

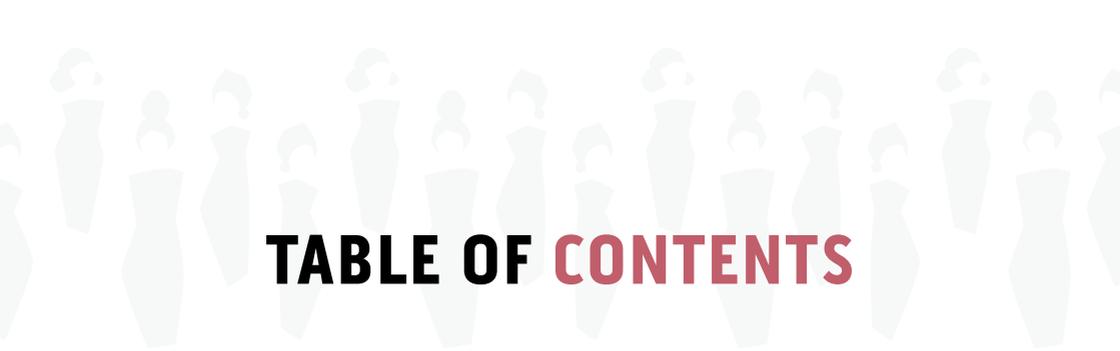
SISA

# PEER MENTORING INTEGRATION PROGRAMME

- A PROGRAMME GUIDE FOR SOCIAL WORKERS  
SERVING SURVIVORS OF HUMAN TRAFFICKING  
IN ANY EU MEMBER STATE



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# Introduction

In the context of assisting TCN SoTs in EU Member States, comprehensive and long-term psychosocial support is essential to promote more successful processes of integration. Despite the well-established support systems that many EU Member States have, several challenges make it difficult for social providers to address the needs of SoTs: lack of resources, underfunded and overcrowded services, structural gender and race inequalities, among others.

In particular, this support is significant in the case of SoTs returning to Italy because they can find more motivation to start a path toward integration.

This manual has been developed under the framework of the EC Funded SISA Project:

**Strengthening the Identification and Integration of Survivors of Sex Trafficking from West Africa through a Peer-to-Peer-Approach and through Transnational Deportation Counselling and Assistance.**

The implementation of the Peer Mentoring Integration Programme is intended to enable SoTs to assist NGOs in working more efficiently. SoTs are also expected to experience empowerment through their involvement as Peers which will help to further their integration as well.

The concept of this pilot project was created in Italy and Spain and reflects a relative cultural context; however, the contents of this manual can serve as a programme guide for social workers serving SoTs in any EU Member State. The contents of this manual provide training materials and practical guidelines for TCN SoTs to assist in the different phases of the integration process of other TCN SoTs in their host country. In addition to equipping SoTs with tools and knowledge on how to safely and effectively support other SoTs involved in an integration path, the programme aims to grant participating SoTs with an experience of autonomy and empowerment, building intercultural competencies and providing motivation toward their own process of integration.



## Training Programme

The Training Programme consists of 4 parts. Every unit contains 1 hour lessons. The training consists of video lessons and in-person sessions.

Part 1: General information on human trafficking, the integration process and team building (12 units)

Part 2: Assistance and services (8 units)

Part 3: Resources in the host community (5 units)

Part 4: Supervision, debriefing and evaluation in group setting (5 units)

## Implementation

For Unit lessons, the following will be needed:

- Classroom or stable internet connection for remote learning
- Training Manual (the link to the manual will be accessible on the SISA website)
- Childcare Personnel & Room (as needed)
- Workshop materials (whiteboard & co)
- Funds to cover travel costs for SoTs and Peers, field visit and events

# Training Unit Topics

## *Part 1: General information and team building*

UNITS	TOPICS	CONTENT
1	Introduction	Introducing the goal of the programme. What is a Peer Mentoring Programme? Which tasks/roles do we expect from them? Differences between the role of social workers and mentors.
2	Becoming a person of trust	Who is a person of trust? The positive and important role of a person of trust on the emotional stability of SoTs as well as their access to social services and resources. Brainstorming on theme: trust.
3	Human trafficking	What is human trafficking in the European Union? Why is human trafficking a form of GBV? Helpline and services in the host country; the role of NGOs.
4	Rights and duties of survivors	Women rights, migrant rights and, specifically, women SoTs' rights and duties in the host country.
5	Integration project for SoTs	What is an integration project in the host country? The role of coordinator and the mechanism of referral.
6	Gender inequalities and discrimination	What are inequalities and discrimination on the base of an intersectional approach?
7	Understanding trauma	What is trauma, what are physical and psychosocial reactions to trauma?

8	Understanding revictimization	What revictimization means, what could damage, and how can we prevent, identify and avoid any form of revictimization?
9	Emotional management and self-care: vicarious trauma	Recognition of the stress triggers and learning tips to promote self-care. Strategies to set boundaries. Not taking responsibility for the welfare of others and offering what can be sustained. The role of vicarious trauma.
10	Peer mentor's intercultural skills	Meaning of cultural diversity. What are intercultural skills? How can mentors support SoTs avoiding cultural stereotypes or prejudices?
11	Communication skills	How are communication skills useful in a Peer Mentoring Integration Programme? What is the link with intercultural, interreligious and social competences?
12	Empowerment	How mentors can support SoTs, prioritizing and building their skills using a survivor-centered approach.

## *Part 2: Assistance and services*

13	Assistance and services (I): accommodation	Which are the main public and private house hunting channels? Supporting SoTs in understanding landlord and tenant responsibilities and preventing abuse of power or fraud. Providing general information about the utility contacts.
14	Assistance and services (II): health system	The access to care services: different types of accommodation. Sanitary services for SoTs. Meaning of health care and psychosocial support. Motivating trust in the health care system (general practitioner, pediatrician, public health).

15	Assistance and services (III): educational services	Language and integration courses and education to legality.
16	Assistance and services (IV): training and employment	Vocational training and employment: centers and services. The role of the tutor.
17	Legal assistance	What is legal assistance? What does it mean to rebuild the migratory path? Different types of residence permit in the host country.
18	Motherhood and child support	Different experiences of motherhood, parental duties and child rights. Education system.
19	Spirituality and community connections	The importance of spiritual and community dimension for SoTs in the host country. Connections: strengths and weaknesses.
20	Financial education	Understanding salary and financial products (bank account, savings account...). How to develop attitudes to make the best use of money for an autonomous future.

### *Part 3: Resources in host communities*

21	Public administration	Public aids and public economic resources.
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22	Relationship building: socialisation in intercultural groups	Dealing in an intercultural group and managing ethnic needs (hair, ethnic food).
23	Community and cultural free-resources	Brainstorming on the main free cultural and community resources and ways to access them.
24	Work-life balance measures	Challenges on balancing work and family life, labour rights on work-life balance, and public resources to support them (i.e: daycare).
25	Housing support services and resources	Knowledge and understanding of what services and resources are related to independent living.

### *Part 4: Supervision, debriefing and evaluation in group settings*

26 27	Group supervision	Assessment of the level of anxiety emerged during the Peer Mentoring Integration Programme.
28 29	Monitoring and Field visit	Assessment of the progress and achievements of peer mentors and mentees on integration matters.
30	Debriefing and final evaluation	Workshop for peer mentors about hindrances and successful actions for beneficiaries and peer mentors.

The training manual with power point presentation and teacher's scripts is available for download online (insert QR code and web-address).

# Peer Selection & Recruitment

Peer mentors need to be carefully selected. Only former clients who are stable and far enough along in their own processes of integration should be invited to participate.

