!"

After only a few weeks of a personalized Spanish course, Loveth is feeling much more confident with her speaking abilities, and while talking to the social worker from her trusted NGO, she jokes: "Now that I have my B1 level in Spanish, you will be bored at work! You don't have to go with me everywhere anymore!". The woman not only gained more possibilities to integrate in the society she lives in, and in the working market, but she also increased her autonomy and self-esteem.



BACK TO
TOOLS



TOOL 3



EMOTIONAL SUPPORT

BACKGROUND

Providing emotional support during the labor integration of migrant women and trafficking survivors is crucial for their well-being and success. Trauma-informed care, culturally sensitive approaches, and counseling services can help address their unique needs and challenges, fostering a supportive environment for their successful integration. Emotional support for victims of trafficking within the context of work includes providing a safe and non-judgmental environment, offering counseling and therapy, connecting them with support groups, addressing their trauma, helping them build self-esteem and resilience, and assisting in their reintegration into society with an approach culturally sensitive that respects their unique experiences and needs. It is important to prioritize their well-being while respecting their autonomy and choices.

EXAMPLES

Emotional support for migrant women allows them:

- to navigate the challenges of integration, adapt to new environments, cope with cultural differences, and address feelings of isolation. This support can foster a sense of belonging, promote mental well-being, and empower them to pursue opportunities for personal and professional growth in their host countries.
- to be supported by professionals such as counselors, therapists, social workers, and psychologists. These experts can offer culturally sensitive therapy, create a safe space for open communication, help them process their experiences, and develop coping strategies.
- to have a workplace psychologist that can be a valuable resource for providing adequate accompaniment in a work environment.
- to face the obstacles due to the work shifts, the work team, relationships with their job manager, as well as managers of the sector, avoiding re-

victimization, cultural misunderstandings and any major obstacles such as discrimination because of ethnicity, youth, gender, religion...

- a workplace psychologist can offer confidential counseling, stress management techniques, conflict resolution skills, and help employees deal with challenges such as burnout, interpersonal issues, and work-related stress. Their presence can contribute to a healthier and more supportive work atmosphere, benefiting the overall well-being and productivity of the employees.

Workplace psychologists can also assist survivors in navigating any work-related challenges that may arise as a result of their experiences, such as addressing triggers or managing stress. Overall, their expertise can contribute to creating a supportive environment that facilitates healing and recovery for women that are survivors of violence.

USEFUL LINKS

Recovery and reintegration of trafficking victims (guide)

READ



Coping with Crime Victimization (publication)

READ



15 Phrases to say to someone who needs emotional support (recommendation)

READ



The importance of empathy (video)

PLAY



Trauma-Informed Approach (guide)

READ



Story of ANNA

Latvia

When Anna came into the organization, she was shattered and in a defensive posture. Anna trusted no one. Each sentence from Anna came with difficulty because she had learned that her naiveness and trust were used against her. Although Anna was scared, she was at a dead-end, so she had to accept the offered help. Isolated from society and having had various life experiences, Anna struggled to perform even the simplest tasks without support. A social worker was present in every task Anna undertook, and a psychologist worked intensively with Anna to build her self-confidence.

When the social rehabilitation program for Anna ended, the "NET-WORKS" project was launched as an opportunity to continue strengthening and supporting Anna. Thanks to the project, Anna dared to fulfill one of her dreams, trying to obtain a driver's license. It was the emotional support that motivated Anna because the social worker helped Anna master the learning platform, accompanied her to the first lesson, taught her to find the correct address, and other details that may seem trivial to others but were significant tasks for Anna. Anna continues to learn driving skills with encouragement and practical help from the social worker. Anna is proof that emotional support is just as important for improving the quality of life in a effective way.



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TOOL 4



TUTORING AND PEER MENTORING

BACKGROUND

Tutoring involves a knowledgeable individual providing instruction and guidance to help survivors to learn specific skills or subjects. It's typically a one-on-one relationship where the tutor imparts knowledge and expertise to the learner (trained/employed).

Peer mentoring, on the other hand, involves a more experienced individual (the mentor) offering support and motivational accompaniment to women with similar experiences (the mentee).

EXAMPLES

Mentoring and peer mentoring in integration and job placement encourages survivors in different situations.

Tutors provide guidance, training, and support to help them adapt to their new workplace and surroundings.

Tutors can assist survivors in building language skills, explaining work procedures, working hours, relationships in the team, how salary works and addressing cultural nuances.

