

Mentoring trafficking victims

A reintegration guide for practitioners



This Reintegration Guide was prepared by the NEXUS Institute and Different and Equal (D&E) in the framework of the project: Providing comprehensive reintegration services and improving the protection framework for victims of trafficking in Albania. It is part of a series of reintegration guides designed to support the work of reintegration practitioners in Albania as well as practitioners from other countries and regions.

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Different & Equal (D&E) is a non-profit organisation dedicated to providing high quality services for the protection and reintegration of victims of trafficking, exploitation and abuse, and to changing the legal, institutional and social context to counter these abuses. D&E's main activities include: victim identification and referral; provision of comprehensive, long-term, reintegration services (residential and community based); awareness-raising in communities about trafficking in persons and the rights of trafficking victims; prevention of trafficking through support to vulnerable groups; training and capacity building of state and civil society partners; research and evaluations; technical assistance in drafting laws and legislation to protect victims of trafficking; and advocacy around the rights and protection for trafficking victims.



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“Together - Side By Side”

Advice, good words, positive energy is enough to feel good and to be positive with yourself.

*Artwork and quote from
trafficking victim assisted by
Different and Equal (D&E)*

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About the reintegration guide

What it is

Recovery and reintegration after trafficking is a taxing and complicated process that involves significant challenges for victims as well as their family members. Service providers play an important and sometimes life saving role in supporting recovery and reintegration. This includes mentors who provide trafficking victims with emotional and social support, a positive role model and an example of a healthy and supportive relationship. Mentors also work with trafficking victims to build their trust, confidence and self-esteem and to avoid harmful relationships.



This reintegration guide equips practitioners with the information about mentoring trafficking victims during their recovery and reintegration. The guide begins with an overview of recovery and reintegration after a trafficking experience. It then goes on to explain the mentoring model and the role of mentors in supporting recovery and reintegration. It also explains how to establish mentoring relationships, different stages in the mentoring process and challenges faced in mentoring. The guide concludes with guidance for mentors and reintegration practitioners when employing a mentoring model to support trafficking victim reintegration.

This reintegration guide is based on the experience of D&E in envisaging, designing implementing different mentoring models to support trafficking victim reintegration. It also includes the real-life experiences and reflections of trafficking victims who have been involved in mentoring programmes.



Who it is for

This guide is for practitioners working on the recovery and reintegration of adult and child trafficking victims in Albania as well as further field. This is of particular relevance for persons engaged as mentors to trafficking victims. It is also useful for practitioners who work alongside mentors in the reintegration process, including social workers and social assistants, psychologists and counsellors, healthcare practitioners, lawyers and paralegals, educational staff (teachers, principals, school psychologists), child protection staff, public administrators and professionals working on economic empowerment and job placement.

How to use it

This reintegration guide is a practical, stand-alone resource for mentors and the reintegration practitioners with whom they work, for use in their day-to-day mentoring work. It can be used to prepare and train mentors as well as be referred to during on-going reintegration work.

It is part of a series of reintegration guides that explore different aspects of recovery and reintegration and offer guidance on how to address key issues and obstacles in the reintegration of trafficking victims. Reintegration practitioners should refer to relevant guides in conducting their work with trafficking victims. The series is comprised of three reintegration guides on different aspects of recovery and reintegration including:

- The stages of recovery and reintegration of trafficking victims
- Supporting the children of trafficking victims
- Mentoring trafficking victims

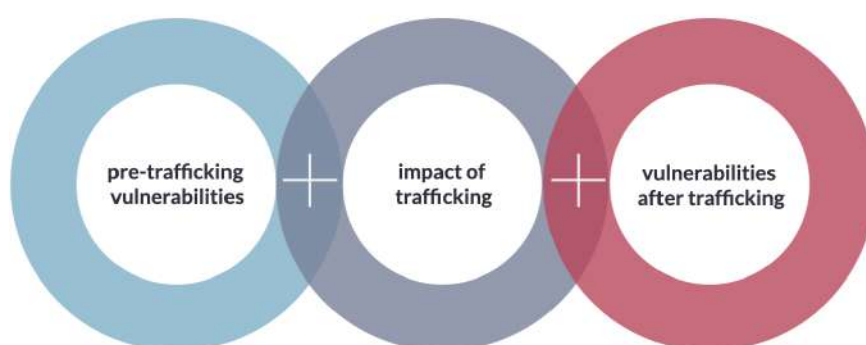
This series of reintegration guides for practitioners is drafted by Different and Equal (D&E) and NEXUS Institute.

Understanding trafficking victim reintegration¹

Framing reintegration

Trafficking has very serious impacts on the physical, psychological, economic and social well-being of trafficking victims. In addition, many trafficking victims faced problems in their lives before trafficking, which also persist after trafficking. Additional problems also generally emerge in their lives and relationships over the course of recovery and reintegration. For example, many victims migrated because of economic problems at home and their economic situation has generally deteriorated further due to trafficking. As such, reintegration is not only about addressing the impact of trafficking but also about addressing pre-trafficking vulnerabilities as well as challenges that emerge in life after trafficking exploitation ends.

Vulnerability and resilience before trafficking, because of trafficking and after trafficking



Reintegration is the process of recovery and economic and social inclusion following a trafficking experience. It may be best understood as a process that trafficked persons navigate as they recover and move on from trafficking exploitation. Successful reintegration includes:



settlement in a stable and safe environment,



access to a reasonable standard of living,

¹ This section is based on work undertaken by NEXUS Institute and 15 NGOs in the Balkans, including D&E, in the framework of the Trafficking Victims Reintegration Programme (TVRP), implemented from 2006 to 2015 and funded by the King Baudouin Foundation (KBF). For information about the TVRP, please see: <https://nexusinstitute.net/past-projects/trafficking-victims-reintegration-programme-tvvp/>. This section is also based on NEXUS Institute's work on other projects including: Regional Reintegration Initiative: Challenges in Reintegration in the Greater Mekong Sub-Region, with UNIAP and the COMMIT governments in the Greater Mekong Sub-region from 2010-2017 (please see: <https://nexusinstitute.net/past-projects/commit-ppc5-regional-reintegration-initiative/>) and Protecting the Unassisted and Underserved: Longitudinal Evidence-Based Research on Assistance and Reintegration, conducted in partnership with the Government of Indonesia and civil society partners in Indonesia from 2013-2019 (please see: <https://nexusinstitute.net/past-projects/reintegration-in-indonesia/>). For key resources and research, please see: <https://nexusinstitute.net/publications/assistance-and-reintegration-of-trafficking-victims/>



mental and physical well-being,



opportunities for personal, social and economic development and

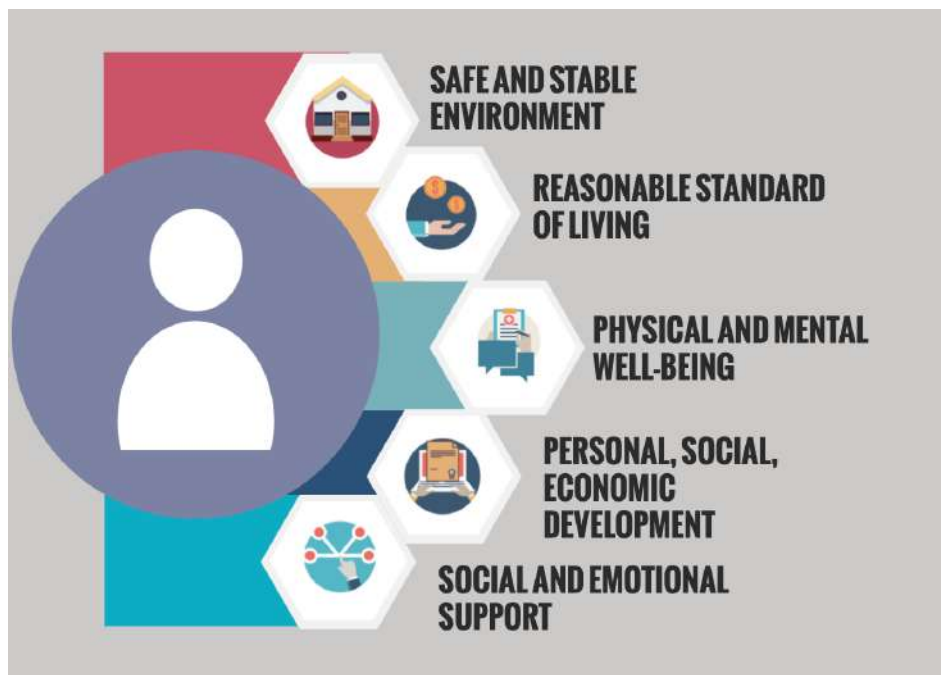


access to social and emotional support.²

Reintegration may involve returning to one's family and/or community of origin. It may also involve integration in a new community and even in a new country.

A central aspect of successful reintegration is empowerment, supporting victims to develop skills toward independence and self-sufficiency and to be actively involved in their recovery and reintegration.

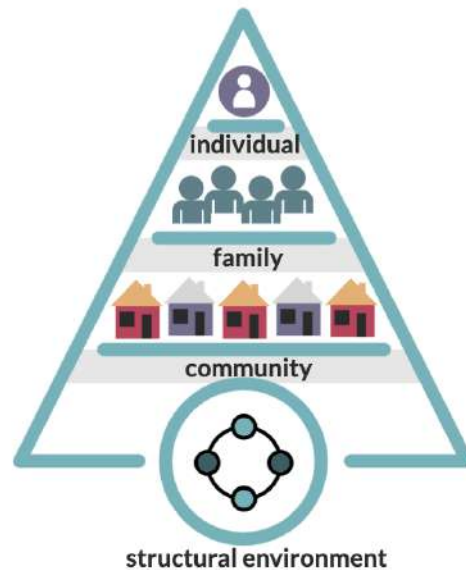
Different components of successful reintegration



² This definition was developed collaboratively by NEXUS Institute and 15 NGO partners in the framework of KBF's TVRP programme. Please see: Surtees, R. (2008) *Re/integration of trafficked persons: how can our work be more effective?* Washington, D.C.: NEXUS Institute and Brussels: King Baudouin Foundation, p. 11.