In evaluating criteria for programme participation, a peer mentors should be all of the following:

- Female
- West African
- Survivor of trafficking
- Strong in her recovery and emotionally stable
- Integrated into the host country (with a residence permit, a job, attending a school, etc)
- Able to commit to a long-term programme (12 months) that also includes a training stage and to keep frequent contact with the social providers
- Demonstrating a willingness to support other SoTs in their integration paths

## Implementation

- Social service providers should contact former clients who concluded a recovery and integration programme and, preferably, who were former clients of the partner organisation. A risk assessment should be conducted.
- Proposal to be a peer mentor
- Collaboration agreement and invitation to training
- Verification of the acquired skills and the necessary skills for the peer mentoring

## Skills

- Keeping a gender and intercultural approach, managing personal emotions and overcoming prejudice and stereotypes
- Learning how to negotiate and manage conflicts
- Promoting the empowerment of women, highlighting individual expectations and potentials
- Practicing empathy through active listening, suspending any form of judgement and looking at the other person as being someone unique and positive
- Recognizing and respecting the generational and social change between the country of origin and the host country

- Enhancing the spiritual dimension of the SoTs
- Identifying the causes and consequences of possible discrimination faced by both mentors and mentees and acquiring tools to address or deal with it

## Implementation Method & Activities

### Common activities:

- Promoting SoTs integration in the host community.
- Listening to the SoTs needs and wants, both the essentials and non-essentials (such as beauty, ethnic food, etc.) and coordinating with the social worker to cover it.
- Supporting women in their understanding, trust and access to public services and resources (i.e: health care system, house hunting, educational or labour system, etc).
- Supporting SoTs in the identification and development of their skills, highlighting those that can be used in a professional career.
- Supporting SoTs in other daily activities, considering the SoTs needs and wants and the mentor's competencies and skills.

### Concrete actions in the Peer Mentoring Integration Programme in Italy

- Motivating SoTs to start the integration process in Italy after arriving due to deportation or voluntary return.
- Collaborating in the reconstruction of the migration path, preparing for submitting the police

report or the interview with the responsible Commission.

- If there are children, giving support in understanding the network of services.
- Motivating SoTs to start the language and professional training course.
- Giving support in the relationship with the family of origin (topics: money transfer in the country of origin and ethical value of saving).

## Concrete actions in the Peer Mentoring Integration Programme in Spain

- Promoting SoTs' knowledge of the host city and going together to cultural and social activities.
- Contributing to the social and labour integration of SoTs, giving support in actions such as CV creation; preparation for job interviews; identification of the main house hunting channels; identification of the job search channels, etc.

\*Each country might have specific actions foreseen for the implementation of the integration programme. Each EU Member State should modify it considering the context and the concrete mentee's needs and wants.

# Monitoring & Evaluation

Monitoring and evaluation can take form through the following platforms:

- A Mid-term workshop with coordinators and peer mentors
- Open dialogue in case of misunderstandings between coordinator, peer mentor and beneficiary
- Regular online supervision with a psychologist to assess the level of anxiety emerged during the Peer Mentoring Integration Programme
- Frequent contact with mentors and mentees
- End-of-cycle questionnaire for peers

# Glossary<sup>1</sup>

**Survivors of human Trafficking (SoTs).** In this concept, SoTs refers to women previously identified as victims of human trafficking for sexual exploitation, taken in charge by authorized institutions in order to guarantee their protection and inclusion in assistance, recovery and integration programs.

**Emotional management.** The ability to realize, readily accept and successfully control feelings in oneself and sometimes in others. Emotional management skills refer to the ability to master one's emotions. Changing your thoughts and feelings helps you to control your emotions, preventing reactive explosions.

**Discrimination.** The barriers and obstacles that sex survivors of trafficking have on access to rights and services, due to different axes of oppression: gender inequalities, the stigmatization of prostitution (perceived as prostitutes on the streets, even if they are not, or asked for sexual services even if they no longer prostitute themselves) and the various forms of racism and inequalities (based on the colour of the skin, ethnicity, religious belief, etc.).

**Integration.** It is understood as a dynamic, evolutionary and bilateral process, aimed 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 level of integration is measured by learning of the local language, housing and labour autonomy, access to health and social services, creating a family, and the possibility of active participation in terms of citizenship.

**Vocational training.** It refers to a support path structured through motivational interviews and simulations, aimed at assessing skills and labour market guidance. It can be considered an initial and transversal phase, which ends with job placement and housing autonomy.

**Restoration of rights.** The recovery of people's rights, dignity and freedom, through direct contact with organizations from the social private sector, authorities and social and health services, when entering a protection program: hosting, childcare, health care, legal support and the recognition of legal status (residence permits). Each migrant person - and also each Sot - has rights and also duties based on the laws applied in the host country.

**Psychosocial support.** It refers to activities of motivational, individual or group support, activated once signs of subjection, traumatic experiences and/or physical/psychological violence have been observed. Interviews are done within a support program with a multidimensional approach and ethno psychological support. It includes the access to psychotherapy and ethno-psychiatry services, and positive interactions with the staff and volunteers, who favour the beneficiaries' recovery.

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<sup>1</sup> Edited by Silvia Artibani, Patricia Balestrin, Irene Ciambèzi, Marina Galati, Maria Elena Godino, Rosanna Liotti, Valeria Luciani, Veronica Moroni, Vera Pellegrino, Chiara Resta, Martina Tarcco. 2020, page 72-75. Opportunities and challenges. Guidelines to help integrate survivors of trafficking for sexual purposes, of Nigerian Nationality: from recovery to autonomy. Online: [https://www.app23.org/downloads/files/La%20vita/Antitrattra/RIGHT\\_WAY\\_ENG\\_WEB.pdf](https://www.app23.org/downloads/files/La%20vita/Antitrattra/RIGHT_WAY_ENG_WEB.pdf)



# Unit 1

## Introduction

### Objectives:

- Understanding the goal of the Peer Mentoring Integration Programme and being aware of the role, tasks and responsibilities of being a mentor.

### Slide 1

#### **Brainstorming: What Is a Peer Mentoring Integration Programme?**

Ask the mentors to discuss what “peer mentoring” means to them. Collect the responses and write them down on a white board.

Some ideas that trainers should introduce (if mentors did not mention it) are:

- A Peer Mentoring Integration Programme is based on horizontal relationships.
- Mentors become positive role models for the mentees and better support and understand SoT’s needs and wants.
- A Peer Mentoring Integration Programme recognizes the unique expertise that mentors have acquired from their own experiences and their recovery, autonomy and integration processes.
- A Peer Mentoring Integration Programme promotes non-judgemental understanding and trust-building for SoTs.

### Slide 2

#### **List of tasks and roles**

Some of the main tasks and roles expected from mentors are:

- Supporting women in their understanding of the host society.
- Facilitating the access of mentees to any services and resources that the mentors consider helpful for their integration.
- Encouraging women and helping them in their capacity building.
- Establishing a positive and horizontal relationship with the mentee.
- Actively listening to mentees and helping social workers to better understand the SoTs’ needs and wants.

Trainers should emphasize the differences between being a mentor and a social worker in order to prevent inequality or unhealthy relationships.

# Unit 2

## Becoming a person of trust (PT)<sup>2</sup>

### Objectives:

- Giving space to peer mentors to express what trust means.
- Understanding who is a person of trust. The positive and important role of a PT on the emotional stability of SoTs as well as their access to help services.

### Slide 1

#### My person of trust

Trainers invite peer mentors to reflect on the word trust. In particular, they should reflect on the people they trusted when they asked for help to get out of trafficking or when they started to live independently after completing an integration programme from an NGO.

Look at this picture and think: in the first experience of hospitality and help in the host country, someone gave me a hand. Who did I trust? A social worker, a doctor, a friend, someone from the African church, someone from the European church, a policewoman?

### Slide 2

#### Graphic A person of trust

Definition: A person of trust<sup>3</sup> is defined as someone in whom SoTs place their trust. A person who gives SoTs a sense of security and offers advice and practical help.

Trainers introduce the concept and explain positive effects of a person of trust on integration and its interplay with fear. Trainers discuss the characteristics of becoming a person of trust that will be developed from time to time in subsequent lessons.