- They can help bridge communication gaps, clarify expectations, and offer a supportive presence as migrant women navigate their roles.
- Tutors play a vital role in helping migrant women feel more confident, empowered, and integrated into the work environment, ultimately contributing to their success and well-being.
- Peer mentors share insights, personal experiences, and practical tips to help the mentee navigate challenges in their work or personal empowerment.
- Mentors also encourage an increase in self-confidence, with a positive impact on the empowerment process.
- Peer mentors may offer support and motivation during needs assessment,

planning and assessment of the integration pathway and may encourage victims to become familiar with differences in health, social, cultural and religious systems, differences in traditions, ways of communication, and education on motherhood of the host country.

- Peers are able to share how they consider these differences between countries as possible resources rather than obstacles to their integration through concrete examples of life. In particular they can give support to tutors and operators to understand misunderstandings or crises in the workplace, due to the long wait of bureaucratic procedures (such as the renewal of the residence permit, obstacles to access to social and health services, work-life balance, the search for an independent rented house, difficulties with the kindergarten or school of the children, the anxiety of not being able to send money to family members in the country of origin, situations of discrimination in transport, hospitals, public offices, etc).

USEFUL LINKS

The importance of survivor inclusion. Code of Practice for Ensuring the Rights of Victims and Survivors of Human Trafficking (publication)

READ 

Finding Purpose In Life and Self-Actualisation. The experience of a survivor (podcast)

PLAY 

Peer-to-peer programme (publication)

READ 

Tutoring Commercially Sexually Exploited Children (podcast)

PLAY 

Story of Beauty

Italy

Thanks to the Net-works project, Beauty, a Nigerian woman of 30 years, completed an internship, and feels satisfied with the work environment and her tasks. " When I don't understand, I can ask my team. In particular I thank Giorgio, my tutor because he is a sensitive person towards the migrants and he can explain to me my activities and help me in relation to the working group. His support is important for me". Beauty no longer feels judged, discriminated against or with low self-esteem because the work environment is prepared to help her avoid further trauma. With the assistance of the tutor, she also manages to overcome the obstacles of language, the difficulties in the tasks to be carried out, the rules and schedules, and the payment method. Tutor support has been essential because it is her first work experience. Everything is different from working hours to ways of working in your own country. Now, Beauty can further improve her skills and looks into the future by saying: "I would like this job to become permanent so I can finally live independently for me and my son, without anxiety for my future".



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TOOL 5



REALISTIC AND MEANINGFUL EMPLOYMENT

BACKGROUND

The employment opportunities must be real, realistic and meaningful. For the integration paths to be effective, it is essential that they are offered in a discreet and sensitive manner, with the consent and adherence of the survivor in each phase, without carrying the stigma attached to an initiative that is only offered to victims of trafficking. These factors are fundamental in the phases of programming, design and beginning of job employment. The involvement of employers such as transnational companies, multiethnic cooperatives and gender-sensitive companies in programs of internships or apprenticeships can be a major asset.

EXAMPLES

Realistic and meaningful employment is important:

- to ensure that integration-related objectives of stakeholders are aligned and clearly stated in the project or programme documents for a better adhesion of SOT before the phase of implementation of the job placement.
- to promote awareness-building efforts towards local companies and cooperatives that highlight the contributions that migrant women bring to host communities.
- to encourage greater understanding and integration of SOT, through research and dialogue on the links between safe and regular labor market and migration needs.
- to reduce negative perceptions on migration, including xenophobia and discrimination towards migrant women, mothers, and their communities.

USEFUL LINKS

Toolkit for integrating migration into employment interventions (publication)

READ



Faces of Human Trafficking: Effective Victim Services (video)

PLAY



Guide for integrated service provision to women VoT to support access to employment (guide)

READ



Story of Grace

Germany

Grace, a 27 years old woman from Nigeria, completed her job training this summer and is now officially employed. She came to us for help a few years ago. She was severely traumatized, lonely and pregnant. After we were able to meet her, she moved into our shelter to have a safe place to live and to be able to take good care of her child. There she started a German course specialized in work integration who also offered childcare.

She managed to pass the B1 exam and then started training in the field of geriatric nursing. The training was tailored to refugees, who could also learn topics of integration at a German workplace, such as the language while completing the job training. She was lucky to find a kindergarten and a babysitter for her child who could cover the irregular working hours.

