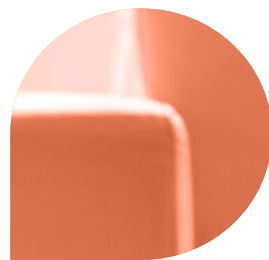




New Gender Strategies for Women's Inclusion



**BRIEFING PAPER
ON SURVIVOR-CENTERED LANGUAGE
TEACHING AND LABOUR INTEGRATION**

**Italy
2022**



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1. Introduction & Methodology

This Briefing Paper presents the main results from the two local roundtables that were implemented in Italy within the framework of EU-funded AMIF project **WINGS – Supporting Women survivors of trafficking through a Comprehensive Integration Programme** (project number 101038321) project number 101038321) by project partner CESIE. 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 Spain, Belgium and Greece read the Briefing Papers at

www.socialhut.eu



2. Methods for language teaching to vulnerable groups

The **peer learning** as a non-formal method for teaching language to vulnerable groups was highlighted by the professionals who participated in the local roundtables. According to them, peer learning could allow the beneficiaries to learn from each other in an informal and spontaneous way. Thus, for example, in a context in which one participant is more proficient than the other in the language of the country of arrival, the spontaneous exchange of language knowledge could guarantee a **spontaneous learning environment** and could contribute to the creation of a **safe learning atmosphere**.

Moreover, **workshop set-ups** are preferred to frontal teaching. Indeed, frontal teaching might put pressure on those who do not feel confident in a language different from their mother tongue. In general, when working with a heterogeneous group it is important to pay special attention on how **cultural differences may interfere with the language learning process**.

For instance:

- ✓ Depending on the **cultural frame of reference**, some people are more comfortable with participative teaching methods, while others may prefer a learning path that does not force their contribution and participation.
- ✓ Within a multicultural group there may also be different **styles of participation**, some being more expressive and others seemingly more passive. Thus, for example, a participative teaching method might inhibit and intimidate those who are not accustomed to easily expressing their point of view in front of a large group of people. In this case, it would be preferable to adopt an individual teaching approach.

Therefore, if someone notices that the non-homogeneity of the group could interfere with the learning process an effective strategy could be to divide the group into small groups according to their language abilities and cultural affinities.

3.

Gender and trauma sensitive approaches in language teaching

Any teaching strategy that take into account a **gender and trauma-sensitive approach need to be built on trust**. The trust that is created in a learning process is indeed able to provide a feeling of well-being and safety. The classroom environment should be a **place of comfort and safety** and this help to create feelings of success and self-efficacy. The language teacher can foster a caring atmosphere where peers support each other as well as modify the physical environment by considering light colours, desk arrangements, relaxing music, alternative sitting positions.

Generally, people who have experienced trauma may have some difficulty forming healthy relationships. Aspects that can help and professionals should take into the consideration are:

- ✓ **Supportive relationships** can promote healing and growth, indeed significant learning can take place only with significant relationship.
- ✓ Language teacher **actions that demonstrate care and respect**, including **verbal and nonverbal signals**, such as calling them by name, answering their questions, talking respectfully to them, noticing their progresses, and greeting them could help to develop positive relationships and connections.
- ✓ **An ethnopsychological approach** that takes into account the cultural background of the people involved in the language learning process is highly recommended. It considers the psychological discomfort that may arise in people with migrant background when their own cultural models clash with those of the country of arrival. This kind of psychological support in the language learning process could help to understand which are the most effective teaching strategies considering the cultural framework of the beneficiaries who take part in the language course.



POINTS TO CONSIDER WHEN IMPLEMENTING LANGUAGE VCOURSE WITH PSYCHOLOGICAL SUPPORT

Experts in contact with women in the language learning course should pay attention to:

- ✓ Any manifestation of discomfort that might arise.
- ✓ Should be aware that the speed of learning and manifestation of language skills also depends on the level of confidence and awareness that the beneficiaries have..

The role of the psychologist during the course is crucial to identify possible manifestations of trauma. However, in order to propose a trauma healing path and ensure women's wellbeing during the course, individual sessions with the psychologist are also recommended. An effective trauma healing path must be based on a relationship that must be deepened outside the language course if there are any manifestations of trauma.



4. 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**.

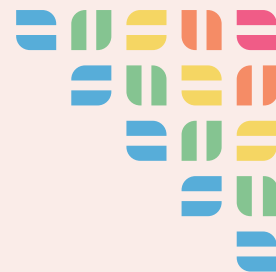
Professionals noted that usually these beneficiaries just need a job without caring about the specific details and the work environment. In general, hotels, factories, the agriculture and packaging businesses respond positively in having interviews and hiring vulnerable people, but sometimes they also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



DEVELOPMENT OF PERSONALISED INTERNSHIPS FOR WOMEN SURVIVORS

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.



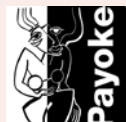
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