<sup>2</sup> Blöcher Jessica, Luisa Eyselein, Simon Kolbe, Anja Wells 2020, pages 14-15. Handbook for practitioners: The Integration of Female Nigerian Survivors of Human Trafficking for the Purpose of Sexual Exploitation. AMIF-cofunded INTAP Project. Online: [https://intap-europe.eu/wp-content/uploads/Handbook\\_Nigerian\\_SoT.pdf](https://intap-europe.eu/wp-content/uploads/Handbook_Nigerian_SoT.pdf) [retrieved 18.05.2021]

<sup>3</sup> Blöcher Jessica, Luisa Eyselein, Simon Kolbe, Anja Wells 2020, page 16. Handbook for practitioners: The Integration of Female Nigerian Survivors of Human Trafficking for the Purpose of Sexual Exploitation. AMIF-cofunded INTAP Project. Online: [https://intap-europe.eu/wp-content/uploads/Handbook\\_Nigerian\\_SoT.pdf](https://intap-europe.eu/wp-content/uploads/Handbook_Nigerian_SoT.pdf) [retrieved 18.05.2021]

# Unit 3

## Human trafficking

### Objectives:

- Understanding Human trafficking as a global phenomenon and learning about the different purposes of exploitation.
- Identifying specialised services for Sots in host countries.

### Slide 1

### Sentence: “What is human trafficking?”, and a table with the three elements that characterise this definition: Act, Means, Purpose

Trainers should introduce this concept in a respectful and non-painful way. Trainers could use different strategies to introduce the concept, such as using external testimonies, providing a discussion space or presenting some theoretical information<sup>4</sup>.

While defining Human trafficking, it is important to highlight that:

- Human trafficking is a serious crime, often committed within the framework of organised crime, a gross violation of fundamental rights and explicitly prohibited by the Charter of Fundamental Rights of the European Union
- Human trafficking is often defined according to three elements: acts, means and purpose
- Human trafficking shall include, as a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, including begging, slavery or practices similar to slavery, servitude, or the exploitation of criminal activities, or the removal of organs.

### Slide 2

### Human trafficking as a form of GBV (Infographic may be included)

One of the main forms of human trafficking is the trafficking for sexual exploitation, which mostly affects women and girls. According to the UNODC<sup>5</sup>: “Overall, 50 percent of detected victims were trafficked for sexual exploitation [...]. Female victims continue to be particularly affected by trafficking in persons. In 2018, for every 10 victims detected globally, about five were adult women and two were girls. About one third of the overall detected victims were children, both girls (19 per cent) and boys (15 percent), while 20 per cent were adult men”.

<sup>4</sup> European Commission 2018. Report from the Commission to the European Parliament and the Council. Second report on the progress made in the fight against trafficking in human beings (2018) as required under Article 20 of Directive 2011/36/EU on preventing and combating trafficking in human beings and protecting its victims. Brussels. Online: <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52018DC0778&from=EN>

<sup>5</sup> EUNODC 2020, pages 9 – 11. Global Report on trafficking in Persons. UN. Online: [https://www.unodc.org/documents/data-and-analysis/tip/2021/GLOTIP\\_2020\\_15jan\\_web.pdf](https://www.unodc.org/documents/data-and-analysis/tip/2021/GLOTIP_2020_15jan_web.pdf)

Human trafficking is considered a form of GBV, and gender-specific measures should be taken into account, when needed.

**Slide 3** **Sentence: „Which are the helplines and specific services for SoTs in the host country?“**

Trainers will present some of the services available in each host country, and mentors will complete them according to their experience.

# Unit 4

## Rights<sup>6</sup> and duties of survivors

### Objectives:

- Raising awareness of the rights that SoTs have from a holistic view.
- Identifying the specific services and resources that could help them to cover those rights.

### Slide 1

### Images about the different types of rights of the SoTs

According to the Directive 2011/36/EU, any person with reasonable-ground indicators to be a victim of human trafficking should receive assistance and support, even their non-willingness to cooperate with the authorities. It shall include at least “standards of living capable of ensuring victims’ subsistence through measures such as the **provision of appropriate and safe accommodation and material assistance**, as well as necessary **medical treatment** including psychological assistance, counselling and information, and **translation and interpretation services** where appropriate” (art. 11-5). Moreover, this should also cover, where relevant, information on a **reflection and recovery period** and information on the possibility of granting international protection (art. 11-6). People with **special needs** (pregnancy, disability, mental or psychological disorder or if they have suffered severe forms of psychological, physical or sexual violence) should also receive specific care (art.11-7).

### Slide 2

### Sentence: „In the host country, how can we ensure that our rights are covered?“

Trainers will contextualise the general rights presented in slide 1 to each host country and facilitate the discussion between the mentors on the rights they feel are uncovered or difficult for them to achieve. Specific attention should be given to those laws that include gender-specific measures for women SoTs. For example, in Spain, there’s no concrete law for victims of trafficking. However, a Comprehensive Plan to Combat Trafficking in Women and Girls for Sexual Exploitation (2015-2018)<sup>7</sup> collects information about the specific needs of women and girls SoTs and some concrete measures to cover them.

<sup>6</sup> European Commission 2013. The EU Rights of Victims of Trafficking in Human Beings, Publication Office of the European Union: Luxembourg. Online: <https://eur-lex.europa.eu/eli/dir/2011/36/oj>

<sup>7</sup> Ministerio de Sanidad, Servicios Sociales e Igualdad Centro de Publicaciones, 2016. Plan Integral de lucha contra la trata de personas con fines de explotación sexual 2015-2018. Online: [https://violenciagenero.igualdad.gob.es/otrasFormas/trata/normativaProtocolo/planIntegral/DOC/Plan\\_Trata\\_2.pdf](https://violenciagenero.igualdad.gob.es/otrasFormas/trata/normativaProtocolo/planIntegral/DOC/Plan_Trata_2.pdf)

### Slide 3

## **List of services that the organisation and other public/private resources provide to cover all these rights**

Trainers will prepare a list of the existing services and resources that each country has to cover all the rights already presented (i.e. free legal counselling). Before introducing it, in pairs, trainers will ask mentors to identify the services and resources that help them in each of the spheres (social assistance, finance/material assistance, health, work and training, others). They will write it on post-its and present it to the whole group. Trainers could include those services mentors didn't mention and keep them on a wall for mentors to consult at any time they need. In future units, this information will be completed.

# Unit 5

## Integration project<sup>8</sup> for survivors of trafficking

### Objectives:

- Understanding what is an integration programme in the host country.
- Identifying the role of coordinator and the mechanism of referral.

### Slide 1

### Picture of the stages of an integration programme for SoTs from West Africa

Trainers describe the stages of the integration project for SoTs in Europe. Then trainers ask peers which step of the integration project was an opportunity for them and what was a hindrance.

The goal of this activity is to understand the importance of an integration project in steps and identify its own strengths and weaknesses. It is also important to understand that integration is a two-way process. Definition: Integration is a lengthy, possibly life-long process. It is also a two-way dynamic process. According to the definition by the European Council for Refugees and Exiles, "integration is a dynamic and bilateral process of mutual adjustment by all immigrants and all residents in EU countries".

### Slide 2

### Role of coordinator and the mechanism of referral in the host country

The coordinator is generally a social worker responsible for taking charge of the victim from the phase of detention to that of autonomy. There are several actors involved in the lives of SoTs to facilitate effective integration for them over time. In fact, it is a cooperation between the public actors, NGOs and groups of civil society.

Definition: The National Referral Mechanism is a cooperation mechanism through which state actors fulfil their obligations to protect and promote the human rights of victims of trafficking, coordinating their efforts in a strategic partnership with civil society.

<sup>8</sup> Edited by Silvia Artibani, Patricia Balestrin, Irene Ciambèzi, Marina Galati, Maria Elena Godino, Rosanna Liotti, Valeria Luciani, Veronica Moroni, Vera Pellegrino, Chiara Resta, Martina Tarocco, 2020, page 10, Opportunities and challenges. Guidelines to help integrate survivors of trafficking for sexual purposes, of Nigerian Nationality: from recovery to autonomy. Online: [https://www.app23.org/downloads/files/La%20vita/Antitrattra/RIGHT\\_WAY\\_ENG\\_WEB.pdf](https://www.app23.org/downloads/files/La%20vita/Antitrattra/RIGHT_WAY_ENG_WEB.pdf)

# Unit 6

## Gender inequalities and discrimination

### Objectives:

- Understanding the meaning of gender inequalities and how they could affect SoTs' integration process.