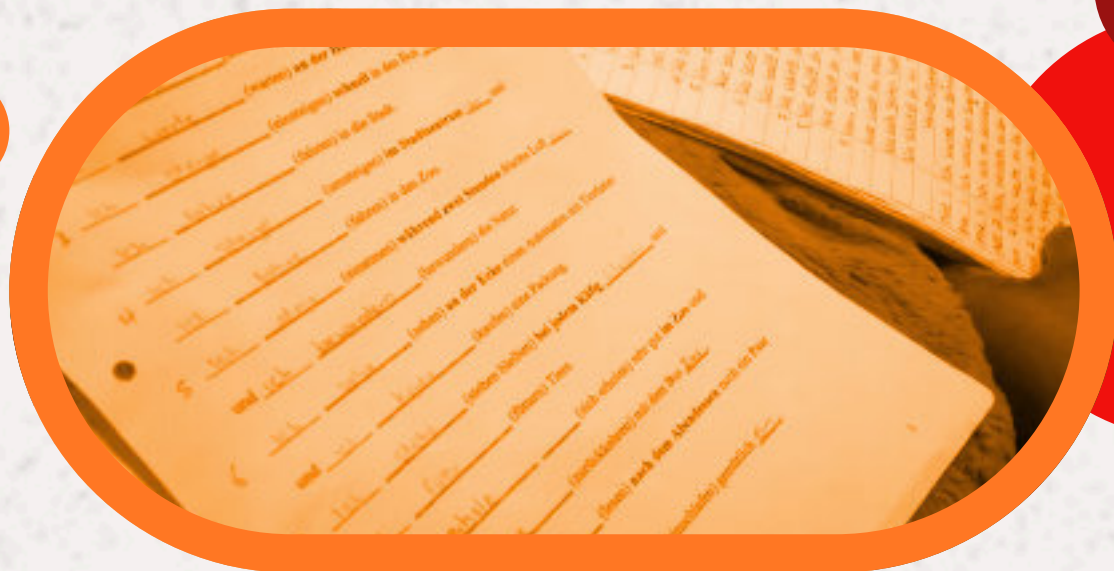
She had very good grades in job training and worked hard. During the training, she was able to practice speaking in German and passed the B2 exam. This summer she passed her final exam and is now a fully qualified geriatric nurse. She was taken on by her employer and continues to work there.

The woman is seeing a therapist to learn how to deal with her post-traumatic stress disorder, which she has been able to manage very well. During the whole process of work-integration, social workers assisted her with psychosocial support, asylum procedure, and helped her to deal with authorities and many other matters. Social workers were in contact with the employer, checked contracts and passed on information to the job training school and workplace in order to facilitate the best possible cooperation between employer and client.

Moreover, she now only works day shifts and has reduced her working hours to 60% to take care of her child. Her supervisor has accommodated her with the offer, which allows her a better work-life balance as a mother. She now lives together with her child in her own flat and is able to earn her own money. She is able to live an independent and self-determined life. This positive example shows that successful work integration is possible if everyone involved is committed to it.



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RECOMMENDATIONS



The EU Strategy on Combating Trafficking in Human Beings (2021-2025) is a comprehensive framework aimed at addressing the issue of human trafficking across European Union member states. Here are some key recommendations and actions outlined within the Strategy and the expert suggestions of the European NET-WORKS project, concerning the integration of survivors.

PROTECTION AND SUPPORT FOR VICTIMS

Establish and maintain comprehensive victim-centered support systems that provide immediate assistance, shelter, medical care, psychological support, legal aid, and vocational training. Ensure that victims are not criminalized and are treated as witnesses during legal proceedings, with their rights and dignity protected.

The cooperation of intercultural mediators is recommended in the protection and support pathways, culturally sensitive tutors and peer mentors who can foster the long-term integration process and job placement based taking into consideration the migration history and experiences in the survivor's home country.

With regard to this aspect, it is important to provide training courses that can provide survivors of trafficking useful tools for the path of integration in Europe. Such as, knowledge of their rights and duties based on the legislation of the country in which they live, the protection afforded to pregnant workers, basic knowledge of the local language and technical skills, which can be learned directly through traineeships in companies or cooperatives, or attending vocational training courses.

In addition, support for victims of trafficking aimed at their integration and integration into work requires that they be informed about how access to health services works, what healthcare they are entitled to and how to manage insurance, residence permit during vocational training, traineeships, including on the basis of the measures of work-life balance and work laid down by the rules of the state in which they live.