Trafficking also impacts a victim's family relationships and many victims face tensions and problems in their family environments as well as in wider social settings. As such, there are various levels at which reintegration occurs and which need to be considered and taken into account in how practitioners work with and support victims through the process of recovery and reintegration. Reintegration, then, requires overcoming problems and vulnerabilities across these different levels – individual, family, community and structural – and leveraging sources of resilience and support in victims' lives and the wider environment.

Levels of reintegration – individual, family, community and structural³



Individual level. Reintegration needs to address the impact of trafficking (physical, psychological, social and economic) on the individual victim. Some victims are also coping with complex and unresolved problems and even trauma from before trafficking. It is necessary to identify each victim's needs as well as capacities, skills and resources to provide tailored and individualised assistance and to leverage their personal sources of strength and resilience.



Family level. Reintegration most often takes place in the victim's family environment. The family environment is often a complex terrain with different layers of support and tensions. Different family members may be involved in the reintegration process, to varying degrees and at different stages of life after trafficking and may manifest various (and often contradictory) actions and reactions, attitudes and behaviours, especially over time and in response to external factors. Some family members are supportive and helpful; others are critical and unsupportive. These variations differentially influence reintegration outcomes for victims and their wider families – sometimes positively, sometimes negatively. Working with the family involves fostering a healthy and supportive environment for the victim to return to and also for the family life more generally. It often also involves the provision of some support to various

³ [Surtees, R. \(2017\) Moving on. Family & community reintegration among Indonesian trafficking victims.](#) Washington, D.C.: NEXUS Institute; and [Surtees, R. \(2017\) Our Lives. Vulnerability & resilience among Indonesian trafficking victims.](#) Washington, D.C.: NEXUS Institute.

family members – for example, educational assistance to the children of trafficking victims or job placement for parents of trafficking victims.



Community level. The community environment factors into a victims' reintegration success or failure. The community includes those close to and intimately involved in the life of a trafficking victim as well as those within the victim's wider (and more distant) social sphere (friends, acquaintances, neighbours, peers, work colleagues, community members and leaders). The community setting can be a complex and contradictory environment (both supportive and unsupportive) and entails different (even contradictory) reactions from friends, neighbours and others, including changes over time. At a community level it is important to assess and foster a healthy environment by building social networks, ensuring availability and access to services and opportunities and working with community members to fight stigma and discrimination.



Structural level. Reintegration into formal society and its institutions involves ensuring that trafficking victims have legal status, which, in turn entitles them to services. This also requires that services are available and accessible, particularly at the local level where trafficking victims reintegrate.

Outcomes of successful reintegration⁴

Successful reintegration generally means that trafficking victims have realised the outcomes as outlined below.



⁴ Surtees, R. (2010) *Monitoring anti-trafficking re/integration programmes. A manual*. Washington, D.C.: NEXUS Institute and Brussels: King Baudouin Foundation.

To realise these outcomes, trafficking victims require different services and support to recover and reintegrate after trafficking. They may require a single service (for example, transportation, emergency medical care, job placement) or multiple services (for example, a combination of housing, medical assistance, psychological care, legal support, education and vocational training). Services may be trafficking-specific (i.e., offered by anti-trafficking organisations and institutions) or they may be more general (e.g., offered by agencies/institutions working with vulnerable persons, returned migrants, community development, child protection). A comprehensive package of reintegration assistance includes services outlined below.

*Assistance and services for the recovery and reintegration of trafficking victims*⁵



Housing, accommodation and care options. The provision of safe, satisfactory, and affordable accommodation and care options (for example, in a shelter, while living with family, rented apartment, foster family, alternative placement).



Medical assistance. Appropriate, adequate and sensitive medical assistance and care in the short- and long-term, including dental care, specialised medical treatment when needed and treatment for chronic or on-going health issues.



Psychological support and counseling. Appropriate, adequate, and sensitive psychological support and counselling in the short- and long-term (for example, individual and group counselling, art, music and dance therapy, family counselling).



Education, training, and life skills. Formal and non-formal education opportunities including schooling, school reinsertion support, vocational training, professional training, life skills training, and tutoring, counselling and orientation on vocational/professional trainings.



Economic empowerment opportunities. Economic empowerment opportunities including job placement, internships, income generation activities, business development, counselling and coaching on employment and business opportunities.



Administrative assistance and support. Administrative assistance and support needed to address the impact of trafficking or to support reintegration (for example, obtaining identity and

⁵ Surtees, R. (2010) *Monitoring anti-trafficking re/integration programmes. A manual*. Washington, D.C.: NEXUS Institute and Brussels: King Baudouin Foundation. See also: Surtees, R. (2017) *Supporting the Reintegration of Trafficked Persons. A Guidebook for the Greater Mekong Sub-Region*. Washington, D.C.: NEXUS Institute and Bangkok: UN-ACT and World Vision; and Surtees, R. et al. (2016) *Going Home: Reintegration of Trafficking Victims in Indonesia*. Washington, D.C.: NEXUS Institute.

other official documents, birth registration, resident and work permits as trafficking victims, and the appointment of a legal guardian in the case of children, documents to access services, like rent controlled or subsidised housing, economic aid, social services, health insurance).



Legal assistance and support. Assistance and support to trafficking victims in legal proceedings including criminal justice, civil and labour proceedings. Legal assistance and support may be associated with their trafficking experience (for example, as a victim-witness in criminal proceedings, compensation claims) or with other legal issues faced during reintegration (for example, divorce, child custody or access, property ownership, child support payments).



Safety and security measures. Measures to ensure the safety and security of trafficking victims at different stages after trafficking including family and risk assessments, victim-witness protection.



Assistance to the victim's family members. Fostering and supporting a healthy family environment through various forms of assistance to a victim's family members (for example, a child, spouse, sibling, parent).



Case management. Designing and implementing an individual assistance and reintegration plan, in collaboration with the trafficking victim, including providing services or coordinating the referral of the victim to other organisations/institutions for services.



Return assistance. Support to voluntarily return trafficking victims to their country and place of origin or residence, including providing transportation and document processing. In some cases, assistance needs are a direct result of trafficking.

The three stages of reintegration⁶

Reintegration after trafficking is a long-term process that takes place over many months and years. It may be broken down into three discrete stages over a period of approximately three years.

Three stages of reintegration



Stage 1. Crisis intervention (from 0 to 6 months). The crisis stage is generally about six months in duration. However, it may last for just a few months or longer than six months, depending on the nature and extent of the individual's exploitation as well as pre- and post-trafficking challenges and vulnerabilities. For instance, children are typically in the crisis stage for a longer period of time as they have less developed coping skills and need more time to stabilise after trafficking. Victims with security risks (for example, because they have denounced their trafficker) are often in the crisis stage beyond six months. Victims who are pregnant or accompanied by their children typically stay for longer periods of time in this crisis stage as they need support and services in the prenatal and postnatal period, including parenting skills. They also need support in addressing their trauma and stabilising emotionally, not least to be able to care for their children. Many victims with mental health issues also need longer-term and more intensive support in the crisis stage and for a longer period of time.



Stage 2. Transition (from 7 to 12 months). The transition stage is most commonly about six months in length, from month 7 to 12. But the duration depends very much on the individual victim and their specific circumstance. The transition phase may be less in situations where victims have a profession or have previous employment experience or if they have a healthy family setting to return to. The transition phase may be longer when victims have a low level of education or do not have any professional training or employment experience. Children generally need more time in this transition stage as well, particularly those with poor or unhealthy relations with their parents or other family members.



Stage 3. Reintegration and inclusion (from 13 to 36 months). The reintegration and inclusion stage typically lasts for two years, from month 13-36, but varies from victim to victim

⁶ Surtees, R. (2010) *Monitoring anti-trafficking re/integration programmes. A manual*. Washington, D.C.: NEXUS Institute and Brussels: King Baudouin Foundation.

and in line with their specific life experiences and reintegration conditions. Some victims move more quickly through the reintegration and inclusion stage (for example, when they have a sustainable job, support from their family, a place to live, a healthy social environment and access to community services).

The full process of recovery and reintegration (crisis, transition and reintegration and inclusion) generally takes around three years. While this time frame offers useful guidance, each victim requires a different amount of time to recover and reintegrate after a trafficking experience. Some victims reintegrate successfully within this three-year period. Other trafficking victims may need up to five years to recover from their exploitation and successfully reintegrate. Reintegration practitioners need to be flexible in the design and implementation of each reintegration plan, including the time and resources needed. A longer timeframe for reintegration is especially common amongst “difficult” or “complex” cases – that is, victims with acute challenges or complex needs or who are less considered in the anti-trafficking framework.⁷ These may include, but are not limited to, trafficking victims with:

- ✿ Physical and/or mental disabilities
- ✿ Substance abuse problems
- ✿ Mental health issues
- ✿ Serious or chronic medical conditions
- ✿ Security problems
- ✿ A lack of documents or legal status
- ✿ No family support
- ✿ Experiences of being socially marginalised or discriminated against (including ethnic minorities, different nationalities, and individuals who identify as lesbian, gay, bisexual, transgender, queer or questioning and intersex (LGBTQ+))
- ✿ Experiences of abuse, violence or neglect (especially in the family setting)
- ✿ Dependent children or victims who are pregnant (especially single parents)
- ✿ Being unconsidered in the anti-trafficking framework (trafficked men and boys)

These “difficult” or “complex” cases often require access to multiple and on-going services, specialised care or intensive support over a longer than typical period as well as more intensive case management and/or longer-term reintegration support.

