



New Gender Strategies for Women's Inclusion



**GUIDELINES FOR THE WINGS LOCAL SOCIAL
AND LABOUR INCLUSION PROGRAMME
DEVELOPMENT AND IMPLEMENTATION**

2022



Co-funded by
the European Union



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1. Introduction

The present guidelines are developed to support stakeholders (including external experts and WINGS project partners) in the development and implementation of WINGS local programmes. The guidelines are complemented with templates for Session plans, as well as templates for Career Plans and templates for evaluation of competences.

The present guidelines include 4 main sections:

1. Steps for the development of local programmes;
2. A language course with integrated psychological support;
3. Individual employment counselling sessions;
4. Internship/job periods in local companies.

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





2. Development of WINGS local Social and Labour Inclusion Programmes

The local programme development concretizes the **WINGS Generic Framework on Survivor Centred Social and Labour Inclusion** (available at www.socialhut.eu) adapting it to the respective concrete vulnerable groups and their specific needs, and to the specific employment market in different countries.



THE PROGRAMME WILL BE DEVELOPED FOLLOWING THE MAIN STEPS :

1. Elaboration of Session plans for the implementation of the language course with integrated psychological support sessions and personalized employment counselling.

Session plans should be developed following the methodological suggestions included in the WINGS Generic Framework and specifying the activities to be implemented with vulnerable women. It also should include activities for the development of a Career plan.

It is recommended that the Session plans are elaborated by the experts (the language expert, the psychologist, and employment counsellor) who will be involved in the implementation of the programme. They should take into consideration the needs of local participants and their cultural traits, the peculiarities of the host country language/employment market and already existing language courses at the local and national level for third-country-nationals.

→ Templates for the development of Session plans are included in the Annexes 1 and 2.

2. Feedback meetings on Session plans in each programme implementing country with (potential participants) 5 women survivors of trafficking and/or their representatives and 3 professionals from language training, psychological support and employment counselling. In addition, programme language expert, a psychologist and an employment counsellor should attend feedback meetings in order to fine-tune the local programme.

At least 1 feedback meeting should be implemented in each programme implementing country. Reflections and recommendations from feedback meetings on improvements of the WINGS local social and labour inclusion programme should be collected and reflected in the local programmes. Further, recommendations should be collected including aspects that stakeholders from other countries should consider if willing to develop local social and labor inclusion programmes tailored to different country contexts and target needs.

→ The questions and recommendations collected for during WINGS Feedback meetings are included in FAQ available in Annex 3.

3. Finalisation of WINGS local programme, containing guidelines on the implementation of the programme in the specific cultural context and detailed Session plans for the language course with integrated psychological support sessions and personalised employment counselling for third-country-national women survivors of trafficking.



3. Implementation of WINGS local programmes

The next parts of the guidelines describe the **main phases of the implementation** of the WINGS local Social and Labor Inclusion Programmes. Within the WINGS project, this is designed for a group of at least 15 participants third-country-national women survivors of trafficking; however, it can be adapted to different groups and contexts .

3.1

INTRO SESSION

Once the **WINGS Social and Labor Inclusion Programme** is developed and participants are recruited, an Intro Session to the Programme should be organized with each participant individually, during which women should be carefully prepared.

- * **Participants** : At least **15 participants** third-country-national women survivors of trafficking (ideally, participation should be sustained for the entire duration of the Programme).
- * **Duration** : **1 individual session** with each participant duration adapted to each context, ideally **between 1 and 3 hours**.
- * **Location** : The Intro sessions should be implemented in a **safe space** for the participant women.
- * **Methodology** : The language teacher, the employment counsellor and the psychologist should meet each woman individually in order to get to know them better and to explore their aspirations, psychological status, educational/language background, and to understand the perceived obstacles to personal achievement. The results from the Intro session will allow **the experts to make final adjustments in the methods chosen**, and will also ensure that women are well-informed on the planned programme, its structure and its contents, and that the contents respond to the needs of participating women.
- * **Evaluation** : During the Intro session, **pre-evaluation of the language course** and **pre-evaluation of the employability counselling sessions** should be implemented.