In order to integrate, it is also essential to know the education system in

Europe, kindergarten, primary and secondary education, university education that have different characteristics in the countries where victims are most frequently recruited by traffickers. The anti-rape operators in this task play a key role of daily support and accompaniment.

GENDER PERSPECTIVE AND CHILD PROTECTION

Integrate a gender perspective into anti-trafficking policies to address the specific vulnerabilities of women and girls.

Strengthen efforts to combat child trafficking, including early identification, protection, and provision of appropriate support services.

Violence against women, girls and boys is a violation of human rights, which must be rejected with the prevention and the contrast to all forms and is punishable by sanctions, also by Italian law. Violence can be exercised in different forms - even multiple - and in different places: at school, at home and at work, sometimes even through trafficking and sexual and/or labour exploitation. Moreover, through practices ancestral as, female genital mutilation and forced and early marriages.

Therefore, all forms of economic support for working women and mothers are recommended, such as leave, allowances, and specific contributions to support victims of violence and trafficking.

For mothers, it is also essential to inform women about those forms of family support - especially single-parents. In Italy, for example, there is maternity leave up to the fifth month after the birth of the child and parental leave or optional absence from work, including an allowance, up to the age of 8. In this perspective, family support centres and maternity support services are relevant.

Also the patronages that can offer information and to facilitate practices and documentation of difficult compilation are useful tools. For example, Inas Cisl is also present in other EU states with services and counters useful to foreign workers. Website: www.inas.it.

PRIVATE SECTOR ENGAGEMENT

Encourage businesses to adopt ethical supply chain practices to prevent trafficking in their operations and supply chains.

Collaborate with businesses to raise awareness and train employees to recognize and report potential trafficking situations.

In the context of increasingly global economic supply, cases of exploitation and abuse have emerged. Transparency therefore plays a key role in maintaining ethical standards in a supply chain and companies need to know who their suppliers are, even beyond top-tier suppliers. It's critical that companies are confident that their business partners are meeting certain standards to ensure they are compliant, robust and reliable. This helps buyers manage risk and ensure that they collaborate with companies that share their own ethical values and goals, so that they can codify and eliminate risk areas from their supply chain. It is therefore necessary for companies to try to train employees to recognize and report potential situations of human trafficking and serious exploitation.

While it is important to help trafficked women get in touch with the local socio-economic context, to regain confidence in interpersonal and working relationships and to start a targeted job search, on the other hand it is important not to stigmatize the victims and thus involuntarily push them towards secondary victimization. It is necessary to treat the victim with respect, giving space to the verbal and non-verbal expression of their emotions.

In order to foster collaborative relationships and memoranda of understanding aimed at the work integration of victims, it is important to create networks to promote information on regular migration and increase knowledge about legislation, awareness of the risks of irregular migration by encouraging exchanges of information among diasporas in Europe, European entrepreneurs, public bodies and communities in the countries of origin.

It may also be a winning strategy to collect any needs of the territory, respond to these through forms of territorial co-planning and exchange of good practices.

Practical Tools

VIDEOTUTORIAL “INTEGRATED NOT INVISIBLE”

PLAY



NEEDS ASSESSMENT SHEET

READ



PROGRAMME OF THE TRAINING COURSE ON RIGHTS AND DUTIES OF FEMALE MIGRANT WORKERS

READ



**MY NEEDS, MY GOALS, MY DREAM FOR THE FUTURE:
INTERVIEW WITH A BENEFICIARY OF AN INTEGRATION PATH**

READ



EVALUATION QUESTIONNAIRE FORM

GO



“WHAT WORKS” REPORT

READ



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Additional contents

- **TRAINING COURSE ON RIGHT AND DUTIES OF WOMEN WORKERS, WITH A FOCUS ON MIGRANTS AND MOTHERS**
- **GUIDELINES FOR INTERVIEWING BENEFICIARIES AIMED AT EVALUATING ACTIVITIES**
- **NEED ASSESSMENT FORM**



Training course on rights and duties of women workers, with a focus on migrant women and mothers.

Introduction

When assisting women who have left THB, long-term psychosocial support is essential in the EU Member States to promote more effective integration processes. It is therefore necessary not to take for granted the different health care, education, and work-life balance systems in Europe and the country of origin of the beneficiaries. An intercultural, intersectional, and trauma-sensitive approach is needed to facilitate the completion of an educational pathway for the integration of the beneficiaries. Despite the support systems of many EU Member States, several obstacles make it difficult for female survivors of trafficking to trust the specific social services and professionals who support them in various capacities. Thus, it is also difficult to understand what educational and employment services are available to them and the meaning of an education on legality and savings.