Reintegration set-backs and challenges

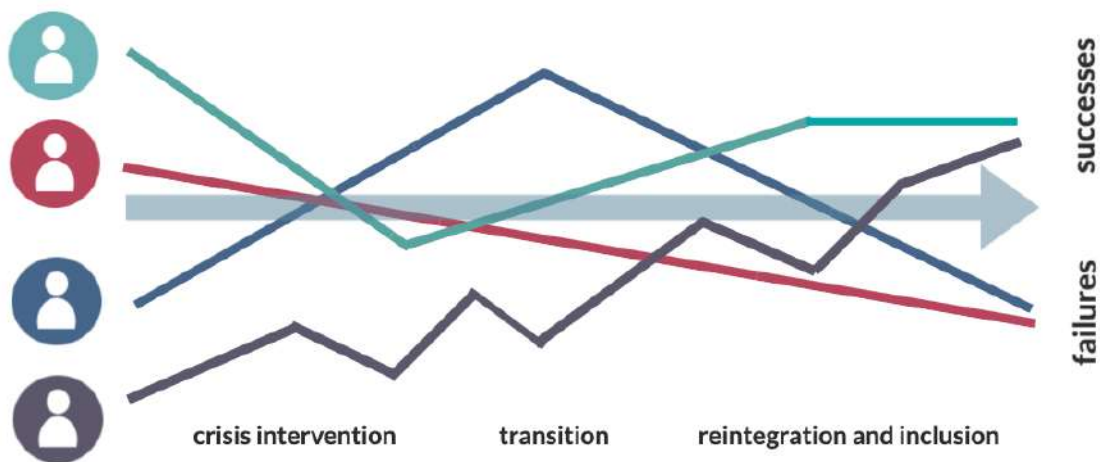
Reintegration is often understood as a linear process, with victims moving steadily forward on the path to recovery and reintegration. However, the reality is far more complex. Many trafficking victims face crises and set-backs at various stages during their reintegration that may stall their progress or even cause them to regress to previous stages of reintegration. Common crises and set-backs in reintegration include, but are not limited to:

- ✿ Economic difficulties and financial crisis including lack of job opportunities or loss of a job
- ✿ Mental health problems that may be triggered at different stages
- ✿ Illness or injuries that interfere with well-being or the ability to work
- ✿ Conflict, tension and disagreement in the family

⁷ For a discussion of reintegration of victims in difficult situations, please see: [Surtees, R. \(2008\)](#) *Reintegration of trafficked persons. Handling “difficult” cases*. Washington, D.C.: NEXUS Institute and Brussels: King Baudouin Foundation.

- ⊗ Violence and abuse in the family (domestic violence, child abuse, incest)
- ⊗ Tension and conflict with community members
- ⊗ Security issues as a victim-witness (threats and intimidation, when the trafficker is acquitted or released)
- ⊗ Long legal process and lack of effective access to justice
- ⊗ Health problems affecting the victim or their family (including the impact of health care costs)
- ⊗ Conclusion of regular assistance and reintegration support and follow-up
- ⊗ Difficulties faced by some beneficiaries to become independent and self-reliant
- ⊗ External events and crises including natural disasters like earthquakes and global pandemics

Set-backs and challenges over the course of reintegration



In the case of children, set-backs may be also triggered by difficulties in enrolling or continuing school education and by the lack of child-specific or child-sensitive services and procedures at the local level. Generally, children, adolescents and young people may be more exposed to set-backs and crises, in light of their evolving capacities, their still developing identities and their heightened dependence on family and other adults caring for them. Children are also especially vulnerable to traffickers' threats of reprisals and to physical and emotional violence more generally in different settings (home, school, community).

Whether these set-backs temporarily or permanently derail a beneficiary's reintegration process is a function both of their personal circumstances (their individual, family or social coping mechanisms) and the support available through reintegration programs. Being able to lean on someone in one's family or social network is integral to navigating and overcoming problems and set-backs that arise. The option to return for reintegration support and services at any stage of one's post trafficking life is important in mitigating set-backs. While some support may be trafficking-specific, it is also important to consider and leverage other forms of support at the community level – such as local government social services, local NGOs, religious organisations and community groups.⁸






⁸ Surtees, R. (2008) *Reintegration of trafficked persons. How can our work be more effective*. Washington, D.C.: NEXUS Institute and Brussels: King Baudouin Foundation. See also: Surtees, R. (2007) *Listening to victims: Experiences of identification, return and assistance in SE Europe*. Vienna: ICMPD, NEXUS Institute & USAID, pp. 188-89.

Mentoring trafficking victims. A model for reintegration

What is mentoring?

Mentoring is a process in which an experienced individual helps another person develop their goals and skills through a series of time-limited, confidential, one-on-one conversations and other learning activities.⁹ A mentor is generally a more experienced individual who forms a relationship with an unrelated person to offer support, ongoing guidance and encouragement, to assist the person to develop their competence and character, regain control over their life, and to realise their potential.¹⁰ A mentoring relationship also provides victim-mentees with a relationship where they receive attention, which they may have been missing in their personal and family environment. Successful mentoring will result in change, growth or development for the better.

Benefits of mentoring include:

-  It encourages emotional and social growth
-  It introduces the beneficiary to a positive role model and a healthy personal relationship
-  It helps the victim-beneficiary to focus on their recovery and reintegration
-  It builds and improves self-confidence and self-esteem
-  It provides the victim-beneficiary with a relationship where they receive attention and encouragement

Common aspects of a mentoring relationship are:

- The mentor is someone with greater experience or wisdom than the mentee
- The mentor offers guidance or instruction that is intended to facilitate the growth and development of the mentee

“Mentoring is a process that affects life of the client on daily basis. One of the greatest pleasures of working as a mentor is looking for challenges in the client's life, the achievement of the set objectives on regards client's personal growth. The security that the mentor offers in the client's life directly affects his belief that he is not alone, hopeless, that someone believes in his values, believes in his ability to succeed.
(Mentor)

“I wanted to build a relationship through which I could improve their day, help them integrate into their lives, be a professional friend who would be an example for them.
(Mentor)

⁹ D&E and KMOP (2019) *Training Mentoring – Peer Support*. Tiranë: Different and Equal and Athens: Social Action and Innovation Centre (KMOP).

¹⁰ Adapted from DuBois, D.L. and M.J. Karcher(2005) *Handbook of Youth Mentoring*. London: SAGE Publications; and Ministry of Health (2013) *Safe Practice Guidelines for Youth Mentoring Programmes*. Wellington, New Zealand: Ministry of Health.

- ✓ There is a relationship of trust and confidence between mentor and mentee¹¹

Mentoring relationships are underpinned by mutuality, trust and empathy and aim to support a mentee's development including self-confidence. This includes supporting the mentee's:

“ I wanted to help girls who needed to talk and feel safe. I missed this, and having a mentor is a huge help. (Peer mentor and former trafficking victim)

”

- ✓ Social and emotional development (by challenging the mentee's negative self-perception and correcting past negative relationships)
- ✓ Cognitive development (by constructing thought processes, including remembering, problem solving and decision-making through social interactions)
- ✓ Identity development (whereby youth internalise attitudes, behaviours, traits of those they wish to emulate)¹²

Mentoring has been used to work with vulnerable children and youth including those who have been exposed to psychological trauma, those with mental illness or substance abuse problems, immigrants and refugees, minority groups, those transitioning out of residential care institutions, amongst others. Whether this approach is appropriate for trafficking victims depends on a range of individual, family and social factors. Mentoring may also be more suitable for some trafficking victims than others, and more applicable in certain contexts and in the framework of some reintegration programmes.

Characteristics of mentors

There are a number of characteristics that are important in a mentor. This includes being

“ Some advices, good words.... is enough to be a mentor being mature, giving advices, and also a good character. (Victim-mentee)

”





- **Good and active listeners.** Active listening is the most critical skill a mentor uses throughout their mentoring relationship. It is important in establishing rapport with one's mentee and also contributes to a positive, accepting environment that permits open communication. Active listeners show interest in the mentee and are able to recall and reflect on things that have been shared in previous conversations. They offer their undivided attention, reducing interruptions and distractions while communicating with the mentee. Active listeners are careful to listen to all that the mentee wishes to share before offering any thoughts or advice.
- **Stable, reliable and committed.** Mentees must be able to rely on their mentor. Stability is a hallmark of a mentoring relationship. This means being reliably available to the mentee as agreed from the outset, honouring scheduled meetings and calls and consistently showing interest and support. A mentor must remain committed to their mentee, even when things are not going well, as mentees may push their mentor away in self-protection until they trust that the mentor will not let them down.

¹¹DuBois, D.L. and M.J. Karcher (2005) *Handbook of Youth Mentoring*. London: SAGE Publications, p. 3.

¹² DuBois, D.L. and M.J. Karcher (2005) *Handbook of Youth Mentoring*. London: SAGE Publications, pp. 31-35.


- **Trustworthy.** Mentees must be able to trust their mentors as they will be sharing very personal and sensitive topics with them. This also requires feeling confident that mentors will keep all conversations and other communications with the mentee confidential and private.
- **Encouraging and supportive.** Mentors need to be positive and encouraging, recognising their mentees accomplishments and capacity. They should be supportive when mentees express frustration and disappointment. Mentees need to know and feel that they are not alone and that mentors have also made mistakes and faced challenges.
- **Understanding and empathetic.** Good mentors are genuinely interested in understanding the people they are mentoring and empathise with them. They value the opinions of others and work to see things from the mentee's perspective. Genuine understanding and care for the mentee is key in developing a trusting relationship.
- **Honest and fair.** Effective mentors are honest and fair in their feedback and guidance. They build the relationship by being open and honest throughout the mentoring relationship and are willing to consider and discuss every issue.
- **Respected.** Mentors are respected by their colleagues and other practitioners around them. Mentors generally have a background in social issues and are interested in helping persons in need. They value volunteerism.
- **Willing to share.** Mentors truly want to share what they know with others who can benefit from their knowledge and experience.
- **Motivational.** Mentors motivate their mentees and encourage them to overcome their challenges. They motivate by example, through their own attitude, behaviours and successes.
- **Positive role model.** Mentors provide mentees with a positive role model to guide their own behaviour and relationships. They are a role model to mentees as well as model, through the mentor-mentee relationship, positive and healthy interpersonal relationships.