Based on the Session plans developed, **the language course with integrated psychological support is the first phase of the Programme** delivered in collaboration between the language teacher and psychologist who will provide suggestions and recommendations for women's wellbeing including facilitation of trauma healing aspects.

- * **Participants** : A group of at least **15 participants** third-country-national women survivors of trafficking (ideally, participation should be sustained for the entire duration of the Programme).
- * **Duration** : At least **48 hours** of language course **during 3 months** (approximately 4 hours per week, always flexibly adapting to the needs and preferences of participant women).
- * **Methodology** : Although a group course, the language course should be structured around individual needs from each of the participants in the small group, taking into the consideration their educational level, cultural aspects, experienced trauma and re-victimization risks. **Non-formal methodology** should be used for the implementation of a language course following the suggestions included in the Generic Framework.
- * **Story collection** : Some sessions should be focused on language learning through **storytelling and a narrative approach** during which participants should be guided to recall their learning experience and stories from the language course or invent new stories for their future life. The modality for story collection and presentation should be decided by the language teacher and the psychologist (e.g., *draw the stories, possibly with support of graphic facilitators, illustrate them with photos or pictures, put them down in writing, among others*).
- * **Interconnections** : Depending on the level of literacy of participating women and specific needs in different countries, language learning sessions will be **interconnected to personalized employment counselling** (described in part 3.3. of the present guidelines). It is foreseen that at least one of the language learning sessions (either in a group setting or individually, depending on the needs of each participant) will be focused around career aspirations of participant women to improve their professional vocabulary, therefore the employment counsellor should be present during this session in order to get to know women and get feedback from the language teacher and psychologist, whilst creating initial links with the employment counselling sessions.
- * **Location** : It should be implemented in a **safe space** for the participant women.
- * **Transport** : When possible, pick-up for participant women should be arranged or **travel costs should be covered**.
- * **Child-care services** : **Child-care space should be offered** to participant women's children if needed during the sessions, in order to prevent drop-out caused by organisational difficulties, and in order to allow women to fully concentrate.
- * **Evaluation** : **Pre-evaluation** of the language course should be implemented during the Intro session and **post-evaluation** during the last session of the language course individually with each participant.

The **second phase of the Programme** is individual employment counselling to the participant women.

- * **Participants** : At least **15 participants** third-country-national women survivors of trafficking. Ideally, participation should be sustained for the entire duration of the Programme.
- * **Duration** : Based on the preliminary needs and aspirations identified during the last session of the language course (see part 3.2. of these guidelines), the employability counsellor should conduct at least **3 meetings with each woman** (individual or group, if similar needs arise from the women) lasting for at least **1 hour** (the duration of each session should depend on the needs of the participants).
- * **Methodology** : **Women should be placed at the center** of the development and implementation of activities, encouraging them to constantly reflect on their needs. The meetings should be focused around **topics identified by women as relevant** for them in order to support them in :
 - ▶ The development of their career path
 - ▶ Providing recommendations on the available jobs in the labour market
 - ▶ Developing a CV
 - ▶ Signing up to www.yourcareerpath.eu database or other relevant websites and uploading their CVs
 - ▶ Matching with employers for internships.

The 3 meetings should be organized following the **3-stage approach** as described in the WINGS Generic Framework, mainly :

- ▶ 1. **Introduction and Intake interview**
- ▶ 2. **Identification of needs, skills to acquire and obstacles to overcome**
- ▶ 3. **Consolidation and Action planning**