General Objective

This activity aims to give survivors new skills to support them in the integration process, starting from their own past experiences. The beneficiaries will learn about fundamental elements of Italian culture and will focus on the rights and duties of immigrant women, workers, and mothers. There will also be specific modules on maternity and work-life balance and financial education to help victims plan and manage their income, be more aware of the importance of savings, and use them responsibly based on the needs of dependent children.

Training program for project beneficiaries

The training program is composed of 30 modules (lasting 45 minutes) and consists of 3 parts. It will take place partly online and partly face-to-face (supervision/monitoring).

Part 1: General information (12 modules)

Part 2: Worker services (12 modules)

Part 3: Maternity and work-life balance services (6 modules)

Training modules

Part	Module	Title	Contents
Part 1: General information	1	Presentation of the Programme	Presentation of the beneficiaries, presentation of the training team. Previous training experiences of the beneficiaries.
	2	Rights of migrant women	Rights to non-discrimination of women and migrants in Italy and in Europe. What is a right? What does Article 3 of the Italian Constitution say? Examples in one's country of origin. Examples in Italy.
	3	Duties	What are duties? What is 'legal' and what is 'illegal'? Legality in Europe. Examples from the country of origin.
	4	Education on legality	What does it mean and how is it to live in a rule of law state? Legality in Italy. What does the Italian Constitution say about rights and duties? What does it mean to live in a democracy (parliamentary republic).
	5	Inequalities and Discrimination	What are inequalities, gender discrimination, racism, and xenophobia? How to address them?
	6	Discovering Your Own Abilities/Competences	Skills Analysis. What does 'skills' mean? Life skills and job competencies (How to create a curriculum vitae), Listening to the beneficiaries
	7	Work	What is work for me? Brainstorming on the concept of work. Experiences in the

			home country. Experiences in Italy.
	8	Working in a Group. Intercultural Skills.	What does it mean to work in an intercultural group? Cultural and religious diversity as an asset. Examples: cultural mediation, bilingualism, etc.
	9	Working in a Group. Communication Skills.	What does it mean to work in a team. Communication within the team. Communication skills.
	10	Emotion Management	Recognizing stress factors and learning to promote emotion management. Who do I turn to when I am not feeling well? The role of the workplace psychologist.
	11	Empowerment and Employment	What is my dream? What does empowerment mean? Women's right to work in Italy and Europe. How to train to achieve your goal. What is secondary victimization and how to avoid it.
	12	Supervision and Monitoring	Intermediate supervision and monitoring. What has the beneficiary learned so far? In which aspects do they struggle? In person.
Part 2: Services and Assistance	13	Computer Literacy	New technologies. Opening an email. How to browse the internet and use social media.
	14	Right to Education - Educational Services	Right to education - education for all. Primary and secondary education. Literacy and language courses, integration courses.
	15	Educational Services. Professional Training Courses. Internship.	Professional training courses, workplace safety. Sickness,

			workplace injuries. What is an internship.
	16	Employment Services.	What is the Employment Center for? Temporary employment agencies. Job service counters.
	17	Work and the Role of the Trade Union, its Network of Services: the Patronage, the CAF, etc...	What is a Trade Union? The network of its services? The example of the INAS CISL patronage in Italy and worldwide. What are the tax services provided by CAFs?
	18	Mobility in the EU	EU Citizens and Registration. Non-EU Citizens and Residence Permits. How and where to renew them? The importance of the legal status of migrants. Listening to the types of permits for beneficiaries. What is legal assistance? Free legal representation.
	19	Domicile and Residence	What is domicile? Declaration of hospitality/property transfer within 48 hours. What is residence. These are free services, they cannot be paid for.
	20	Tax Identification Number	What is the tax identification number? Where and how to request it? What is the revenue agency and where is it located? Mapping in the cities of the beneficiaries.
	21	What is SPID?	How and where to obtain it? Where can I use it? Example/exercise to be done at home with the reference figures, access to the health record.
	22	Registration for National Health Service.	The Health Card What is the health card? How and where to choose a primary care physician