### Slide 1

#### Sentence: „Gender inequalities: what does it mean?“

Trainers ask peers what gender inequalities mean for them. They can promote discussion by giving concrete examples and ask peers if they have ever experienced similar situations. Trainers should start with easy and non-invasive situations and then go deeply into more concrete ones.

The goal of this activity is to identify similarities among peers' experiences, crossed by the fact that they are women, but from an intersectional point of view (other factors that could interfere with gender inequalities are: race, ethnicity, age, sexual orientation or gender identities, education level, socioeconomic level, among others). Identifying it could help peers to support mentees without naturalising some gender inequalities that SoTs could be experiencing.

Definition<sup>9</sup>: When we talk about gender inequality, we refer to a set of social and cultural roles, norms and stereotypes which each society attributes to women or men. In the West, this construction has been historically divided into two: masculine and feminine. This distinction is subject to a logic of inequality and power where everything considered masculine has enjoyed and still enjoys more recognition and valuation than feminine. That is why we affirm that our societies continue reproducing gender inequalities which we learn, naturalise and make invisible in multiple ways: through our education, through the media, in the family, etc. During this session, trainers should also mention the specific inequalities, stigma and discrimination that LGBTIQ+ people deal with in our countries.

### Slide 2

#### The role of coordinator and the mechanism of referral in the host country

After analyzing concrete examples where gender inequalities could negatively affect SoTs' processes of recovery and integration, trainers will summarize the contents of the session, providing some tips to support women SoTs from a gender perspective. Do not forget to actively invite peers to discuss and exchange their doubts/concerns.

<sup>9</sup> European Commission 2016. Study on the Gender Dimension of Trafficking in Human Beings. Luxembourg.

Online: [https://ec.europa.eu/anti-trafficking/document/download/3428f32-bca7-4974-8d63-87ab52e914a8\\_en?filename=Study%20on%20the%20gender%20dimension%20of%20trafficking%20in%20human%20beings%20Final%20Report.pdf](https://ec.europa.eu/anti-trafficking/document/download/3428f32-bca7-4974-8d63-87ab52e914a8_en?filename=Study%20on%20the%20gender%20dimension%20of%20trafficking%20in%20human%20beings%20Final%20Report.pdf)

- Listen to their experiences and support them. Remind them that these gender inequalities are frequent and affect many women, so they are not alone.
- Respect the decision of SoTs and do not judge them, even if that is not what you would decide in their situation. Sometimes it is hard to act in some circumstances, so be there and offer your support without expecting any immediate change.
- Do not naturalise gender inequalities. Do not blame SoTs or ask them to identify their “responsibility” in each situation. Women are not responsible for gender inequalities.
- Even though gender inequalities are a global world problem, each woman’s experiences are unique and could be interfered with by many different factors. Do not assume anything. Ask women about their experiences, and respect their decision not to talk.
- Inform women on the specific services that each country has to inform and support them, and more concretely, women survivors of GBV. If you have doubts about how to act or which information to provide, do not worry. Ask for support from the mentoring coordinators.

# Unit 7 and 8

## Trauma and revictimization

### Objectives:

- Understanding the impact of Trauma in the life of a person.
- Identifying which support is helpful for their Peer.

### Slide 1

#### Picture of troubled person and the word trauma

What is Trauma? Trauma results from an event or a series of events or circumstances that an individual experienced that could be either physically or emotionally harmful or life-threatening. Traumatic experiences may be one single event e.g. flooding, while others may be an ongoing situation e.g. domestic violence. A traumatic event could also be caused by witnessing or experiencing physical violence, sexual or emotional abuses, and natural disasters, among many others. The increase in the number of traumatic experiences may result in an increased risk for mental and physical health.

### Slide 2

#### Main symptoms (some pictures of bodily reactions + list of main symptoms)

Traumatic events create extreme stress reactions and have prolonged adverse effects on the individual's mental, physical, emotional, social, and spiritual wellbeing.

A traumatic event creates reactions in the human brain (overdevelopment of fear response and an increased release of stress hormones) and the human body (sweating, muscle tension, accelerated breathing, shaking, etc.). Some other behavioral reactions are: becoming irritable, distrustful, quick to anger or aggressive, impulsive behaviour. When asked a question the person will react very tensely. Feelings of anxiety and fear are present in thoughts and discussions. Depression, not coming out of bed, no motivation to do something. Withdrawal / Isolation, the person often withdraws in his or her room and avoids social contact. Sleep problems, such as nightmares, difficulty focusing or easily forgetting things. Flashbacks, feeling of shame, apathy, denial, dissociation, eating disorders, sexual dysfunction, among others.

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<sup>10</sup> Office of the High Commissioner for Human Rights 2011, Manual on human rights monitoring, Trauma and self-care (chapter 12).  
Online: <https://www.ohchr.org/sites/default/files/Documents/Publications/Chapter12-MHRM.pdf>

## Slide 3

### How can we support traumatized people?

A traumatized person's life is full of coping with the trauma, so much so that there is hardly any energy left to invest in self-care. A traumatized person is battling feelings of blame, loss of interests, feeling of isolation and disconnection, loss of memory, negative feelings about oneself or the world. Being a person of trust is very important in a victim's healing process. A person of trust is the first access point to help services and emotional stability. Trainers should remind peers that they can play a big role in being a person of trust and prepare the way to help. Since they are able to understand the situation, they know what a victim might feel and they may understand the fears a victim may have.

It is important to know that traumatic experiences cannot be "removed" from life experiences. A healing process starts with adding (a lot of) healthy experiences. For example: to meet and engage with a person of trust is a healthy experience; to get access to help is a healthy experience, to feel actually cared about is a healthy experience.

Trainers and peers can discuss their experiences and identify which elements helped and are helping them in dealing with such symptoms. After the discussion, trainers can remind the peers of the important role they play in encouraging mentees to ask for help, as well as the support they are able to provide in dealing with such feelings, but without acting as therapists or social workers.

## Slide 4

### Avoid revictimization

Trainers can ask the participants what re-traumatization means for them. Using this discussion, they can build together its definition.

**Definition:** It occurs when someone, who has experienced a traumatic experience, is exposed again or re-experiences a previously traumatic event. Some reasons that can cause it are: establishing a new relationship that reproduces similar patrons to the previously traumatic one; having to explain their experience once again to different professionals without receiving adequate support; participating in new psychosocial programmes without receiving enough information or without understanding to which risks they can be exposed; receiving similar stressors from the environment or circumstances of their experiences (smell, noises, spaces, patrons of conduct, etc.).

Peers have to ensure that their support does not hurt the mentees and develop the necessary skills to prevent and identify these situations. Trainers may introduce some examples of trauma-informed care to support peers on that. For example, kindness, patience, being collaborative, active listening, assertiveness, trust-building, etc. Trainers and peers can discuss it and find concrete examples.

**Team activity:** on a whiteboard, list signs of trauma and invite participants to discuss how to act in each specific situation. Please, try to involve experts in trauma during this part of the training or ask them for advice.

# Unit 9

## Emotional management and self-care

### Objectives:

- Getting tools on how to identify events that could negatively affect their emotional well-being.
- Getting tools to promote their self-care.

### Slide 1

### Sentence: „Guarding ourselves from vicarious trauma and revictimization“

Definition: Vicarious trauma<sup>11</sup> is a term used to describe the phenomenon that some counsellors working with trauma survivors could experience in hearing traumatic stories from their clients. In such cases, the hearer becomes a witness to the pain, fear, and terror that trauma survivors have endured. Some signs and symptoms of vicarious trauma for a mentor could be: having difficulty talking about their feelings; free-floating anger and/or irritation; overeating or under-eating; difficulty falling asleep and/or staying asleep; worry that they are not doing enough for their mentees; dreaming about their mentees' traumatic experiences or their revictimization.

For peers, who have also lived some similar experiences, helping SoT over time and hearing about their past events of violence or abuse could affect their emotional well-being.