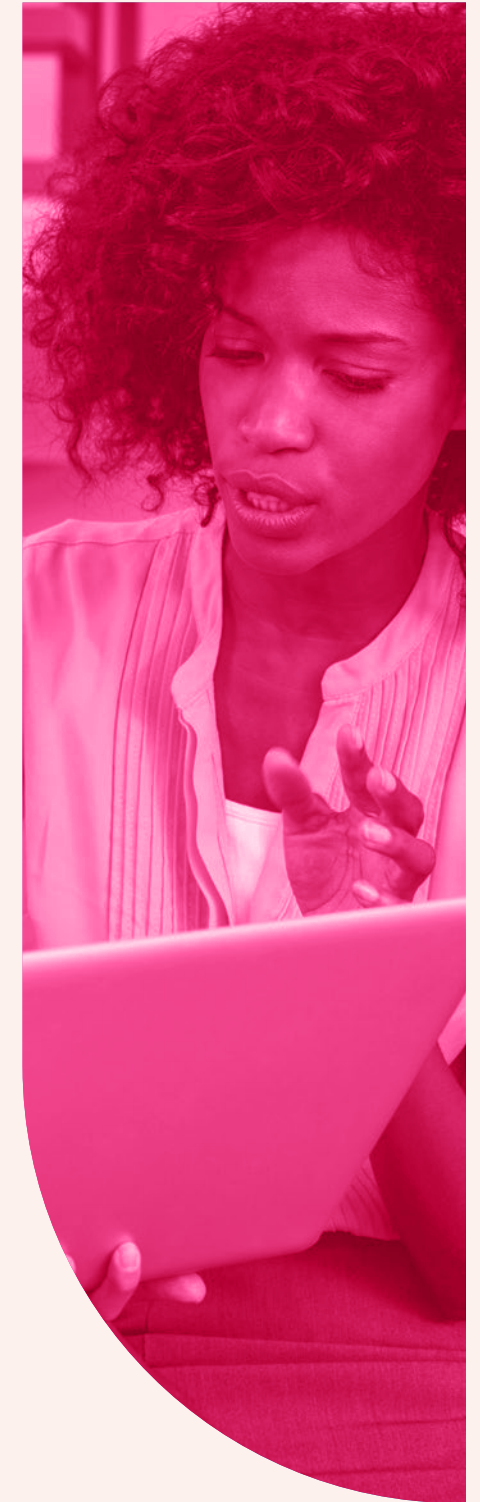
- * **Career plans** : They should be developed together with the women based on the template provided in **Annex 4**. **Annex 5** provides a template for employment counsellors to follow up on women career plans. Moreover, the counsellor should prepare women for the internship periods at the identified local companies.
- * **Location** : The individual counselling sessions should be implemented in a **safe space** for the participant women (when individual, sessions can be held in an informal environment). If different locations are preferred, employment counsellor should **respect choices of women**.
- * **Child-care services** : **Child-care space should be offered** to participant women's children if needed during the counselling sessions.
- * **Evaluation** : **Pre-evaluation** of the employment counselling should be implemented during the intro session and **post-evaluation** during the last employment counselling session.

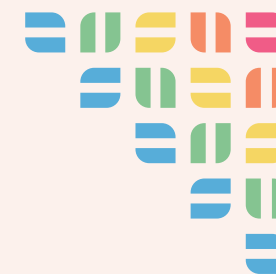
The **third phase** of the Programme is the implementation of internship periods in selected companies and based on the needs of the participant women.

- * **Participants** : At least **15 participants** third-country-national women survivors of trafficking. Ideally, participation should be sustained for the entire duration of the Programme.
- * **Duration** : **80-hour internship periods** in local companies completed within **4 months**.
- * **Methodology** : Each programme managing organization/support service will collect information about all local companies registered on the www.yourcareerpath.eu database or other job search platforms (as might be relevant for different country contexts). **Matching between participant women and employers** and preparation for the internships will be organized as follows :

1. **Matching for internships.** Each programme managing organization/support service should consult with the companies and **identify employers that have profiles responding to the needs of women** as identified during the employment counselling sessions and as **specified in the individual Career plans**. Further, employers' availability to provide internship opportunities (**preferably paid**) to women survivors of trafficking should be checked. Alternatively, it is highly recommended to identify options to provide **different incentives** to women (e.g., meal vouchers, transport vouchers, etc.). If official employment option becomes possible during the recruitment of employers, job offers and employment of vulnerable women should be preferred to internships.
2. **Local seminars for employers on mentoring.** After identification of companies available to provide internship offers to participant women, **employers** (who will be directly involved in the planning and monitoring of the internships) should be invited to take part in a **1-day seminar on gender and cultural perspective**, managing diversity in the workplace, characteristics and needs of the women survivors of trafficking and gender-based violence, basic psychological first aid, corporate social responsibility, and other as specified in the WINGS Generic framework. These seminars should **provide employers with skills needed to effectively mentor women victims of trafficking** during the internship periods. The seminar will also provide space for the employers to network with each other and provide recommendations to overcome potential issues during the internship period, as well as discuss about financial benefits and support to participant women. Employers should be awarded with a **Certificate of Participation** after the local seminar acknowledging their skills in the topics covered by the seminar.
3. **Applied training in a local company through internships.** Following the matching between participant women and employers and the local seminar for employers, participant women should start their **80-hour internship periods in local companies** that should be completed within 4 months.