			and a pediatrician. How and where to make appointments.
	23	How to get around the city? Public transportation.	Driver's license. Listening to the experiences of the beneficiaries. Subscriptions for...
	24	Employment Services and Incentives for Female Employment.	Professional Courses. Internship Experiences of the beneficiaries on professional courses and ongoing internships.
Part Three: Services for Maternity Protection and Work-Life Balance	25	Maternity, Child Protection, and Health	Different types of maternity and child support. Listening to the experiences of the beneficiaries. Maternity support in Italy. The right to the health of the mother and child in Italy and Europe.
	26	Children's Rights. Right to Education for Minors	Rights of children, girls, and adolescents in Italy. Right to education for minors. Child protection. Educational obligations in Italy and Europe.
	27	Measures for Work-Life Balance Towards Greater Responsibility Sharing.	Measures for work-life balance. Rights of workers regarding the balance between professional and personal life and public resources to support them (e.g., daycare).
	28	Financial Education. Savings.	The concept of savings. Understanding salary and financial products (bank account, savings account, family allowances...). How to develop attitudes to make the best use of money for a future of independence.
	29-30	Final Supervision and Monitoring	Final Supervision and Monitoring. In-person workshop (one day).

Preparatory Path

1st Stage: Identification of Beneficiaries of the APG23 Training Program - Needs Assessment Form

Select beneficiaries from women who are stable enough and well advanced in their integration process. Operators can use the following criteria to assess which beneficiaries can participate in the program. Selection Criteria:

- Being a woman
- Being a third-country national
- Being a former victim of trafficking
- Having basic knowledge of the Italian language
- Having already initiated the recovery phase and having good emotional stability
- To be integrated into the host country (having legal status, having a study or work prospect in progress)
- Being available to participate in a long-term program (at least 6 months) that includes a training phase and maintaining regular contact with the project team.
- Having jointly completed the needs assessment form with the designated anti-trafficking contact to express needs, characteristics, and the type of integration path to be initiated in 2023 through the Net-works project.

2nd Stage: Preparation of Training Materials - INAS

The training team can create a common glossary with simplified words to use during the course that are understandable to the beneficiaries. Additionally, it identifies the overall objective of each lesson and identifies any visual or audio materials if necessary. Finally, a simulation of an online lesson is organized with APG23 to practice communication with a diverse group of beneficiaries. Following these simulations, the preparation of materials for the 30 modules is completed.

3rd Stage: Preparation Meeting with the INAS-Apg23

The training program includes a presentation meeting for the beneficiaries and the training team. This will be an opportunity to prepare for program monitoring and evaluations. Start of the training program: January 26, 2023. Conclusion: May 2023.

Methodology

The training program is developed using a non-traditional but cooperative and experiential method, primarily because the target group for the training is heterogeneous. Even with a gender perspective, it requires that the trainers interact

with the beneficiaries and start from their integration experience. This experience can be different based on age, living conditions (some are mothers, others are not, some have studied in their home country, others have not had the opportunity, etc.). The main goal of the training program is to provide survivors with new skills to support them in the integration process.

One of the main purposes of Cooperative Learning, which is also rooted in Piaget's pedagogy (for whom 'knowledge is a continuous construction process' and 'experience precedes understanding'), is to promote positive interpersonal relationships based on interdependence. This need becomes more pronounced in highly culturally, linguistically, and intellectually diverse environments, where the presence of very different personal and cultural profiles is evident. Diversity can be valued by focusing on the quality of intergroup relationships. This is the so-called contact hypothesis, which seeks conditions that allow a heterogeneous human group to develop positive relationships and minimize the use of stereotypes and experiences of hostility (Allport, 1979).

Therefore, in the proposed training program, the trainers are professionals in the field who address specific content with the primary goal of raising open questions and issues and promoting active participation and group exchange for more effective empowerment based on the rights and duties of trafficking survivors.

Approach

The approach used in the training program is based on human rights, meaning it is oriented toward the protection and promotion of rights (considering specific conditions such as age, gender, ethnicity, culture, health status, etc.). This approach ensures that trafficking survivors are treated with dignity, equality, fairness, and respect in the various spaces where their recovery and psychophysical well-being are constructed.

It is also intersectional, meaning it is sensitive to how different forms of discrimination and oppression in life and migration, stories are interconnected and cause-specific impacts on the survivor. This approach promotes awareness of all types of exclusion (based on race, gender, socioeconomic status, etc.) without establishing priorities in advance, but rather in the context of the individual's situation, with a particular focus on the victim's vulnerable position.