The objective is to generate a safe and comfortable space where peers can share their concerns and fears and get support from the other peers and trainers.

Trainers should invite peers to keep frequent contact with the organisation and ask for help when needed, highlighting the importance of having practical tools to identify negative impacts and promote their self-care.

### Slide 2

### Practical tips (list of points)

- **Set boundaries:** Have your role clear. Understand that you do not need to know everything. Protect yourself and your privacy. Say no to situations that make you feel uncomfortable. Support others in a way that becomes positive for you.

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<sup>11</sup> American Counseling Association (unknown). Vicarious trauma. Online: <https://www.counseling.org/docs/trauma-disaster/fact-sheet-9--vicarious-trauma.pdf>

- **Be realistic about what you can offer and not take responsibility for the mentee's well-being.** Your personal experience could help you to connect and understand SoTs' needs and demands. However, this does not mean that you should take on the role of a counsellor or be responsible for their psychosocial well-being. Peers will give some tools to SoTs so that they will be able to look after themselves.
- **Teamwork:** You are not alone. You will be accompanied through the whole period of implementation of the mentoring programme. Trainers should explain to peers how to ask for support from the mentoring coordinators and organize frequent meetings with other mentors to exchange experiences and best practices.
- **Observe yourself:** Look after your psycho-emotional well-being and ask for help every time you need it.



# Unit 10

## Peer mentor's intercultural skills

### Objectives:

- Understanding what cultural diversity means and what intercultural skills are.
- Discussing how mentors can support SoTs avoiding cultural stereotypes or prejudices.

Definition: Intercultural skills are abilities that allow the cultural expression of one's own actions, thoughts, feelings and judgments and those of others to be recognised, assigned, appreciated, respected and reciprocally used for mutual adaptation. Intercultural competencies are characterised by language, communication, cultural knowledge and knowledge of action and application and the handling of cultural diversity.

The goal of this lesson is to understand that there is not a unique concept of monolithic culture and the cultural diversity characterizes our society (examples that trainers can write on a board involving even the peers and their experience: language, traditions, religion, food, style of clothing). Trainers explain that "Differences do not necessarily mean barriers; they can become bridges to understanding and the enrichment of our lives"<sup>12</sup>. The aim is therefore to live together as equals in dignity through intercultural dialogue<sup>13</sup>.

### A few road rules...

**Team activity:** Trainers show the picture of a road that leads to many different rules: to be respectful, honest, culturally humble, able to offer listening and trust, able to adapt even temporarily to another perspective, able to see through the vision of the world of the other... Each peer mentor can continue with other rules which are important for her.

Trainers explain that intercultural skills also include spiritual and religious competencies, abilities that emerge through religious or spiritual motivation, sensibility and attitude. (Inter-)religious and spiritually competent people are thus able and willing to perceive the religious and spiritual significance behind a person's needs and life questions. These skills enable them to judge, to interpret and to navigate within the diverse and plural religious and spiritual contexts.

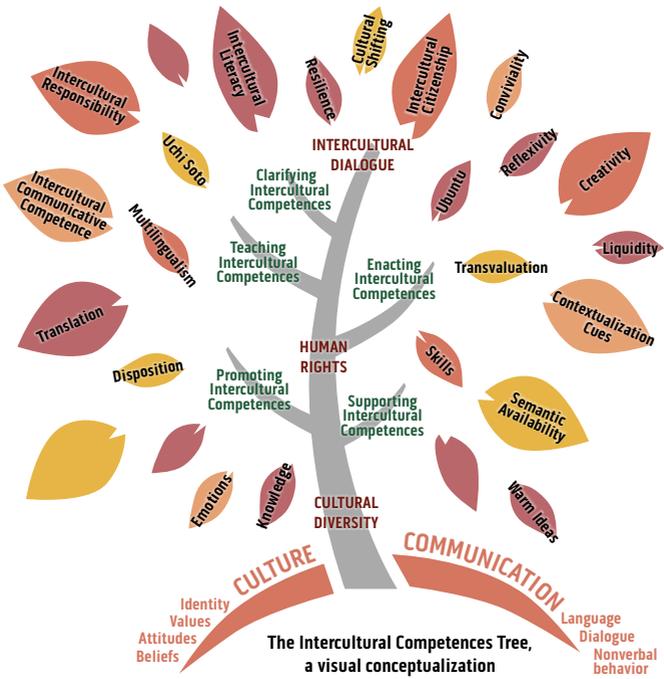
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<sup>12</sup> Robert Moran, 1991, Managing Cultural Differences, Ninth Edition.

<sup>13</sup> Council of Europe, 2008, White Paper on Intercultural Dialogue „Living together as equals in dignity“.  
Online: [https://www.coe.int/t/dg4/intercultural/source/white%20paper\\_final\\_revised\\_en.pdf](https://www.coe.int/t/dg4/intercultural/source/white%20paper_final_revised_en.pdf)

# The intercultural competences tree<sup>14</sup>

The image of the tree summarizes in its leaves the interreligious, intercultural, social and communicative skills necessary. The leaves, however, can dry up if we do not first look at our prejudices and stereotypes. Trainers write on the whiteboard some examples of ethnocentric stereotypes to discuss. (Muslims are all terrorists, Moroccan women can't breastfeed, Chinese mothers suffer less because they never cry, The Roma are thieves, Italians are mafiosi, Nigerian women are almost always prostitutes, African pregnant women don't want to do anything).



**Roots:** Culture (Identity, Values, Attitudes, Beliefs, etc.) and Communication (Language, Dialogue, Nonverbal behavior, etc.)  
**Trunk:** Cultural Diversity, Human Rights, Intercultural Dialogue  
**Branches:** Operational Steps (Clarifying, Teaching, Promoting, Supporting and Enacting Intercultural Competences)  
**Leaves:** Intercultural Responsibility, Intercultural Literacy, Resilience, Cultural Shifting, Intercultural Citizenship, Conviviality, Reflexivity, Creativity, Liquidity, Contextualization, Ubuntu, Semantic Availability, Warm Ideas, Skills, Uchi Soto, Multilingualism, Disposition, Emotions, Knowledge, Translation, Intercultural Communicative Competence. Some of the leaves have been left free so that this Tree which is very much alive, can be completed upon the rich diversity of contexts available worldwide.

<sup>14</sup> Ciancio Bruno, 2014. Sviluppare la competenza interculturale. Il valore della diversità nell'Italia multi-etnica. Un modello operativo, FrancoAngeli.

# Unit 11

## Communication skills

*(no slides are needed)*

### Objectives:

- Understanding which communication skills are useful in a Peer Mentoring Integration Programme.
- Learning operational steps in communication depending on the situation (health care, work-place support, motivational interview with SoTs...).

Definition: Communication skills<sup>15</sup> are not only the base of human interaction, they are also essential for social workers and other helping or counselling professions. Besides the possibility to learn and understand the languages of target groups, it is necessary to embed communication solutions into social service.

**Team activity:** Through a workshop, looking at the Intercultural Competence Tree (slide 2, unit 10), trainers review some communication skills: language, dialogue, non-verbal behavior and in particular: active listening, assertiveness, empathy, creativity, clarity, patience in waiting for the answer, respect for the silences. Each peer mentor can be involved in telling concrete experiences about these skills and the places where they are most useful. Particular attention should be given to aspects such as educational disadvantages, illiteracy and timidity.

Important: it is useful to have a supervisory meeting after these lessons on skills that deepen the perceptions of the other and the behavior of the peer mentors in the host society. If the process of building a team was positive, it is suggested to see together the video “The DNA journey<sup>16</sup>” from the point of view of cultural and religious differences and verbal and non-verbal communication on the issue of identity.