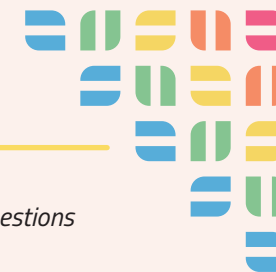
- * **Supervision/Mentoring** : Participant women should be **followed by a responsible staff member** during the internship period (preferably the one who participated in the seminar on mentoring) together with the employment counsellor. The counsellor should support the development of an internship plan according to the needs of each woman. When needed, a language teacher should be consulted to provide linguistic support to women (e.g., with job-specific vocabulary).
- * **Transport** : When possible, **pick-up for participant** women should be arranged or **travel costs should be covered**.
- * **Child-care services** : **Child-care space should be offered** to participant women's children if needed during the internship periods.
- * **Meals** : Participant women should be offered **meal vouchers** during the internship periods.
- * **Evaluation** :
 - ✓ **Pre-evaluation of the internships** with participant women should be implemented before the internship period starts and post-evaluation after the internship period in an individual session/call/informal meeting.
 - ✓ **Pre-evaluation with employers** (or responsible staff member for the internship) should be implemented individually during (or after) seminars for employers and post-evaluation after the internship period in an individual call/informal meeting.
 - ✓ At the end of the internship period, supervisor at the company should **sign the declaration for completion of internship** stating the total amount of hours intern has spent at the company.
 - **Template is available in Annex 7**
 - ✓ A **competence checklist** should be compiled by the employer together with the counsellor in order to evaluate skills and competences developed by each woman during the internship period. This will serve women in their future job search as reference.
 - **Checklist template provided in Annex 6**
 - ✓ All WINGS programme implementing organisations/service providers **should compile a short Report on Employment Experiences**, where information on the internships organised in all partner countries, together with recommendations for replication in other contexts/countries should be presented in a concise manner.





4. Annexes

- Annex 1** — Template for language course session plan
- Annex 2** — Template for employment counselling session plan
- Annex 3** — WINGS FAQ
- Annex 4** — Career Plan template
- Annex 5** — Template for employment counsellors to follow-up on career plans
- Annex 6** — Internship skills and competences evaluation paper template
- Annex 7** — Internship completion declaration



LANGUAGE COURSE SESSION PLAN FOR A SINGLE SESSION

Session number: Date:
Time: to Grade Level:
Subject/Topic:
Group Size: Individual — Small Group (....) — Whole Class (....)

* Objectives / Learning Targets:
What do you want the students to learn? (Observable & Measurable)

* The students will:

1.
2.
3.

* Materials needed: *What materials or technology will you need to deliver this session?*

1.
2.
3.
4.
5.
6.

* Introduction: *How do you plan to introduce the session and/or motivate the students?*

1.
2.
3.

* Implementation: *How will the session develop or proceed?
What steps will you follow? Which specific topics will be covered? Include questions
you will ask and examples you will provide to promote the conversation.)*

* Assessment/Check for Understanding/Formative & Summative:
How will you measure if the students have met the sessions objective?

* Closure/Transition:
How will you end the session?

* Differentiation:
How will you adjust your implementation to ensure that all learners' needs are met?

EMPLOYMENT COUNSELLING SESSION PLAN FOR A SINGLE SESSION

Session number:

Date: Time: to

Stage¹:*** Objectives / Learning Targets:***What do you want the client to achieve during the session?*

1.

2.

3.

*** Materials needed:***What materials or technology will you need to deliver this session?*

1. 4.