The approach is also intercultural, oriented towards developing intercultural and interreligious

competencies that are essential in building positive, non-violent, and culturally diverse relationships. The intercultural dialogue underpinning this approach (common language, knowledge of the other culture, and recognition of one's own, elimination of prejudices, empathetic relationships, and contextualized communication) promotes

the establishment of connections between the culture of origin and the host culture without judgmental or ethnocentric attitudes.

Finally, through an intercultural approach, beneficiaries can consider people with different worldviews and cultures in host communities and value an assertive, non-aggressive, and non-passive attitude toward those with origins different from their own.

Monitoring & Evaluation

- Intermediate and final monitoring. Intermediate and final monitoring sessions with the beneficiaries need to be considered. These will be organized in an initial program preparation meeting and an intermediate program evaluation meeting.
During the course, the objectives of integration pathways initiated with the beneficiaries (professional courses or work internships) will be monitored.
- Online and/or in-person supervision with a psychologist to assess the level of anxiety that arises during the integration program. Intermediate and final supervision.
- An open dialogue in case of misunderstandings between the project team, the training team, and the beneficiaries. Methods of intervention to manage misunderstandings or potential conflicts should also be considered. This aspect can be included in the intermediate monitoring sessions conducted with both the beneficiaries and the project team, halfway through the program.





Guidelines for interviewing beneficiaries aimed at evaluating activities

My needs, my goals, my dream for the future

Before starting an interview with a person who has been trafficked, keep in mind that it is important that she trusts you and feels herself in an empowerment situation. It is essential to remember that the interview consists of a dialogue between the operator and the beneficiary, who remains the protagonist. The questions below are just a guide, you don't need to use them all. Read carefully the questions before meeting the beneficiary and starting the interview, especially those in italics.

1. *Check the opportunity of the presence of a cultural mediator. If it is not necessary, encourage the beneficiary to report any possible misunderstanding during the interview.*

2. *Introduce yourself by explaining the team members' role present in the interview. If it is the first time that you meet her, explain why the beneficiary is there.*

3. *Explain the reason for the interview, the questions she will be asked, and the importance of planning a feedback with her reference operator.*

4. *Explain the importance of taking notes or recording, always ask the beneficiary for a prior written consent. It is important:*

-Manage the dialogue with a trauma-sensitive approach and with cultural competences that avoid the risk of re-victimisation. Be humble. Listen to her words with patience.

-Be professional. Control emotions by balancing empathy and involvement appropriately and by maintaining the right professional distance.

-Be non-judgmental and not hasty. Do not comment on his answers based on your personal experience. Give the beneficiary enough time to express needs and expectations.

-Use body language appropriately (e.g., keep an appropriate distance with the beneficiary especially if she is of the opposite sex, pay attention especially if you are a woman to the clothes you are wearing) and your tone of voice.

-Try to ease the beneficiary's anxiety and discomfort. Ask, especially during the narration of painful moments, if she would like to take a break and provide water or tea. Remember: thanks the





beneficiary at the end of the interview and, if possible, offer her something to drink or eat together that she likes.

a. Questions about her needs before starting the integration path

1. *What were your needs before starting the project? (support for housing autonomy, vocational training, internship, motherhood support, measures/support for work-life balance, others...)*
2. *To whom did you tell your needs? How did it deal with your requests? Which professionals were involved? Did you already know them? Have you received clear information about the different possibilities of addressing your needs? Have you identified a trusted person to address your needs within the organization that is helping you with the Net-works project?*
3. *What feelings did you experience before starting the activity? curiosity, desire to learn, hope, fear, resignation, worry for your future and your children...*

b. Questions about her experience during the activity of integration

1. *In your opinion, what are the strengths that you considered most relevant to meet your expectations regarding integration? the clear explanation and information to carry out the activity well, the help of a cultural mediator to understand the language, the help of professionals, the help of the tutor, the peer mentoring, monitoring meetings with other beneficiaries of the project; the economic contribution of the project to achieve your goal, the fact that the activity took place within the NGO that is supporting you, the fact that the activity is in the city where you live, the fact of receiving support in the organization of your children, the activity took place completely in presence and not online, more...*
2. *Have you completed the activity with interest and motivation? have you discovered new skills and abilities that you did not know? communication skills, technical or computer skills, cooperative skills in a multi-ethnic group, ability to collaborate in a team and not alone, ability to respect the schedule and methodology of an activity...*
3. *Do you think that your integration process in the host country has improved? why? What do you think is important to learn in the integration process of a migrant woman? (the interviewer will choose some examples of strengths in the host country included in the document *Integration pathway- Good practices and Needed Services*)*