While mentoring has as its main aim to offer support to the mentee, the relationship also brings benefit to mentors including:


-  A new relationship
-  A chance to help someone in need
-  The opportunity to contribute to society
-  Opportunity for professional growth and development


“ My motivation to become a mentor came from the fact that I had the opportunity to have a good mentor and a case manager who helped me, and changed my life. That’s why I wanted to do the same...every good that I have received, to be able to give to someone else. (Peer mentor and former trafficking victim)

”


 Personal satisfaction when helping a person who has gone through trafficking experiences

 Improving interpersonal skills

 Focus outside oneself

 Deeper knowledge of youth issues and social problems

 To feel useful – professionally as well as personally

 A sense of gratification (personal and professional) from sharing knowledge in the service of a cause

“ My motivation to become a mentor was to help girls. To give courage to move forward and to become mature and to improve her life quality. (Peer mentor and former trafficking victim)

”

The role of mentors in the recovery and reintegration of trafficking victims

Mentoring during trafficking victim reintegration

Mentoring in the context of post-trafficking reintegration must be designed to recognise and accommodate the unique situation and vulnerabilities of trafficking victims. It also requires consideration of the wide variation in experiences of trafficking victims and how this influences who may or may not be suitable for involvement in a mentoring program.

“Mentoring is a very important part of the reintegration process. This happens between the mentor and the mentee, who interacts in a certain field in the interest of development, empowerment, self-confidence, socialisation, etc. of the beneficiary. (Case manager)

”

Victims of trafficking have, over the course of their exploitation, experienced repeated trauma and these traumatic experiences affect their physical, psychological, social and emotional well-being. In order to foster positive outcomes, mentors must take into account how trauma adversely affects a survivor’s response to the environment, stress, and daily activities. Trafficking often inflicts complex layers of trauma on survivors. The abuse that victims have endured may have affected their sense of self and those surrounding them, often resulting in pervasive mistrust of others and interfering with healthy interpersonal relationships. Paradoxically, many behaviours displayed by individuals who have experienced trafficking are actually skills which helped them survive exploitation. And it takes time for a trafficking victim to learn how to cope and respond when they are no longer in survival mode.

The process of mentoring trafficking victims during recovery and reintegration focuses primarily on providing support and motivation as they build a new life and to minimise their isolation by providing a safe relationship in which they can cope with and process their traumatic events. The mentor’s role is to respect and affirm the mentee’s experiences and help them process their feelings.

“Mentoring is a life experience, which means that you can practice knowledge, learn new things and doing this in a very nice way, socializing and entertaining. (Case manager)

”

Mentoring trafficking victims can be challenging given the trauma and exploitation that they have suffered. Mentors must be committed to the relationship even if their mentee puts up walls, make mistakes, or shuts down, as these are often responses to the trauma they have experienced. Training should prepare mentors to understand this and case managers should provide support

“The mentor-beneficiary relationship is a challenging relationship to set up, difficult to complete but impossible to forget the importance and it brings benefits in client’s life. (Mentor)

”

“I wish I had a friend like my mentor back in my difficult times. (Mentee and former trafficking victim)

”

for mentors to comfortably discuss these experiences.

Many trafficking victims have experienced positive, healthy relationships with supportive adults. They may have little experience in navigating a relationship where there is genuine interest and concern for their well-being. A mentor who shows up no matter what the circumstance sends a positive message and offers a model of what a healthy relationship looks like.¹³ At the same time, mentors should be patient as developing a trusting relationship takes time. This can be done by maintaining consistent contact over time, demonstrating commitment, interest, care and stability

Mentoring is not necessarily suitable for all trafficking victims during their reintegration. Rather this model is most appropriate and relevant for trafficking victims who can benefit from:

- ❁ Additional support, companionship and friendship including a social network
- ❁ A role model whose support can help them develop a positive self-image, new behaviours and coping skills
- ❁ Peer or intergenerational support to help them face identified life challenges or accomplish developmental tasks¹⁴

This may include victims who are isolated and lack a social network where they can seek support and advice and develop social skills. It may also include trafficking victims who are socially marginalised (for example, those who identify as LGBTQ+) or those who are especially vulnerable (for example, persons who have been victims of violence and abuse or come from an unsupportive family).

“ Initiating interaction with people and the world around can be a difficult process. And then there is mentor who makes it easier. (Case manager)

”

In addition, mentoring may benefit trafficking victims who have developmental delays or behaviour difficulties. In such situations, mentoring objectives should be aligned with the capabilities of the individual and activities adapted to their skills and capacities. Mentoring this category of victims may require more time because of the different issues that overlap.

The mentoring model is not appropriate for:

- ❁ Victims with security issues as they are unable to move freely
- ❁ Victims who are still in crisis (for example, still suffering from trauma or who have only recently left exploitation)
- ❁ Victims who have an unstable living situation and whose basic needs have not yet been met.

The appropriateness of the mentoring model may be revisited when these issues are addressed.

¹³ DuBois, D. and J. Felner (2016) *Mentoring for youth with backgrounds of involvement in commercial sex activity*. Boston: National Mentoring Resource Center.

¹⁴D&E and KMOP (2019) *Training Mentoring – Peer Support*. Tiranë: Different and Equal and Athens: Social Action and Innovation Centre (KMOP), pp. 19-20.

Different mentoring models – mentors and peer mentors

A mentor is someone who is a good source of support and model for the mentees. Not everyone has access to healthy and supportive relationships and mentoring, in its contemporary form, is a planned intervention which aims to address this gap.¹⁵

A mentor assumes different roles and responsibilities for the mentee including as a role model, advisor and a friend.

- **Role model:** The mentor models positive, healthy and constructive behaviours for the mentee.
- **Advisor:** The mentor advises mentees on behaviours, thoughts or reactions that may need to be changed. Advice is conveyed in friendly and constructive manner so that the mentee does not perceive it as harsh criticism.
- **Friend:** The mentor provides the mentee with a relationship in which they can share their dreams and wishes and receive reassurance and support.

A mentor is *not* a parent, counsellor or social worker. But many of the traits associated with these persons are also traits of a good mentor – for example, being a good and active listener, supportive and encouraging, trustworthy, stable and reliable, honest and fair, understanding and empathetic and a positive role model.

There are two types of mentors who may be engaged to support trafficking victim reintegration - **mentors** and **peer mentors**.¹⁶

“ I felt very good. Doing something different. Spending time with my mentor made me feel very good. (Victim-mentee)

“ My mentor is my friend, I can share all my things, we can discuss a bunch of stuff. My mentor doesn't get upset, I don't feel like I have done something wrong when I tell all my things. (Mentee and former trafficking victim)

“ Every case should have a mentor. With her support I passed every challenge. (Victim-mentee)

¹⁵ Bennetts, C. (2003) 'Mentoring youth: Trend and tradition', *British Journal of Guidance & Counselling*, 31(1), p. 63.

¹⁶ Other variations include: group mentoring (one adult with a group of four to five young people), team mentoring (several adults working with a small groups of young people) and e-mentoring (using technology such as email or Skype as the primary method of communication). Some programmes may use a combination of mentoring types – for example, using one-on-one and group mentoring sessions. NZYMN (2016) *Guide to effective and safe practice in youth mentoring*. 2nd edition. New Zealand: New Zealand Youth Mentoring Network, p. 10. See also Rennie, P. (2016) *Guide to effective practice in mentoring for children and youth who are or have been in receipt of child protection services*. Canada: Big Brothers, Big Sisters of Canada, pp. 17-18; MENTOR and MHA-NYC (2009) *Supporting Young People in the Wake of Violence and Trauma*. Boston: MENTOR and New York: Mental Health Association of New York. To learn more about the different types of mentoring, see Youth Collaboratory (2021) *Shining Light on the Commercial Sexual Exploitation of Children: A Toolkit to Build*

A **mentor** is someone who wishes to help a trafficking victim during their reintegration. In some cases, this is someone who is motivated to volunteer out of a desire to help. In other cases, this may be a young professional who is seeking a chance to learn and practice their professional skills – for example, a recent graduate from the school of social work or psychology.

A **peer mentor** is someone who has lived through a specific experience (in this case, trafficking in persons) and who works with someone (a peer mentee) who is new to that experience. Peer mentors are trafficking victims who are advanced in their reintegration process, are willing to help other victims, and are assessed as suitable to take up this role by the assisting organisation. Peer mentors are paired with one beneficiary to support them in building a social network at community level, through doing various activities together, from sport and entertainment to simple, daily activities. Expertise is drawn from the mentor's personal and unique experiences.¹⁷

Roles and responsibilities are the same for mentors and peer mentors. However, in the latter case, there are additional complexities given a peer mentor's previous experiences of trafficking and the complexities that they may face during their own reintegration. These include:

- Recalling traumatic experiences and memories while listening to mentee's stories
- Getting more involved than appropriate in the mentor-mentee relationship
- Being emotionally impacted by working as a mentor
- Not be able to see the mentee's experience as unique
- A tendency to give ready-made solutions.

On the other hand, and in spite of these complexities, peer mentors can also offer a first-hand understanding of trafficking experiences and serve as an example of the ability to overcome trauma and trafficking experiences. This means that they often have a great deal of practical and tested advice and strategies for overcoming difficulties faced during reintegration. Successful practices can be shared and operationalised during the mentoring process. Victims may also feel more understood by someone with similar experiences.

Understanding. United States: Youth Collaboratory, OJJDP and Wichita State University Center for Combating Human Trafficking. Available at: <https://bit.ly/3FyQqgs>

¹⁷ DuBois, D. and J. Felner (2016) *Mentoring for youth with backgrounds of involvement in commercial sex activity*. Boston: National Mentoring Resource Center.