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<sup>15</sup> Blöcher Jessica, Luisa Eyselein, Simon Kolbe, Anja Wells 2020, page 19; Handbook for practitioners: The Integration of Female Nigerian Survivors of Human Trafficking for the Purpose of Sexual Exploitation. AMIF-cofunded INTAP Project. Online: [https://intap-europe.eu/wp-content/uploads/Handbook\\_Nigerian\\_SoT.pdf](https://intap-europe.eu/wp-content/uploads/Handbook_Nigerian_SoT.pdf) [retrieved 18.05.2021]

<sup>16</sup> Jeppe Rønne 2016. The DNA journey. Vega, Copenhagen (Denmark). Online: <https://www.youtube.com/watch?v=tyaEQEmt5Is>

# Unit 12

## Empowerment

*(no slides are needed)*

### Objectives:

- Understanding how peer mentors could support SoTs by prioritizing their skills building and making them protagonists in the realization of their working and empowered life plans.

Definition: Empowerment<sup>17</sup> is the enhancement of personal skills. It is a process that begins with self-awareness of one's vulnerabilities, skills, accessible resources and reaches an understanding of responsibilities and rights. The person has an active role in their life project to define their goals and make choices with awareness and using the tools learned through integration programs.

Trainers explain what empowerment means. Then trainers describe the role of the tutor in each step of the integration project. (e.g. empowerment in a job placement) building of skills in the country of origin, previous work experience, construction of the vocational training path according to the future project, what are the resources for finding a job suited to the skills, understanding of the workplace, who is the owner, what is the work team and how to work in teams. Some of these resources will also be deepened in subsequent lesson 16.

**Team activity:** Through a workshop, trainers show pictures of empowered women (e.g. mother, hairdresser, nurse, textile worker...). Each peer mentor chooses an image and tells why she chose it and what made it come to mind. Then the trainer asks what the obstacles to female empowerment in the host society are at this time (stereotypes, discrimination, lack of training or job proposals for women). Every word is marked on a whiteboard. In the last part, we consider together how to deal with these obstacles, the role of the social worker of the hosting organization and the tutor of the job placement project or similar project.

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<sup>17</sup> Edited by Silvia Artibani, Patricia Balestrin, Irene Ciambèzi, Marina Galati, Maria Elena Godino, Rosanna Liotti, Valeria Luciani, Veronica Moroni, Vera Pellegrino, Chiara Resta, Martina Tarocco, 2020, page 72, Opportunities and challenges. Guidelines to help integrate survivors of trafficking for sexual purposes, of Nigerian Nationality: from recovery to autonomy. Online: [https://www.app23.org/downloads/files/La%20vita/Antitrattra/RIGHT\\_WAY\\_ENG\\_WEB.pdf](https://www.app23.org/downloads/files/La%20vita/Antitrattra/RIGHT_WAY_ENG_WEB.pdf)

# Units 13-14-15-16

## Assistance and services

*(no slides are needed)*

### Objectives:

- Raising awareness about the structure and functions of the social assistance system.
- Understanding how to facilitate SoTs in the access to services and resources available in the host country regarding housing, health care, education and training.

*As you will find below, in this chapter we suggest trainers to work on each of these units using the same methodology but bearing in mind the specific contents that each topic should encompass.*

### General methodology:

1. *Brainstorming:* At the beginning of each session, trainers may ask peers about the services they are familiar with and that they have accessed, which they consider may help SoTs in their integration processes.
2. *Identification and access to the services:* After listing some services, trainers will support peers in reproducing the circuit of access to services. Trainers should ensure that the principal services are listed. Peers could use colored cardboard, marker pens, etc., to create a poster that summarizes the information compiled. Trainers may encourage peers to discuss potential challenges and frustrations they felt when trying to access services (represented in the poster as stones) and the support they received to successfully access it.
3. *List of tips or reminders:* At the end of each session, trainers should provide peers with a list of services in the host country and its contact details. Trainers may also provide peers (or create in collaboration with them) a list of the information and documents needed to face some bureaucratic transmits that SoTs may deal with in each topic (for example: getting a health card, getting a job, signing a housing rent contract or registering for a course, among others).

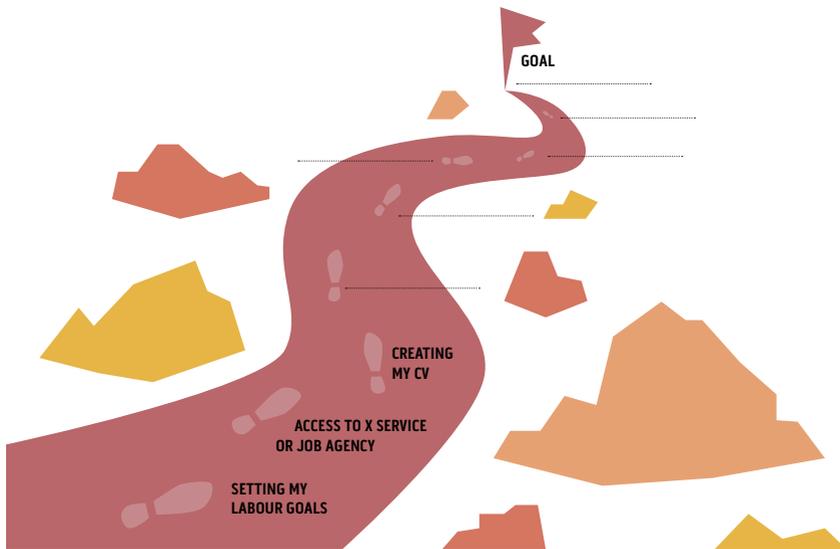
### Specific example of the contents needed for the delivery of the training and employment unit:

During this unit, trainers may be aware of the current labour or training situation of each peer. Reflecting on their goals and their career plans could help peers to contextualize that every process is different and that, in consequence, SoTs may need specific support to achieve their own goals.

While defining the different circuits of access to services, trainers should consider the differences between a career plan focused on access to training courses or getting a job. An example:

Setting my labour goals → Access to X service or job agency. → Creation of my CV → Access to digital platforms or other channels → Entering a selection process → Practising how to cope with interviews and other tests → Getting the job → Signing a contract → Trial period ... Bear in mind that any process is linear, and some SoTs may be working in different steps at the same time or spending more time in some steps than others.

Trainers should remind peers that, for some SoTs, finding a job or accessing a training course is not easy, and there are structural barriers that make it even harder. Moreover, the urgent need to have economic stability could generate frustration and fear among SoTs. Some SoTs often feel that they have no skills or lack experience. Peers should remind them that everyone has valuable skills due to their personal life story and encourage them to identify, develop and transfer them to the labour market, also through the help from the counsellors or other specialized job agencies.



# Unit 17

## Legal assistance

### Objectives:

- Understanding when legal assistance<sup>18</sup> is available.
- Identifying how peer mentors can support SoTs in the reconstruction of their migratory history before the social workers accompany them to the local police station to apply for a residence permit for asylum (or other reason depending on the exploitation situation of SoTs).
- Knowing the different types of residence permits in the host country.

Trainers introduce the legal assistance services available in the local context and how to access them. It is important to highlight the benefits of obtaining a residence permit: it grants extended access to state-funded integration offers, removes limitations on movement, grants full access to health services (e.g. therapy) and the labour market. A residence permit also leads to a reduction of Post-Traumatic Stress Disorder (PTSD) and depression symptoms, hence improved mental health.

### Questions for a reconstruction of the migratory history

1. Background information (family of origin, education received...)
2. Recruitment (in the country of origin, who contacted them and how, documents procured or not, voodoo ritual before departure, others)
3. Travel (costs, who organized it, countries crossed, forms of violence suffered, entry city in Europe and who was contacted, where did sexual exploitation occur)
4. Conditions of exploitation (where the victim lived and with what limitations, where did prostitution take place, who had to pay, hygienic and sanitary conditions)
5. Referral information (how the victim knew the NGO and what are the most urgent needs)

For effective peer mentoring support at this stage, it is important that they are aware of questions that local police authorities or asylum commissions might ask SoT. Trainers ask peer mentors which questions have been most critical in their path and what type of residence permit they obtained. Then trainers explain that it's important to consider that applications for asylum can be made at the direction of traffickers, as well as after the SoT has escaped exploitation.