2. 5.

3. 6.

*** Introduction:***How do you plan to introduce the session and/or follow-up on the previous session? (if the case)*

1.

2.

3.

*** Implementation:** *How will the session develop or proceed?**What steps will you follow? Include questions you will ask and examples you will provide.**** Assessment/Check for Understanding/Formative & Summative:***How will you measure if the students have met the sessions objective?**** Closure/Transition:***How will you end the session?**** Differentiation:***How will you adjust your implementation to ensure that all learners' needs are met?*

¹ Choose from **3 counselling stages**: **1)** Introduction and Intake interview;
2) Identification of Needs and Propositions to meet them; **3)** Consolidation and Action planning

Frequently Asked Questions about the implementation/replication of the programme and recommendations for the implementation collected during WINGS project Feedback meetings.

FAQ ABOUT THE LANGUAGE COURSE

* **Question:** The participants will have different cultural and social backgrounds and this might cause cross- cultural friction and misunderstanding. Considering that pair and group work are considered in the language course how can we guarantee that the learning process will take place in a safe environment where everybody feel free to express themselves?

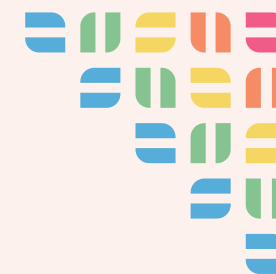
✓ **Answer (by facilitator):** Any educational process should promote intercultural interactions rather than avoiding it for fear of tensions between participants whose countries are in conflict, who have very different traditions or political views and so on. However, strategies can be used to avoid open conflict in class: interaction can be promoted gradually and on the basis of the observation of the behaviors of the participants.

* **Question:** How can we guarantee sustainability of the language course for other potential participants?

✓ **Answer (by facilitator):** The language course does not appear to be sustainable through the organization's regular budget. Should the pilot demonstrate a successful outcome, either additional resources must be raised, or the programme must be implemented with partner organizations.

* **Question:** Participants will have probably different linguistic competences, so what can we do if the content of the language course is too simple or too difficult for some of them?

✓ **Answer (by facilitator):** This issue should be taken into account BEFORE the start of the language course. The project team should have a clear vision of the participants that are more suitable for the project, so as to create a harmonic group which does not leave anyone behind. An exceedingly wide difference in terms of linguistic competences would not benefit any of the students. However, a completely homogenous class is not foreseeable. The gaps between the participants can be filled through peer learning and evaluation activities.



* **Question:** How can we ensure the commitment of women to participate in the WINGS programme?

✓ **Answer (by facilitator):** It is challenging to "commit" any beneficiary, but we will build a trustful environment that helps WINGS programme participants to be integrate to the society through the WINGS programme and to give them not only motivation but actual skills .

* **Question:** How can we integrate psychological support within language sessions?

✓ **Answer (by facilitator):** Specific art therapy sessions might be held on specific days to strengthen the content.

GENERAL RECOMMENDATIONS ABOUT THE LANGUAGE COURSE

- ▶ It should be taken into consideration that in a group of 15 participants is tribal and **group dynamics** could arise. Therefore, the language teacher should **prevent the creation of isolation or ghettoisation phenomena**.
- ▶ For the language course is important to consider if the participants are English- speaking, French-speaking etc.
- ▶ The **mother tongue of the participants** will have an impact on their language learning process. (e.g., *women that speak French will probably learn Italian faster than women who do not speak neo- Latin languages*).
- ▶ Regarding this topic, it is very important to keep in our mind that maybe there will be some dropouts as the language sessions are too large for the women and also maybe it is a good idea to **integrate more dynamic sessions** and only strict sessions of language course as in school for example
- ▶ It can be very relevant to integrate a **digital literacy course** within WINGS programme.
- ▶ The **integration of the psychologist** must be carefully implemented because some women might be not willing to participate knowing there is a psychologist present.



FAQ ABOUT THE EMPLOYMENT COUNSELLING

* **Question:** *How will we ensure that both parties will work on the WINGS project scope?*

✓ **Answer (by facilitator):**

Including all the available contacts and networks that we have in order to achieve this task of the project; during the local round tables and in some other dissemination activities, we tried to involve other NGOs and stakeholders in order to set a network that will help us to build and maintain as well the implementation and the actual goal of the project.