Working with trafficking victims - mentors and reintegration practitioners

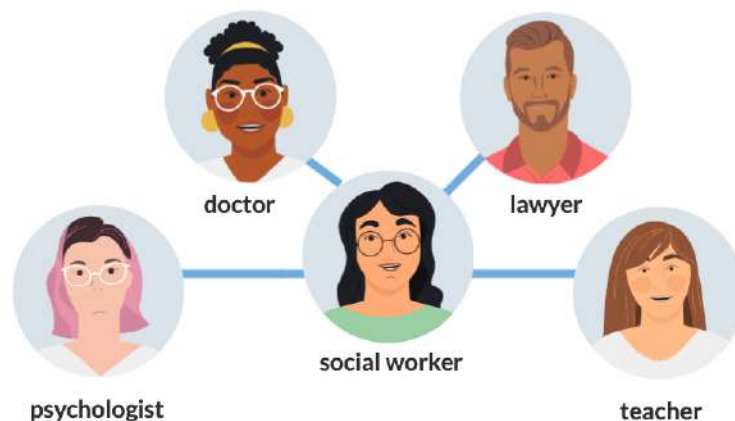
Case managers and multidisciplinary practitioners

Supporting the reintegration of trafficking victims involves many different practitioners from different fields of work. At initial intake, a case manager (either a state social worker or social worker from an NGO) should be assigned to work with each victim and this case manager is then responsible for working with the victim over the course of their reintegration.

The case manager is supported by a multidisciplinary team (MDT), including:

- A social worker (as case manager)
- A psychologist
- A doctor
- A lawyer
- A teacher

Multidisciplinary team (MDT) for trafficking victim support and reintegration



The MDT conducts a comprehensive needs assessment and then the case manager works with the victim to design their individual reintegration plan. Based on this reintegration plan, MDT members collaborate with different institutions and organisations to access services to support the trafficking victim at different stages of reintegration.

After the initial crisis stage (typically six months), victims transition to more independence in their daily life and assume greater control and responsibility over their lives. Assistance in this period is focused on supporting their transition to independence and autonomy. Support continues to be overseen by the case manager, with support of the MDTs. Case managers not only provide on-going support but also offer information about other services and support available to them in the community.

In the transition stage, other practitioners support the reintegration efforts, including:



Education staff (for example, school teachers, school psychologists, school directors and administrators) to support school reinsertion, access alternative education programs, provide school materials, access tutors and after school support.



Medical staff (for example, family doctor, medical administrators, specialised doctors as paediatricians and psychiatrists) to access to health services including specialised services, mental health community centres in case of mental health problems.



Employment and economic empowerment practitioners (for example, employment office staff, administrators, staff of professional training centres) to access vocational training, job opportunities and employment programs.



Public administrators (for example, in municipalities, different government agencies or departments) for birth registration, to access identity documents and to access state services such as subsidised housing programs, childcare and registration to crèche and kindergarten, health services and economic aid.



Legal practitioners (for example, lawyers, legal assistants, paralegals) to provide support and representation for victim-witnesses in criminal justice proceedings, assist with civil proceedings, access residence permits for foreign victims, provide information on social benefits and entitlements and access physical protection as a trafficking victim.



Social worker (for example, state social workers, social assistants) to access social services and benefits as well as rights and entitlements as a victim of trafficking.



Staff of community and youth centres (for example, teachers, educators, social workers) to support on access to different social activities for them and their children.

Mentors and their relationship to reintegration practitioners

During this transition period, some victims benefit from working with a mentor or peer mentor. This is especially the case when the victim-beneficiary needs additional support to improve their communication and interpersonal skills and to learn how to

“ A mentor is a benefit for the team because the mentor shares new perspectives discovered in other non-work environment. (Case manager)

”

create and sustain healthy social relationships. It is also useful in learning new skills and new ways of behaving and interacting.

Whether to engage a mentor is determined by the case manager, in consultation with their supervisor and the head of the MDT, and then offered as an option to the victim-beneficiary. This involves explaining the role of the mentor, the activities that can take place, and what they can learn from this mentoring relationship. It also involves understanding their rights and responsibilities in the mentoring process. The victim-mentee is then given time to decide whether or not to move forward with the mentoring program. If they agree, they are assigned a mentor who has been carefully selected by the case manager.

Once assigned to work with the victim-mentee, the mentor works within the multi-disciplinary team and reports to the head of MDT and the staff supervisor and coordinated with the case manager. Mentoring is one piece of a broad range of assistance offered to victims of trafficking to support their recovery and reintegration.

Mentors need to collaborate and coordinate their work with the case manager. The mentor's relationship with the manager should start at the same time as the relationship with the victim-mentee. The mentor should be in constant communication with the case manager to report on how the victim-mentee is progressing, to understand their needs, and to assist in their reintegration plan.

The case manager should be aware of the meetings and activities that will take place between the mentor and mentee. The mentor should discuss proposed activities in advance with the case manager as some activities may not be possible or advisable. Mentors should avoid making plans about activities any inability to undertake this activity may be perceived by the mentee as a broken promise.

Any questions or dilemmas faced in the mentor-mentee relationship should be communicated with the case manager. When the mentor has information that the victim-mentee may be in danger (for example, has seen suspicious persons, encountered relatives or friends of the trafficker), the mentor has the responsibility to notify the case manager and share the information. All other conversations and information that do not affect the victim's safety or reintegration plan must be kept confidential.

Case managers are tasked with oversight and supervision. A case file is maintained for each mentor and each mentee including summary information learned about the mentor and mentee during screening and matching and a record of all meetings and activities completed at

“ **The mentor gets acquainted with the case manager and the way of working with this target group. Then there is a first meeting with the beneficiary (presentation) who will be mentored. During the mentoring, frequent contacts are kept regarding the progress of mentoring and also to understand which alternatives are more productive, helping the beneficiary with the things she needs most. (Case manager)** ”

“ **The staff of the organisation has an important role in motivating the mentor. The involvement of the staff in case management process and the encouragement of the mentor by the coordinating structures make the mentor feel part of the group and has a significant impact in the life of the case. (Mentor)** ”

each mentoring meeting.

Contact between mentors and case managers can occur weekly or monthly, depending on the stage and nature of the mentoring relationship. More frequent contact and monitoring may be necessary during the early stages of a match or if a match is considered to be in jeopardy of premature closing. When evaluating the match, reviews of case files are required.

Supervision and self care

Mentoring trafficking victims, while rewarding, can also be emotionally and psychologically taxing. Mentors will generally be told very personal information by their mentees and may struggle to handle the disturbing experiences that their mentees have suffered. Repeated exposure may contribute to the experience of vicarious trauma. It is important for mentors to establish and maintain proper boundaries with the victim-mentee to prevent stress and burnout.

Case managers and organisations implementing mentoring programmes need to supervise and support mentors including discussing and debriefing difficult situations and helping them process the difficult experiences that they are seeing and hearing. Mentors should also be encouraged to take a break from these discussions and focus on other things as a way of taking care of themselves. Peer mentors will be especially in need of support and self care.

“ During my experience as a mentor I faced different challenges in working with the mentees. The stories told by the mentees, the difficulties they went through, have been painful and difficult to cope with. It has been very helpful for me to share my challenges and emotions related with these stories with other mentors during the meetings with the supervisor and case managers. It has been a great way to feel understood and to be emotionally and psychologically supported. (Mentor)

”

Organisations should, in their mentoring training and supervision, stress the importance of self care and create a culture where self-care is discussed and prioritised.

Establishing the mentoring relationship

Mentoring relationships have the potential to create new value and meaning in the lives of victims. However, when mentoring relationships are not effective or supportive or end abruptly, there is also the potential for harm. Establishing a mentoring relationship requires commitment and investment from both mentors and mentees as well as the organisations implementing the mentoring programme. It is important that both mentors and mentees are aware of what this means and prepared for this relationship. It is also important that the organisation has appropriate systems in place for establishing, implementing and supervising a mentoring relationship.

Some trafficking victims may especially benefit from a mentoring relationship and it is important to proactively engage them with this opportunity and, if they wish to participate, ensure that mentors are equipped to meet their needs and are trained to mentor victims with different experiences and identities.

There are five main steps in establishing a mentoring relationship. These are:

- **Identifying mentees**
- **Selecting mentors**
- **Preparing mentors**
- **Matching mentors and mentees**
- **Managing the mentoring relationship**

Identifying mentees

Essential to any mentoring program is the interest and commitment of trafficking victim-mentees. Mentees must consider this a worthwhile relationship and be willing to commit and invest time in the relationship with their mentors as well as in identifying goals and participate in activities designed to meet those goals. Ensuring that a mentee is prepared to enter a mentoring relationship requires that they fully understand the mentoring program (the benefits as well as expectations) and agree with these conditions and requirements. This is often done through a written application which outlines their interest in and goals for a mentoring relationship as well as an informed consent form (or assent in the case of children and youth).¹⁸

To assess mentee “readiness”, it is worth considering if the prospective mentee:

- ✓ is clear about and agrees to the level of commitment required of a mentoring relationship (including frequency of contact and duration of the relationship)
- ✓ is mentally and emotionally ready to engage in a relationship with a mentor (some may not be in a place where they see the relevance of a mentor to their life and needs)¹⁹

It is also often useful to conduct mentee orientation or training which explains the mentoring program (purpose and process), rules, requirements and boundaries, expectations of mentees and mentors and how the relationship will be supervised. It also provides the opportunity for

¹⁸ Youth Collaboratory (2021) *Shining Light on the Commercial Sexual Exploitation of Children: A Toolkit to Build Understanding*. United States: Youth Collaboratory, OJJDP and Wichita State University Center for Combating Human Trafficking.