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<sup>18</sup> Easo 2020. Asylum Report. Online: <https://euaa.europa.eu/sites/default/files/EASO-Asylum-Report-2020.pdf>

Important: For this reason, each peer mentor needs a constant information exchange with the coordinator of the integration programme. The legal assistance guaranteed by the receiving NGO is essential. Especially in the case of appeal, times of despair must be respected. The chances of obtaining a residence permit in Europe for a SoT is low, and many SoTs receive negative decisions in the first instance or upon appeal. A negative decision does not automatically mean return to another EU Member State (according to the Dublin III Regulation) or their home country. A positive decision grants a temporary residence permit.

## Slide 2

### **Different types of residence permits in the host country**

The asylum procedures Directive art.11 lists the conditions for detaining vulnerable persons and applicants with special reception needs. It explicitly mentions unaccompanied minors, single parents with minor children, victims of human trafficking and victims of female genital mutilation (FGM). In the list presented in the slide, trainers should insert any specific residence permits based on vulnerabilities, depending on the national Law of the host country.

## Slide 3

### **Graphic in INTAP. Handbook for practitioners page 16**

Trainers should emphasize that a Person of Trust is essential in assisting peers to face the fears linked to the risk of receiving an asylum application rejection as well as the insecurity inculcated by the exploiters regarding the role of the police and the fear of arrest or expulsion.

# Unit 18

## Motherhood and child support

### Objectives:

- Increasing knowledge of experiences of motherhood<sup>19</sup> in different cultures and societies.
- Increasing knowledge of interventions and services in support to mothers before, during and after childbirth and specific interventions put in place by social services and/or operators and volunteers.

### **Team Activity:** Brainstorming on “Being a mother means...”

Through a brainstorming exercise, trainers ask peers to explain what it means to be a mother in West African cultures and societies. First, each peer says a word and the trainer writes it on the whiteboard. Then, the group selects common words and discusses them. Finally, common care and needs for mothers are identified both in Europe and in the country of origin. The goal of this activity is to identify similarities among peers’ experiences of motherhood in Europe and in their country of origin, in an intercultural approach.

### Services for mothers

#### Slide 1

Trainers show pictures of services useful for mothers and children (e.g. prepartum course, nursing center, listening group and self-help postpartum, pediatric counselling, spaces dedicated to mothers, kindergarten...). Then trainers explain the importance of childcare through places and specialized personnel but also self-help groups of mothers who best reproduce the community manner of West African matriarchal societies. This point is essential for working mothers.

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<sup>19</sup> Anja Wells 2020. Motherhood & Integration. Online: [https://intap-europe.eu/wp-content/uploads/2020/01/2020-07-01-Working-Paper-02\\_final.pdf](https://intap-europe.eu/wp-content/uploads/2020/01/2020-07-01-Working-Paper-02_final.pdf)  
Irene Ciambèzi 2020, page 29. The issue of motherhood. Online: <https://intap-europe.eu/wp-content/uploads/PowerPoint-Projectresults.pdf>  
International Labour Office of Geneva 2015. The motherhood pay gap. Online: [https://eige.europa.eu/resources/wcms\\_371804.pdf](https://eige.europa.eu/resources/wcms_371804.pdf)



# Unit 19

## Spirituality and community connections

*(no slides are needed)*

### Objectives:

- Understanding the importance of spiritual and community dimension of SoTs in the host country.
- Discussing connections: strengths and weaknesses.

**Definition:** It refers to the inner dimension, sometimes intimate and personal, which is an essential element of integral human development, “recognizing the healing power of faith”. It is often associated with a community dimension: from one’s own ethnic group, in which survivors find an opportunity to maintain their religious and cultural traditions and to help each other (in groups, churches, or other places of worship), to the host community, where it can nourish its spirituality, strengthen new ties, its own path of integration and intercultural exchange and be supported during motherhood. However, in several cases the spiritual and community dimension can imply serious obstacles to integration, due to the potential danger of being once again lured into various forms of exploitation.

**Team activity:** Brainstorming on West African Churches in the host countries and European churches  
First phase: indicate the words that come to mind when thinking of the West African churches (Pentecostal). Second phase: identify which words express strength and which words express weakness. Below, brainstorming is carried out about the word: European churches (Catholic or Evangelical). At the end, trainers invite peers to express their opinion on the basis of personal experiences in the host country without prejudices and hostile judgments but in listening and mutual respect.

# Unit 20

## Financial education

*(no slides are needed)*

### Objectives:

- Understanding what educating oneself about saving money means and what salary and financial products are (bank account, savings account...).
- Increasing the knowledge of ways to make the best use of money for a future of autonomy and for independent financial resilience.

**First part:** Trainers explain to peer mentors what saving one's own money means and what is a bank account, a postal checking account or a rechargeable card to credit salary (when, how much, and how to check it on your paycheck). Then, trainers show the 4 tips<sup>20</sup> to educate oneself in saving money: track your expenses; if you have debts, evaluate what to pay first; if you have never created a budget, start to plan one; due to coronavirus, internet fraud has increased.

Definition: To save means to abstain from using, from consuming a thing, or limit its use and consumption to the strictest measure, mostly in view of future needs. In particular: to use your own money with moderation, to be able to use it in more urgent or more important occasions, or even not to exhaust it too soon.

Team activity: Build a plan of monthly expenses considering rent, food expenses and household products, African shop expenses, medical expenses, clothing expenses, phone recharge.

**Second part:** Trainers explain to peer mentors how to legally transfer money to the country of origin (immigrant remittances). Trainers advise the use of a diary for fixed payment deadlines and to indicate income and expenses.

Team activity: looking at the monthly plan of the previous year and the revenue in the most favorable periods of the year (for example at Christmas), make examples of remittances (how much do I want to send? for which project? to whom do I send the money? for how many months/years?)

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<sup>20</sup> Museum of saving, 4 Tips to increase financial resilience. Online: English version: <https://www.museodelrisparmio.it/firewall-4-tips-to-increase-financial-resilience-times-of-crisis/>



# Unit 21

## Public administration

*(no slides are needed)*

### Objectives:

- Understanding the role of the public administration in the host country.
- Increasing the knowledge of public body offices where you can apply for public aids.

Important: this lesson should be done in cooperation with one or two people of the public bodies in the municipality where peer mentors will offer their support, therefore it could be held not in group but individually and face-to-face.

Trainers explain what the public administration is and what types of public aid SoTs may apply for in the host country, using 3 examples in the field of social assistance, health care and assistance to workers.

1. The Municipality makes good expenditure or contributions for asylum to people in economic difficulty available through social services, especially if the SoT is a single mother.
2. The Health service provides exemptions to certain types of medical expenses based on the income of the person or household.
3. The Patronages (e.g. Inas) can manage emergency income requests or contributions for rents or other types of guaranteed contributions to female workers, also depending on the measures for the coronavirus emergency of the host country.



# Unit 22

## Relationship building: socialisation in intercultural groups

*(no slides are needed)*

### Objectives:

- Understanding how to deal with an intercultural group in the host country.
- Discussing managing ethnic needs (hairs, ethnic food...).

The goal of this unit is to understand social competences in the intercultural society and group. This lesson is linked to lessons 10 and 11.

Trainers should consider social and emotional competencies<sup>21</sup> as strongly interconnected but separated constructs within personal competencies. Facing the situation of counselling SoTs, social competency as a starting point means the ability to cooperate well with one's clients, one's team and within the extended interdisciplinary network. But more than this, one must also be proficient in conflict situations and conflict reduction, in particular if different ethnic groups of SoTs are connected (e.g. in shelters, in vocational training courses, in the workplace). This includes cognitive, emotional and action competencies as well as the ability and the motivation to deal with oneself and others in a constructive, self-determined, cooperative and appropriate manner.

**Team Activity:** Brainstorming on the word "socialisation"

Trainers ask peer mentors what empathy means in their experience. Each word is useful to understand their level of socialisation. In the brainstorming peer mentors could also express words that have a negative meaning (example: racism, indifference). At the end of brainstorming, reflect on the value of empathy and dialogue.