* **Question:** *What's going to be the long-term goal for the programme participants to reach within the scope of the WINGS local programmes?*

✓ **Answer (by facilitator):**

Enhanced employability in the long term outside subsidized employment.

* **Question:** *What is it possible to achieve within 3 sessions of one hour each for employment counselling?*

✓ **Answer (by facilitator):**

Within the 3 session of labor counselling is possible to evaluate and orient the client towards her pathway to work. We're going to visualize the barriers and talents and reflect upon necessary steps to be taken before thinking about reaching a job that matches with her aspirations. In the last session we're going to create an individualized action plan and subscribe and look for other organizations with more expertise to further guide and help the participant in reaching the necessary requirements in order for the client to reach a first working experience that matches her aspirations and talents. During this period, we'll play a facilitating role for follow up with the other organizations in order to put some more pressure on the regular system to facilitate a better outcome for the client.

GENERAL RECOMMENDATIONS ABOUT THE EMPLOYMENT COUNSELLING

- ▶ It is suggested to have a cultural mediator during the first meeting with the women.
- ▶ In the collection of personal data some questions might be too personal and can trigger past traumas. If this is observed by the psychologist, certain questions should be avoided.
- ▶ At the end of the implementation of the programme is important to have a final restitution to the participants on the programme and possible improvements in the future.
- ▶ It is suggested to train employers on intercultural communication and facilitating the integration of migrants into the workplace.
- ▶ It is recommended to adapt groups and numbers of sessions depending on the context and participants needs.
- ▶ It is important to have follow-up and support during the labour integration process.



CAREER PLAN

Name:.....

Date:

1. Part 1: Knowing Yourself

- The first step in planning your career is evaluating and understanding your aspirations; strengths; interests; drivers and other influences. Please indicate which aspects you have evaluated so far. Briefly record these here and provide explanations (optional) :

☐ My Key Strength

.....

.....

.....

☐ My Technical Skills

.....

.....

.....

☐ My Work Values

.....

.....

.....

☐ My key fields of interest

.....

.....

.....

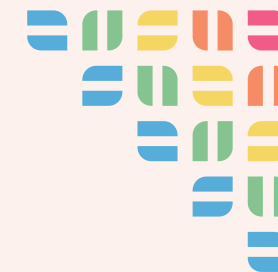
- Through your self-assessment you may have identified particular skills or areas of knowledge you wish to develop. What are these?

☐ Development Opportunities:

.....

.....

.....

**2. Part 2: Explore Possibilities.**

- Research the development possibilities and career pathways that are open and attractive to you.

- Write down the prerequisites and requirements to achieve each option:

*** Pathway Option 1**

.....

.....

.....

.....

.....

*** Pathway Option 2**

.....

.....

.....

.....

.....

*** Pathway Option 3**

.....

.....

.....

.....

.....



3. **Part 3: Making choices**

Consider the suitability of each option and decide (with the assistance of your employment counsellor) which one is the best match to your aspirations and professional needs. Before making the decision, consider also :

- ▶ *What are the perceived barriers/obstacles and how can they be overcome?*
- ▶ *Outside of work commitments (personal commitments that can affect employment)*
- ▶ *The level of involvement required*
- ▶ *Which of my options responds best to my professional needs?*

.....

.....

.....

.....

▶ Based on the choices you have made, and the development opportunities you have identified now write your goal(s). Aim to make each goal as specific as you can.

* **Goal 1 :**

.....

Required to achieve goal 1:

.....

.....

* **Goal 2 :**

.....

Required to achieve goal 2:

.....

.....

* **Goal 3 :**

.....

Required to achieve goal 3:

.....

.....

.....

4. **Part 4: Make it Happen.**

In order to achieve your goals, you need to have an agreed course of action. You and your counsellor need to have a clear understanding of what steps you will be taking, the commitment needed by both you and your counsellor and relevant timeframes.