¹⁹ DuBois, D. and J. Felner (2016) *Mentoring for youth with backgrounds of involvement in commercial sex activity*. Boston: National Mentoring Resource Center.

mentees to ask any questions or raise any concerns. This ensures that mentees are fully informed and prepared to enter the mentoring program and relationship.²⁰

Mentees should also be oriented on ethical and safety issues to ensure that they have the tools and resources needed to feel comfortable in the mentoring relationship. This includes guidance on:

- ✓ Appropriate physical contact and relationship boundaries
- ✓ Emergency contact information including whom to contact if a mentee has questions or concerns
- ✓ Confidentiality and privacy as well as limited confidentiality
- ✓ Mandatory reporting requirements
- ✓ Digital and social media use
- ✓ Types of mentor/mentee visits and approved activities
- ✓ Transportation policies²¹

Selecting mentors

Mentors must also be prepared to take on the responsibility that comes with being present in their mentee's life. Failing to meet these commitments can have devastating impact on mentees who generally lack experience with healthy and supportive relationships and often have many experiences of being let down and even abandoned.

Selecting appropriate mentors requires determining qualifications for the mentor, which include:

- ✓ Experience and wisdom that can be shared with the mentee
- ✓ Commitment to the mentoring relationship over time
- ✓ Genuine interest in mentees and the improvement of their lives
- ✓ Flexibility and understanding of other perspectives
- ✓ Able to adapt to the mentee's needs
- ✓ Strong communication and social skills
- ✓ Motivation for the mentoring service
- ✓ Responsibility and being responsible
- ✓ Being supportive and cooperative with the mentee and reintegration team

In selecting mentors it is also important to match them to victim-mentees. This generally means considering male mentors for male victims and female mentors for female victims. It also means recruiting mentors who identify as LGBTQ+, who can serve as positive role models for LGBTQ+ youth and may relate to their life experiences and ensure that the organisation offers an LGBTQ+ friendly environment. It is also important to screen out mentors whose approach and values do not align with a non-discriminatory approach.

Peer mentors should have all of the same qualifications as mentors. In addition, they must also have successfully completed their reintegration including having steady employment, a healthy

²⁰ Youth Collaboratory (2021) *Shining Light on the Commercial Sexual Exploitation of Children: A Toolkit to Build Understanding*. United States: Youth Collaboratory, OJJDP and Wichita State University Center for Combating Human Trafficking. See also Garringer, M., J. Kupersmidt, J. Rhodes, R. Stelter and T. Tai (2015) *Elements of Effective Practice for Mentoring*. Boston: MENTOR.

²¹ Youth Collaboratory (2021) *Shining Light on the Commercial Sexual Exploitation of Children: A Toolkit to Build Understanding*. United States: Youth Collaboratory, OJJDP and Wichita State University Center for Combating Human Trafficking.

social environment, feel physically and psychologically well and have the commitment and interest in helping others. It is also important that peer mentors do not show any indication that the role as peer mentor would be re-traumatising.

It is also important to determine requirements for the mentoring role itself (e.g., expectations of the mentoring program, requisite training, nature and frequency of mentoring meetings, minimum time commitment required per week, minimum period of commitment for the mentoring role).

Selection may take place through a written application and/or in person interview that collects information to assess safety and suitability as a mentor based on qualifications and criteria and mentor readiness. Not everyone who applies to be a mentor has the qualities needed to be successful especially when working with trafficking victims. Finding an appropriate match between mentor and mentee takes time and care.

Potential mentors will also need to be screened and vetted, including identity checks, references, criminal records checks (including child abuse and sex offender databases) and so on. In the case of peer mentors, additional consideration is needed as to what criminal charges should and should not disqualify them as a mentor as some trafficking victims have criminal records (e.g., for prostitution, irregular migration) as a direct consequence of trafficking.

Preparing mentors

Once selected and vetted, mentors should be trained to enable them to carry out their role effectively and safely support mentees as the relationship progresses, with further support and supervision provided as needed. Orientation and training need to cover a range of topics and issues, including:²²

- Understanding trafficking victims' needs and reintegration pathways including:
 - The impact of trauma and how to implement trauma-informed practices.
 - Traumatic responses to trafficking exploitation and pre-existing vulnerabilities in their lives
 - Vulnerabilities and sites of resilience amongst trafficking victims
 - Different profiles of trafficking victims including different genders, sexual identity, ages and so on
- Roles and responsibilities in the mentor/mentee relationship including:
 - The mentor's responsibility to victim-mentees and their parent or legal guardian (if the victim is a child), including any health and safety responsibilities
 - The mentor's responsibility to the assistance organisation
 - The assistance organisation' responsibility to the mentor
 - Realistic expectations for the mentoring relationship
- Good mentoring practices including:
 - How to support mentees to understand and define their goals

²² Countryman-Roswurm, K. (2015) 'Rise, unite, support: Doing no "harm" in the anti-trafficking movement', *Slavery Today Journal*, 2(1); Countryman-Roswurm, K. and B. Patton Brackin(2017) 'Awareness without re-exploitation: Empowering approaches to sharing the message about human trafficking', *Journal of Human Trafficking*; and Youth Collaboratory (2021) *Shining Light on the Commercial Sexual Exploitation of Children: A Toolkit to Build Understanding*. United States: Youth Collaboratory, OJJDP and Wichita State University Center for Combating Human Trafficking, p. 22.

- Good communication skills and active listening including language that is empowering and strengths-based
 - Relationship-building and building trust
 - Awareness and sensitivity to diversity and cultural
 - Establishing appropriate boundaries and setting limits with mentees and their families
 - Encouraging transparency and open communication regarding expectations
 - Being open to feedback and recognising that the mentor will not always be right
 - Self-reflection and challenging one's own biases and assumptions
- Code of conduct and ethical rules for the mentoring relationship including:
 - Do no harm
 - Maintaining confidentiality and privacy of the mentee (unless in situations of potential risk and harm to the mentee or others)
 - Mandatory reporting requirements
 - Respecting the rights and dignity of mentee
 - Fair and equitable treatment of all mentees
 - Best interest of the mentee
 - Safety and risk of further harm

It is important that all of this content is compiled into a handbook that mentors can take with them and use as a resource over the course of their work as a mentor. This should also include copies of all program policies and procedures and emergency contact information in case of an issue or crisis after hours.

Mentors should receive on-going support and supervision so that they know that they are not alone and aren't expected to have all the answers. This can be done through one-on-one interactions as well as peer mentor support sessions through which mentors can share their experiences, learn from one another and provide each other with encouragement in their mentoring work.²³

Matching mentors and mentees

Matches are made based on mentors' and service recipients' strengths, needs, preferences, and interests. Common matching criteria includes:

- Gender
- Race and ethnicity
- Culture
- Special needs such as learning difficulties, physical disability, or emotional and behavioural difficulties
- Geographic proximity
- Personality and temperament
- Shared interests and preferred activities
- Strengths
- Demographic characteristics

²³ Youth Collaboratory (2021) *Shining Light on the Commercial Sexual Exploitation of Children: A Toolkit to Build Understanding*. United States: Youth Collaboratory, OJJDP and Wichita State University Center for Combating Human Trafficking.

The case manager helps the mentee-victim understand the mentor's role and obtains their written, informed consent to the proposed match. In the case of children, youth or dependent adults, parents or legal guardians are involved in making and consenting to the mentor match and setting goals for the relationship.

Mentees are prepared for what they can expect from the program and mentor relationship and what is expected of them in terms of their engagement and commitment to the relationship. Mentors receive relevant information about the person with whom they are a matched prior to meeting the person.

Case managers are tasked with this oversight and supervisions including maintaining a case file for each mentor and each mentee. This includes: summary information about the mentor and mentee during screening and matching; a record of all meetings between the mentor and mentee including parents or legal guardians; and a record of the activities completed at each mentoring meeting.

Managing the mentoring relationship

Mentors are important figures in the life of the victim-mentee. It is critically important that mentoring is a supportive, helpful and positive relationship. But, as with any relationship, a mentoring relationship may run into obstacles or differing opinions. The mentee and the mentor need to be willing to work through these obstacles and try to build a trustful and healthy relationship.

If the victim-mentee is in any way unhappy or dissatisfied with the relationship, it is important that this is discussed between mentor and mentee and also mentor and case manager. This may happen when:

- The mentee and mentor lack patience
- The mentee and mentor do not fit together
- The mentee's past experiences make it difficult for them to be involved in a support relationship
- The mentee is unable to trust even after some time
- The mentee perceives the mentor as someone whom they cannot trust
- The mentee refuses to get involved in new relationships, as a result of trauma
- The mentee tries to push the limits of the mentoring relationship and demand more from the mentor
- The mentee does not enjoy the activities that take place or feels uncomfortable in the relationship

In some cases, a mentor may not be satisfied in their relationship with the mentee. This may happen when:

- The mentor feels angry or uncomfortable with the mentee's behaviour
- The mentee is not engaged in drafting the activity plan
- The mentee does not follow schedules and attend appointments
- The mentee does not respect the limits and rules of the mentoring relationship and seeks personal favours

In such cases, the mentor should also share their feelings and discuss this with the case manager and with supervisor. The mentor should also have information on the impact of

trauma on behaviours and how respond to it, in order to better understand and manage the victim's behaviour. It is important that the mentor also discusses things that do not go well in the relationship directly with the mentee. Sharing serves as a model for the mentee to communicate grievances or things that need improvement.

If the mentor or mentee does not feel comfortable in the relationship, the relationship is no longer helpful and may not be so until the situation is resolved. In some cases, it may be necessary to end the mentor-mentee relationship. This happens when:

- Meetings do not meet the objectives for a long time
- Communication between the mentee and the mentor is poor and leads to misunderstandings
- The mentor or the mentee expresses a desire to end the relationship.