c. Questions about the hindrances to overcome

1. *What hindrances did you encounter during the activity?* (material, organizational or relational obstacles) Examples: lack of means of transport, language barriers, difficulties with the team of professionals, difficulties in the group of peers, difficulties in organizing the program of the activity (hours, places, transport...), lack of information about the activity, lack of tutors near the beneficiary, difficulties in organizing your children during the activity, racial discrimination or gender discrimination?
2. *To whom did you turn to overcome the obstacles?* to a trusted operator of the NGO that is helping you thanks to the project Net-works, psychologist, responsible for the integration activity, tutor, boyfriend, friend of your ethnic community, person of your family, lawyer...
3. *How did the trauma experienced or the management of the beneficiary's emotions impact you, during the activity and in the team?* Have you ever felt anger, disappointment, dissatisfaction, inability, fear, stress? Have you been able to ask for help? Who helped you manage these emotions?

d. Questions about the goals achieved

1. *How do you assess your degree of satisfaction?* low, medium or high level? Why?
2. *What is your dream for your future?* Choose one of the following images to express it and please explain why you chose it; or you can propose another image.
3. *What feelings do you experience now that you have completed or are looking to complete the activity?* Desire to be autonomous, hope for your future, greater empowerment, fear to continue on your own, lack of confidence in professionals in the field, disappointment, worry for your future and your children?





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Image 1



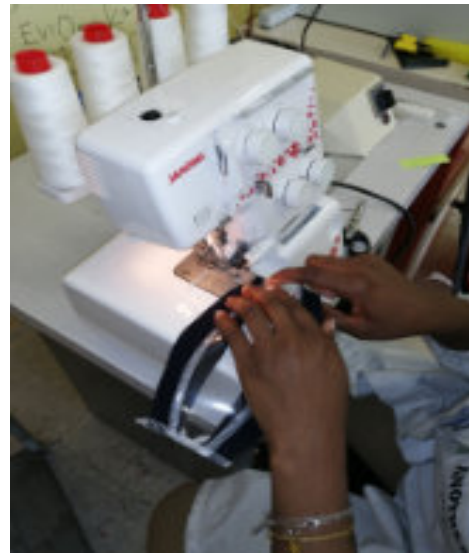
Image 2



Image 3



Image 4





NEED ASSESSMENT

Case management organisation:

Country:

City:

Date:

INFORMATION ON THE BENEFICIARY

Name (initials):	
Surname (initials):	
Age:	
Country of birth:	
Nationality:	
Document status:	
Marital status (single/married/divorced/widowed/other, specify):	
Education pathway in the country of origin:	
Training courses, internships, jobs held in the host country: (specify the main sector of interest e.g. catering, cleaning, hairdressing, textile):	





Net-works

Housing condition: (specify if she lives in a safe house or other type of reception centres, or independently and she has a regular contract)	
Income source:	
Physical and mental health conditions:	
Is she pregnant? (indicate gestation month)	
Does she have children? how many?	
Other useful information:	

INFORMATION ON CHILDREN

Name (initial):	
Surname (initial):	
Age:	
Place of birth:	
Physical and mental health conditions:	
Educational background (school attendance and/or other activities carried out):	
Documents:	





Information on the father: (known or unknown, type of residence permit, city where he lives. Does the father financially support the child?)	
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Add tables if there are more children.

PRIORITY NEEDS

Describe the SOT expectation, her skills and her main needs

Please indicate what you consider SOT PRIORITY NEEDS with respect to the following areas in order to ensure empowerment, promote work-life balance and reduce the risks of re-trafficking. (Put an X on a maximum of FOUR options - specify if needed).

EMERGENCY SUPPORT FOR RENT	
PSYCHOSOCIAL SUPPORT	
TRAINING OR EDUCATIONAL SUPPORT	
INTERNSHIP OR OTHER SUPPORT FOR SELF-EMPLOYMENT	





PARENTAL SUPPORT	
PURCHASE OF EDUCATIONAL GOODS FOR CHILDREN	
ACTIVITIES FOR CHILDREN TO ENSURE MOTHER'S WORK	
OTHER (PLEASE SPECIFY)	

INTEGRATION PATH

Describe in detail the proposed path and the main results