- ▶ You are now ready to detail who has to do what to make things happen:

DATES Start and Completion	SKILLS Skill, experience and knowledge to be gained	HOW will this be gained? on the job experience, formal or informal seminars, courses, coaching, mentoring, etc.	PROVIDER e.g. workplace, educator, university, coach/mentor, etc.

Employment counsellor's signature

Name:

Date:

Trainee's signature

Name or initials:

Date:

5.

ANNEX 5 — TEMPLATE FOR EMPLOYMENT COUNSELLORS TO FOLLOW-UP ON CAREER PLANS

This table is a **method used by Surt** to support women following up on their career plans. Programme implementing organisations are free to use the tools they consider more asily and visual for women.

Objectives	Steps woman wanted to take	Objective achieved in which time? ▪ 3 months ▪ 4 months ▪ 5 months	Objective partially achieved Yes/not	Objective not achieved Yes/not	Other positive goals achieved Yes/not	Attribution of the critical point -Woman -Other person -External conditions
Objective 1						
Objective 2						
Objective 3						
Objective 4						

6.

ANNEX 6 — INTERNSHIP SKILLS AND COMPETENCES EVALUATION PAPER TEMPLATES



COMPETENCE CHECKLIST

Name:.....

Date:

Purpose: this tool should be used to indicate and keep track of specific skills the clients demonstrate during the internship. Evaluation: 1=Poor, 2=Fair, 3=Good, 4=Excellent.

	NOTE	Comments
Verbal and interpersonal skills - Ability to efficiently communicate with others	1, 2, 3, 4	
Written communication – Ability to accurately produce and interpretate written content and to responds to inquiries which require written explanation or interpretation	1, 2, 3, 4	
Problem Solving – Assesses and may resolve unpreceden- ted problems. Applies judgment for problem resolutions	1, 2, 3, 4	
Team working – Work effectively in a team atmosphere	1, 2, 3, 4	
Critical thinking – Ability to analyze facts and situations and demonstrate the ability to make logical decision	1, 2, 3, 4	
Organization and Time management – Ability of planning and prioritizing tasks	1, 2, 3, 4	
Stress management – Ability to recognize the main symp- tom of stress and organize the workload accordingly	1, 2, 3, 4	
Intercultural communication – Ability to adapt communication style to the specific cultural context	1, 2, 3, 4	
Self awareness – Ability to assess his/her own skills and to adopt strategies to better apply specific skills in the current job position	1, 2, 3, 4	
ITC skills – Abilities that help to operate a wide range of technology software. This can include tasks on computers, such as making video calls, searching on the internet or using a mobile device like a tablet or phone	1, 2, 3, 4	
Financial skills – Ability to make manage and navigate financial decision making, effective management of money.	1, 2, 3, 4	

Employment counsellor's signature

Employer's signature

INTERNSHIP COMPLETION DECLARATION



To whom it may concern:

Name:.....

Date:.....

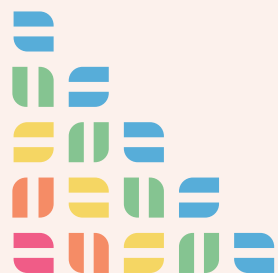
This is to certify that *(name and surname)*
has completed an 80-hour internship period at *(name of the company)*
.....
from *(starting date)* until *(completion date)*

During the internship she was engaged in various activities and tasks, such as

.....
.....
.....
.....
.....

During the period of her internship programme she was/ she has demonstrated

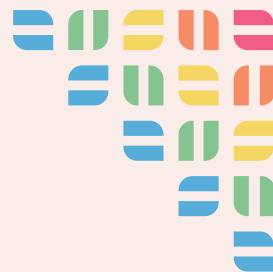
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Supervisor:

Date:





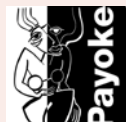
- ▶ CESIE
→ Italy www.cesie.org
justice@cesie.org



- ▶ LIBERA
→ Italy www.libera.it
international@libera.it



- ▶ KMOP
→ Greece www.kmop.gr
european_projects@kmop.org



- ▶ Payoke
→ Belgium www.payoke.be
admin@payoke.be



- ▶ SURT
→ Spain www.surt.org
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