“Lara”²⁴ agreed to a mentor relationship and initially was happy with this support. “Maja” was a very supportive mentor and Lara really enjoyed their relationship. However, after about four months Lara began to express her dissatisfaction about her relationship with Maja as her mentor. Lara was upset that Maja had other mentees that she worked with. This made her feel jealous and sad. Lara and Maja talked about her feelings and Maja explained that each mentoring relationship is unique and special. Lara worked to accept the fact that other people (including Maja) had relationships with other people and that this did not mean that their relationship was not important. Lara managed to accept this fact and began again to appreciate her mentoring relationship with Maja.

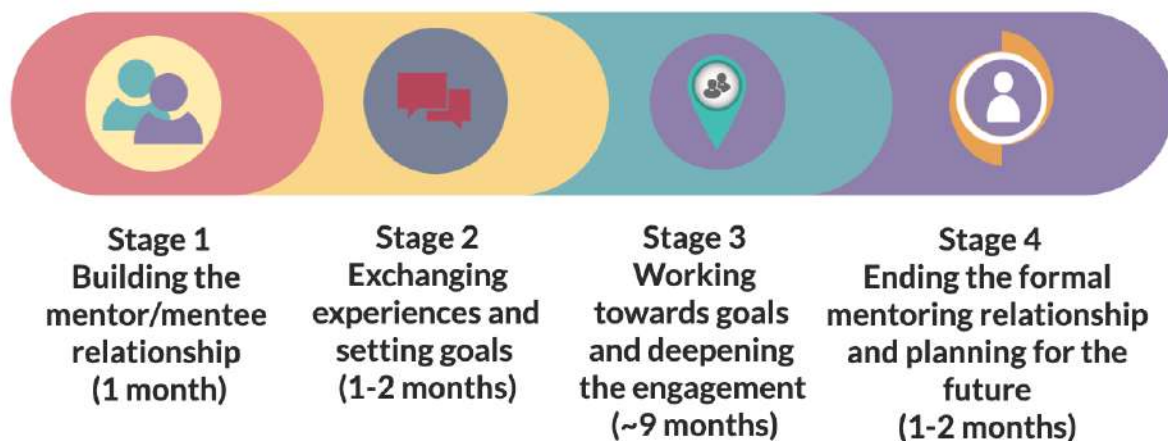
²⁴ All names have been changed to protect the privacy of the individuals involved.

Different stages of the mentoring relationship²⁵

Mentoring relationships generally commence in the transition phase of reintegration (from 7-12 months). In this period, the mentee comes to understand the role of a mentor and is able to make a determination as to whether it is something that can be helpful to them in their recovery and reintegration.

Mentoring ideally runs for a period of at least one year. And the mentor should be prepared to devote the right amount of time to establishing a relationship of trust with the beneficiary. There is, however, no strict formula for determining the length of each stage. Some mentoring relationships last longer depending on the willingness of the two parties. And even when a mentoring relationship has ended, there are options for continuing the relationship in a less formal way. In other cases, the time needed for the person to stay in mentoring is shorter and directed towards clearer objectives.

The four main stages of the mentoring relationship are:



Stage #1. Building the mentor/mentee relationship (1 month)

The focus in this stage is to establish a trustful and respectful relationship between the mentor and the mentee and to set out the nature of the relationship. Both parties must be aware of their roles and responsibilities as well as the limits of the relationship.

Mentors need to learn about their mentee including their hopes and expectations of the mentoring programme. It is important in early meetings for mentors to share their background, experience and interests so that mentees have a clearer sense of who their mentor is as a person and the knowledge, experience and expertise that they bring to the relationship. It is also important for mentors to share their expectations and aspirations in becoming a mentor.

This stage involves beginning to build trust and confidence. Establishing a relationship of trust may require different things for different beneficiaries, who generally have feelings of insecurity and lack of confidence in others. Part of building trust involves the mentor demonstrating their openness to working with the mentee, not to be a judge or insist what is the right or wrong way

²⁵ D&E and KMOP (2019) *Training Mentoring – Peer Support*. Tiranë: Different and Equal and Athens: Social Action and Innovation Centre (KMOP), pp. 7-11.

to do something. Building trust also involves mentors being consistent, present, empathic, caring and respectful. It is important for mentors also explain the principles underpinning work as a mentor including that all information shared is confidential, unless it poses the risk of harm to the mentee or others.

The mentee must be given the necessary time to overcome fears, doubts and insecurities that may accompany the start of a new relationship. Building trust takes time and should not be rushed. It is the very foundation of the mentoring relationship.

Victim-mentees have been exposed to violence and traumatic events and may need extra time to form trusting relationships. A mentee may be hesitant or doubtful about establishing a connection with a mentor and may “test” the relationship to see if the mentor will let them down or abandon them as others may have done. It is important to recognise these behaviours as coping and survival mechanisms rather than hostility, rejection or “acting-out”. The initial process of engagement will require time and patience.²⁶

It is useful at the outset to be clear about the purpose and structure of mentoring meetings. It is also in this early stage when mentors and mentees will come to an agreement on how to work together – that is, how often they will meet and communication, in what format, where, and so on. The frequency of meetings depends on the mentee’s needs as well as the mentor’s and mentee’s availability. Generally, meetings in this phase should be at least once a week.

“Maria” is a victim of trafficking who has been mentored for about one year. Maria was 18 years old when the mentoring relationship began. The idea of a mentor was first introduced to Maria by her case manager and she was enthusiastic about having a mentor. The first meeting was held in the presence of the case manager and Maria was introduced to her mentor “Suzana”. During the first phase Suzana and Maria spent time together to establish their relationship including discussing rules and responsibilities and how to trust one another. Over the following weeks the relationship between Suzana and Maria became closer and Maria shared more about her life and became more involved in proposing activities.



Stage #2. Exchanging experiences and setting goals (1-2 months)

Once the mentor/mentee relationship is established, the mentor and mentee will further build that relationship by spending time together and learning more about one another. This will give the mentor insight into their mentee’s experiences as well as future goals. It is important to actively engage and listen to one’s mentee and to work with them to set goals for their future. Goals help the mentee see beyond the day-to-day issues and challenges and have a “destination” to move toward. When setting goals it is very important to break down the objectives into small, manageable steps.

Mentors should be supportive and encouraging in this process, encouraging the mentee to share discuss their goals. Mentors should coach the mentee to refer back to their goals

²⁶ MENTOR and MHA-NYC (2009) *Supporting Young People in the Wake of Violence and Trauma*. Boston: MENTOR and New York: Mental Health Association of New York, pp. 4-5.

periodically as a way of refocusing on goals and measuring progress. Referring to the goals regularly is also a good way for mentors to know if they are helping mentees achieve these goals and, if not, what more they need to be doing to support the mentees in this process.

Goals might include:

- ✓ Building skills in problem solving
- ✓ Personal development
- ✓ Establishing effective communication skills
- ✓ Increased self-esteem and self confidence
- ✓ Increasing access to other resources available
- ✓ Increasing skills to avoid exploitation or to avoid harmful personal relationships
- ✓ Creating safe and positive social networks
- ✓ Increased skills for the labour market
- ✓ Increased cultural knowledge
- ✓ Improved school or work performance
- ✓ Enhanced ability to cope with stressful situations and manage emotions

Activities and interactions differ according to the mentee and each mentoring relationship. Some activities may be educational and informative. Some may be relaxing and leisurely. Activities are mainly conducted on a weekly basis, decided in advance by the mentor and mentee.

“ **What I will miss about the mentoring is going out, going to cinema. It was my first time in cinema, so exciting. (Mentee and former trafficking victim)** ”

Activities are mostly organised on an individual basis but there may be some specific activities that are organised in a group. The choice of activities will be informed by different mentees, depending on age, gender, interests and so on. These may include:

- Cinema and theatre trips
- Museum and gallery visits
- Walks and bicycle rides
- Sporting and physical activities (self-defence, yoga)
- Visits to cafes and restaurants and picnic
- Language courses
- Religious activities, like attending church or the mosque
- Self care like hairdresser and manicure/pedicure
- Practice in preparing for work (e.g., job search, CV preparation, training for job interviews)
- Caring for others and contributing to society (e.g., charitable activities)
- Experiencing nature through activities (e.g., planting a tree, being in nature)

Boys and men tend to connect and learn better through action or recreational based interactions, rather than verbal interactions – for example, physical activity or hands-on, practical activities. Even after a trusting relationship is formed, rather than opening up through conversation alone, males will often find it easier to talk while they are busy with another activity. At the same time, male mentors can model less conventional manifestations of

masculinity in which it is acceptable to express emotions, reveal vulnerabilities and receive support.²⁷

By contrast, females tend to be relational; relationships can have a particularly significant impact on female's development and behaviour. Girls get the most out of mentoring relationships when they feel comfortable talking to their mentors. Female-to-female mentoring relationships offer a greater level of friendship, counselling, and personal support than other gender combinations.²⁸

“ Unlike girls who like to talk and enjoy a coffee with the mentor, boys are more interested in physical activities, fitness or playing football and not so much talking and discussing on different aspects and or various issues. (Case manager)

”

At the same time, a history of trauma may impede the ability to become close in the early stages of the mentoring relationship. It may take time for mentees, especially females, to forge trusting ties. Female-to-female mentoring relationships offer a greater level of friendship, counselling, and personal support than other gender combinations.²⁹

In this stage of their mentoring relationship Maria and Suzana focused on concrete issues, objectives and goals. Maria needed to expand her social group, build relationships with family members, engage in healthy relationships and work on her communication skills and anger management. To address the need to build her social network and social skills, Maria and Suzana decided that it was helpful for Maria to learn a foreign language and so she joined a foreign language class. It was also decided that she would benefit from finding a part time job, to build her social and communication skills as well as to gain skills and experience useful in the longer term.