**Workshop on problem solving:** Trainers invite peer mentors to discuss managing ethnic needs in their previous experience. The team should propose how to prioritise ethnic needs in an intercultural group context (e.g. multi-ethnic dinners with foods that may also be suitable for other ethnic groups).

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<sup>21</sup> Blöcher Jessica, Luisa Eyselain, Simon Kolbe, Anja Wells 2020, page 20. Handbook for practitioners: The Integration of Female Nigerian Survivors of Human Trafficking for the Purpose of Sexual Exploitation. AMIF-cofunded INTAP Project. Online: [https://intap-europe.eu/wp-content/uploads/Handbook\\_Nigerian\\_SoT.pdf](https://intap-europe.eu/wp-content/uploads/Handbook_Nigerian_SoT.pdf) [retrieved 18.05.2021]



# Unit 23

## Community free-resources

*(no slides are needed)*

### Objectives:

- Identifying some community free resources in the local host community to promote SoTs social integration.

**First Part:** What do we mean when we say community free resources?

Trainers ask peers to define, in their own words, what community resources and cultural resources mean.

Definition: It refers to the tools provided by different organizations (public and private) in a specific community and to find positive ways to grow them and improve people's quality of life. It may include different types of resources such as educational, healthcare, religious and cultural to promote socialization. Isolation is one of the main problems that they and other migrant women face, negatively affecting their integration processes. For other types of resources, see units 14, 15, 16 and 18.

**Second Part:** List of community free resources

Trainers will ask peers to think about one community resource that they use which they believe would be positive for other women SoTs. After a couple of minutes, peers will present the resource, identifying ways to access it and its benefits.

Trainers should prepare some examples to promote the discussion and list the potential benefits and uses of free access to resources and how they could contribute to the recovery and integration process. Resources → public libraries, sports, theatre and music programs, among others. Benefits → Socialization, being physically and mentally active, knowing the host-local community better, etc.

It could be difficult for some peers and SoTs to identify resources and explain their benefits. Moreover, for some SoTs, their immediate needs (such as finding a job, access to public aid, finding a home, taking care of their relatives, among others) make it difficult to have free time to access it. The lack of knowledge and money to access the resources in the host community is also another barrier that SoTs usually face. For that reason, before the session, trainers should prepare a list with some free resources available on the host countries.

Trainers could invite peers to collect all the examples of resources introduced in the session and list them on a paper attached to a wall, including some of the positive benefits and the ways to obtain free access to it.



# Unit 24

## Work-life balance measures

*(no slides are needed)*

### Objectives:

- Understanding how to manage having a job and maintaining a healthy personal life.
- Increasing knowledge on balancing work and family life, labour rights for work-life balance, and public resources to support them (i.e: daycare).

Definition: Work-life balance is a daily effort to make time for family, friends, community participation, spirituality, personal growth, self-care, and other personal activities.

The trainer can begin the lesson by inviting peers with children to exchange their direct experiences as mothers and their concerns about their roles as mothers in the context of holding a job. The trainer can then explain what types of public aid SoTs may apply for in the host country, using examples in the field of social assistance, health care and assistance to workers.

1. Health protections are in place for working women who are expecting a child, which aim to safeguard them from harmful work.
2. For those who are about to become parents or have young children, maternity leave, and benefits are provided to support workers during such an important time of life.
3. Deciding to be a working mom is a choice that should be admired, not judged or shamed. If you are feeling guilty about not being with your child all the time, it's time to let it go.

The trainer should focus on the positive ways that a healthy work-life can contribute to family life. The emphasis of the discussion should guide the peers to acknowledge that their decision-making process should be done in a way that prioritizes the health of their whole family, including themselves, and how their child can still feel the extent of their love and understand the sacrifice needed to provide for them.



# Unit 25

## Housing support services and resources

*(no slides are needed)*

### Objectives:

- Understanding which services and resources are related to independent living (real estate, public housing, co-housing).
- Increasing knowledge on opportunities, rights and duties regarding renting accommodation.

Transitioning to independent living is a challenging phase where SoTs need constant support while entering a far more unstable and complex reality. Single mothers, in particular, need more time and help to achieve a sustainable level of autonomy.

**Training activity:** The trainer should open the discussion allowing for peers to share challenges they have experienced (or concerns they have regarding) house hunting. The discussion should then focus on what specific issues should be considered when looking for a flat (location, access to public transportation, price in line with social support requirements etc.) The trainer should go into this lesson prepared to inform peers about viable house hunting platforms and local support available to SoTs based on the host country's normal practices.

The trainer should focus on the main concerns associated with house hunting, the skills needed to approach it and the type of support available to help SoTs find suitable accommodation.



# Units 26-27

## Group supervision

*(no slides are needed)*

### **Objectives:**

- Assessment of the level of anxiety emerged during the Peer Mentoring Integration Programme.
- Promoting concrete information and a channel of influence.

**Methodology:** It is important that these supervisory groups are guided by an experienced trafficking psychologist preferably every 3 or 6 months and additionally as needed to manage complex situations. Trainers should highlight that providing peer support can be stressful for the mentors: supervision and support help should be made available to address misinformation and burnout, two of the major problems in the peer support programs. Group supervision - as opposed to one-on-one sessions - provides opportunities for sharing experiences and knowledge, and role-playing situations and responses, based on the management of emotions and any conflict situations experienced in the previous months.

*Practical aspects of supervision:* Sharing experiences and achievements with other peer mentors, evaluating contact notes to track peer support.

*Supportive aspects of supervision:* Maintaining attention to anxiety and emotional wellbeing, maintaining an open and free communication, providing learning opportunities to encourage personal growth.



# Units 28-29

## Monitoring and field visit

*(no slides are needed)*

### **Objectives:**

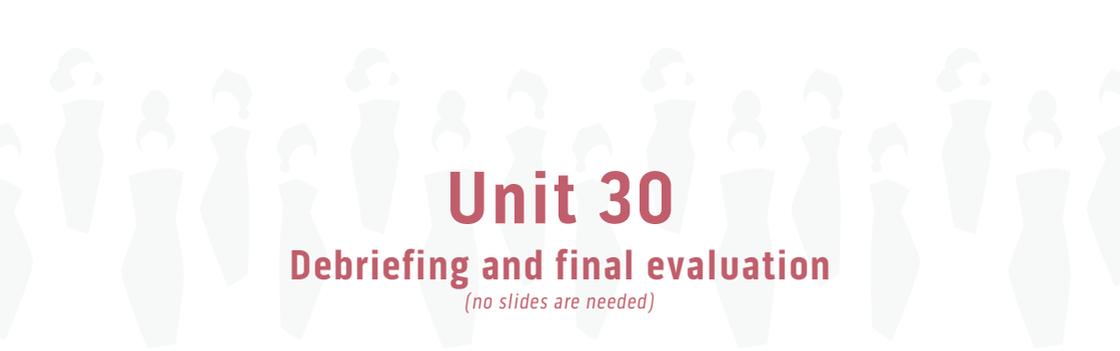
- Assessing the progress and achievements of peer mentors and mentees on integration matters.

### **During the visits:**

- Meeting with peer mentors to discuss progress on activities, problems and challenges, and plans made or decisions taken to resolve them.
- Observe project contexts or activities. Take advantage of field visits to accompany peers in their current activities. Remember to observe regular activities rather than special events.
- Take pictures that can be used for progress reports or on the organization website.
- Talk with beneficiaries to assess their views and opinions on the project implementation.

### **After the visits:**

- Prepare a report that describes what you found. These reports will document any discrepancies between the plan and actual implementation, as well as unforeseen improvements.



# Unit 30

## Debriefing and final evaluation

*(no slides are needed)*

### **Objectives:**

- Evaluating factors that contributed or hindered the success of the programme.

A debrief is a tool that enables participants to reflect on what happened during a session and why it happened.

Debriefing session. Trainers ask peer mentors questions to debrief the training course. Explain the ground rules for brainstorming – one answer at a time for each question:

- Everyone is allowed to talk freely without judgment or comment.
- Encourage active listening to gain feedback and learn from the experience
- Write the questions down. Hearing the questions and reading the questions will reinforce the focus you want to take.