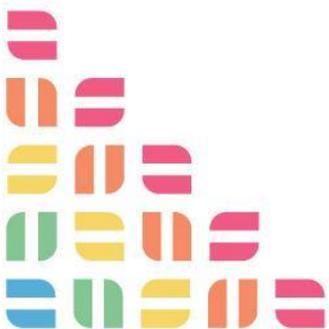


# **Briefing paper on survivor- centered language teaching and labour integration**

***Greece***

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## Introduction and methodology

This Briefing Paper presents the main results from the two local roundtables that were implemented in Greece within the framework of EU-funded AMIF project **WINGS – Supporting Women survivors of trafficking through a Comprehensive Integration Programme** (project number 101038321) by project partner [KMOP](#). The local roundtables had the aim to exchange needs, ideas and good practices among experts in the field of support to women and girls’ survivors of trafficking and gender-based violence at an early stage.

The findings from the local roundtables will be used to develop the **WINGS generic framework on survivor-centred integration** which includes the implementation of a language course integrated with psychological support and an employment counselling programme for the integration of **women survivors of trafficking** into the labour market, and consequently **4 WINGS local Comprehensive Integration Support programmes** that will be run in Italy, Spain, Greece and Belgium in 2023.

For more information about needs and good practices in working towards the social and labour integration of women survivors of trafficking Italy, Spain and Belgium read the Briefing Papers at [www.socialhut.eu](http://www.socialhut.eu).

## Methods for language teaching to vulnerable groups

Professionals who participated in the local roundtables agreed that **non-formal education** is the preferred teaching method for vulnerable groups. **Peer support** was also mentioned as a method used with asylum seekers and refugees. In specific, it was mentioned that refugees are scheduling classes inside the camps and the teachers are peers who know English, German or Greek.

Professionals agreed that developing **friendly women community spaces** where they will feel safe and welcome is the most effective approach to engage vulnerable women. Some of the professionals noted that they were uncertain about the effectiveness of specific methodologies but they considered that **building trust and providing opportunities** for discussion and dialogue is fundamental. It was also added that **integration activities** could be a helpful tool to further engage vulnerable women in language courses.

## Gender and trauma-sensitive approaches in language teaching

Professionals generally mentioned that **respecting confidentiality and being present** are necessary means of psychological support for learners. Professionals should make sure they have time to discuss about challenges and difficulties both before and after the classes and also be aware that they may need to refer women survivors of trafficking to other services.

The professionals mentioned that apart from building trust and empathy, it is necessary to keep in mind the **“Do no harm” principle**. They highlighted that throughout the person’s effort to heal, professionals should do their best to avoid the retraumatization of the individual. Furthermore, language teachers should possess

as well knowledge of **PFA - Psychological first aid**, and that mental health specialists are the experts for the **provision of psychological support to learners**.

## Points to consider when implementing language course with psychological support

Professionals agreed that in order to ensure women's well-being during the course, it is fundamental to:

- ⊗ **Build trust.** Women should feel safe in the learning environment.
- ⊗ **Ensure good relationship** between the teacher and the learners.
- ⊗ **Pay attention to cultural elements** that play a big role in the language learning process. For example, women victims of trafficking usually do not accept to attend classes with men. Thus, if the language classes are full of men, only few women will overcome this barrier and engage in the learning process. As for the positive impact of cultural elements, it was suggested that **multicultural environments may be more interesting and engaging** for both learners and educators and thus, have a positive impact on learning.
- ⊗ **Discuss the needs** (both psychological and practical) before the start of the course for a smooth learning process.

Finally, professionals mentioned that **free public kindergarten** for single mothers would help them to have more time available for learning. In addition, they deemed that free language classes provided by the state in a formal way should be implemented.

## The main skills and competencies for successful integration into the labour market

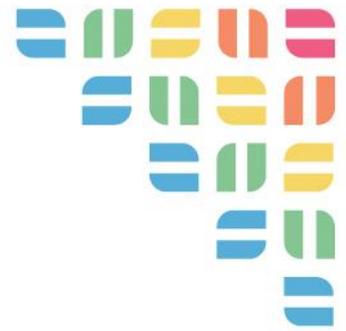
Professionals generally agreed that the **local markets' needs in Greece include tourism, agriculture, and cooking**. Professionals mentioned that they considered the tourism industry to be suitable for third-country national women survivors of trafficking because of their knowledge of a foreign language, but also considering the Greek context.

Professionals mentioned that the necessary skills and competencies for women would be:

- ⊗ learning the Greek language,
- ⊗ IT skills,
- ⊗ any specialization on hospitality and catering (receptionist, cooking etc.) that could be useful in finding a job in the local labour market.

In addition to that, knowing the **basics of the Greek labor law** as well as **fundamental employment rights** and obligations is essential, as well as knowledge on the insurance and tax briefing, tax numbers, social numbers AMA (recognized status), health and social security details for asylum seekers.

Moreover, professionals mentioned that knowledge of the **Greek and European work culture** could be useful for the beneficiaries. Last but not least, they highlighted that such training should start right after they obtain accommodation, food, and cover their basic needs in general.



## Personalised job counselling of vulnerable groups

Professionals noted that it is necessary to give space and time to **build trust** with the beneficiaries' women victims of trafficking. They mentioned that it is important to make them **feel comfortable** in any stage of counselling or employment. A good practice suggested was to make sure women survivors of trafficking do not meet on a one-to-one basis with a man counsellor and to ensure that there is always a woman present.

Professionals had experienced working with vulnerable groups and specifically with women third-country national survivors of trafficking. It was mentioned that it is really hard to persuade these women to learn the Greek language and **motivate them to study to obtain skills to enter the labour market**.

Professionals noted that usually these beneficiaries just need a job without caring about the specific details and the work environment. In general, hotels, factories, the agriculture and packaging businesses respond positively in having interviews and hiring vulnerable people, but sometimes they also ask for guarantees from their environment.

## Specific training to employers

Professionals agreed that employers' training is a crucial aspect which is often disregarded. They mentioned that employers should have at least the following training on:

- ⊗ basic psychological first aid.
- ⊗ Basic knowledge of specific cultural elements that they may encounter when working with third-country national women survivors of trafficking.

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