Stage #3. Working towards goals and deepening the engagement (approximately 9 months)

This is, most commonly, the longest period of the mentoring relationship. It is in this stage that the mentee works consistently towards achieving their goals. Reaching one's goals is done through regular meetings and conversations about topics selected by the mentee who leads these discussions. The mentor is there to listen to what the mentee considers important and wants to share during the mentoring period. Some common topics include:

²⁷Youth Collaboratory (2021) *Shining Light on the Commercial Sexual Exploitation of Children: A Toolkit to Build Understanding*. United States: Youth Collaboratory, OJJDP and Whichita State University Center for Combating Human Trafficking.

²⁸Youth Collaboratory (2021) *Shining Light on the Commercial Sexual Exploitation of Children: A Toolkit to Build Understanding*. United States: Youth Collaboratory, OJJDP and Whichita State University Center for Combating Human Trafficking.

²⁹Youth Collaboratory (2021) *Shining Light on the Commercial Sexual Exploitation of Children: A Toolkit to Build Understanding*. United States: Youth Collaboratory, OJJDP and Whichita State University Center for Combating Human Trafficking.

- ✿ Personal well-being including the mentee's emotional state, worries and anxieties.
- ✿ Family situation and relationships
- ✿ Healthy personal relationships
- ✿ School or workplace dynamics and handling everyday situations
- ✿ Objectives for the future
- ✿ The concept of self and self-esteem
- ✿ Other experiences that the mentee chooses to share (e.g., past experiences, family issues, trafficking experiences)

Achieving goals is also achieved through learning and development activities, as mentioned in Stage #2 (above), based on the mentee's wishes and interests of mentee. For example, if the goal is to increase social skills, the mentee might join a club (book club, foreign language group, cultural organisation) where they will have opportunities to socialise and improve their social skills. Similarly, if the mentee's goal is employment, then the mentor works with them to help them find a job which might involve rehearsing a job interview, helping to draft a CV or looking at job announcements together. And if the goal is relaxation and stress management, activities will include those that relieve stress and are preferred by the mentee, such as physical activity, going out in nature or attending a yoga course.

Decisions are made together by mentors and mentees. At the beginning of each month, the monthly plan is made jointly, asking the mentee what activities they prefer and what are the goals they want to reach.

When conducted successfully, this stage of mentoring is characterised by openness and trust, meaningful discussion and application of new insights and approaches. It is in this stage that mentors and mentees will need to reflect on what progress they have realised towards their goals and consider if any adjustments or changes are needed in terms of these goals.

It is also in this stage that mentors and mentees will want to reflect on the nature and quality of mentor/mentee relationship and process including:

- benefits of the relationship up to this point
- changes as a result of the mentoring relationship
- adjustments or changes needed in the relationship

For mentoring meetings to be successful and useful it is important to have a clear purpose and structure. With an agreement on the structure and time parameters, it is important to then consider the content of the meetings. There should be a balance between looking back and looking forward. On the one hand, it is useful to review the mentee's experiences and if they have met their goals. On the other hand, it is important to consider current issues and set realistic goals for moving forward.

Difficulties at this stage may arise due to the victim-mentee's life circumstances, as they struggle to recover and reintegrate. Mentoring though can help the victim to resolve various family and personal issues and the mentor becomes an important relationship for the victim-mentee.

One challenge is the need to find the right balance in the mentor-mentee relationship. There is a risk that a mentor may become too engaged with the mentee. The mentee may also become too dependent on the mentor.

Mentors also need to understand the range of emotional reactions that victim-mentees may have and express, including varying degrees of anger, frustration and sadness. Mentors should establish guidelines and parameters to facilitate difficult conversations and to express opposing viewpoints respectfully.³⁰

Maria was involved in various activities in this phase of mentoring to achieve the goals that she and Suzana have set. Together with Suzana, Maria attended a course for practicing foreign languages, where she had the opportunity to improve her language skills and socialise with other people. In this time, she attended social activities, where she practiced foreign languages and also made new friends. She developed a social group of other young people with whom she could talk about her wishes and ideas and where she found support. She has also attended church activities which made her feel more positive and optimistic. Little by little she was able to make peace with the past and look ahead to the future. Maria successfully completed high school and started working in a flower shop. Suzana spent a great deal of time talking to Maria about her concerns and feelings and to help her better control her reactions and emotions.



Stage #4. Ending the formal mentoring relationship and planning for the future (1-2 months)

Closing the mentoring relationship involves preparation as well as discussion and reflection. It is important that the mentee is fully aware of the forthcoming closure of the relationship and has time to prepare. The mentee may be initially upset that the relationship will end and the mentor will need to listen to and address these feelings. In some cases, the case manager may also need to be involved to help with this transition.

Discussions at this stage centre on:

- Accomplishments and progress towards goals
- Challenges faced in achieving those goals
- What challenges lie ahead
- Positive plans for the future
- Other types of support they may need and how they can access this assistance
- Whether the relationship will continue informally and, if so, how
- Appreciation for the mentoring experience

This stage involves planning for the mentee's continued success as well as bringing the formal mentoring relationship to a close. This occurs when goals have been met and the mentee has benefitted from this healthy and accepting mentoring relationship.

In some cases, the mentoring relationship may end before goals have been realised (for example, because the mentee moves to live elsewhere or the mentor is unable to continue mentoring). Nonetheless, there still needs to be a closing phase of the relationship and

³⁰ MENTOR and MHA-NYC (2009) *Supporting Young People in the Wake of Violence and Trauma*. Boston: MENTOR and New York: Mental Health Association of New York, p. 4.

regardless of how long the relationship has lasted. Meetings should be held to discuss closing the relationship. It is important that the mentee continues to feel supported and to minimise feelings of abandonment. Because the mentoring relationship is a close and friendly relationship built on trust, mentees may struggle when it ends, especially when it is sooner than planned due to external circumstance. The mentee may experience a range of reactions and feelings including abandonment and the loss of a friend, feeling that the relationship was not important to their mentor and that no one really cares about them.

Therefore, in particular, this phase requires professionalism and care in handling the closing of the mentoring process and addressing the mentees concerns and feelings. Key issues that require explanation and discussion include:

- The reasons for the end of the relationship (either when it is in normal time or in cases when closure is premature)
- The nature of the relationship after closure (i.e., the relationship may continue but not in a formal way and with reduced communication and interaction)
- The achievements of the mentoring relationship and what the mentee and the mentor have learned in this time.
- How to preserve and mobilise the values learned and lessons learned during mentoring
- How to remember and cherish this relationship (for example, keep a memento that reminds the mentee and mentor of the mentoring period)

The time need to successfully process and pass this stage is different for different beneficiaries. It is important to give everyone the time they need so that this phase is not hurtful.

After a year in mentoring, Maria successfully managed to finish high school and was also better in managing social interactions at school and generally in her social environment. She also resumed contact with her family. She continued working in the flower shop and attending the foreign language course and church each Sunday.

Following this progress it was agreed that it was time to close the formal mentoring relationship. Maria and Suzana began discussing the end of this mentoring work and what this would mean. They also organised together the latest activities to be done as mentor-mentee, creating memories and discussing how they can maintain the relationship between them. Suzana was willing to maintain a relationship with Maria, which meant making phone calls or responding to messages.

Maria has said that her mentor relationship with Suzana has been very important in her recovery and made her willing to share important things. Suzana has been an important person in her life in a very difficult period of her life.

Challenges faced in mentoring trafficking victims during reintegration³¹

Mentoring offers many benefits and opportunities to trafficking victims during their recovery and reintegration. At the same time, the mentor/mentee relationship can be a complex relationship with many potential issues. Challenges faced in mentoring trafficking victims during reintegration include:

- **Limited time and energy**
- **Issues of trust and comfort**
- **Not having the answer**
- **Being aware of similarities and differences**
- **Hurtful behaviours**
- **Making demands and setting limits**
- **Broken rules**
- **Feelings of inferiority**
- **Finding the right activities**
- **Following the agenda**
- **Mentoring as a new model**

Limited time and energy

Both mentors and mentees may face difficulty in finding sufficient time for the mentoring relationship. Even with the best of intentions, other priorities may interfere for both mentor and mentee. It is therefore useful to be realistic at the outset of the relationship, even to “think small” so that promises and commitments can be met. It is also important to be communicating about whether the amount of time and energy being invested in the relationship is sufficient and satisfactory to both parties.

Issues of trust and comfort

With only limited time together, mentors and mentees may struggle to build the needed level of trust and comfort in their relationship. This is an especially challenging situation for trafficking victims who may struggle to trust others after the exploitation they have endured. That being said, there are ways that mentors can, through their behaviours and attitudes, demonstrate their credibility to mentees as trustworthy, reliable and comforting mentors. Some different strategies include:

“ A big challenge in the mentor-mentee relationship are expectations. The mentor and the mentee enter into a relationship with expectations for each other and with expectations for the relationship. Sometimes expectations make you ask for more, lack patience and focus on the expected result. What I have learned best is to wait and walk with the mentees step, give it time to reflect, learn, express and change. Expectations must also be realistic, everyone achieves what they can. Every effort and every achievement, no matter how small, should be applauded. (Mentor)

”

³¹ D&E and KMOP (2019) *Training Mentoring – Peer Support*. Tiranë: Different and Equal and Athens: Social Action and Innovation Centre (KMOP).

- ✓ Listen actively and carefully to the mentee in all communication
- ✓ Remember and learn from what the mentee has said and shared in the past
- ✓ Keep promises and commitments and be open and communicative when needing to reschedule or make a change
- ✓ Acknowledge when errors are made and draw lessons from the experience
- ✓ Avoid talking negatively about others
- ✓ Treat all information shared by the mentee as confidential

Not having the answer

Many mentors find it difficult when they do not have all the answers or solutions for their mentee. Their desire to help and support is what led them to become mentors and they may feel helpless when they cannot provide this support.

“ I have always been afraid to talk to others, it’s been hard for me to share. But I learned doing it and it felt great. (Mentee) ”

It is important for mentors to remember though that their role is not to provide solutions but rather to work with the mentee to help them find solutions and options. Mentors may need to remind mentees that they will not have all the solutions but that they will learn together how to tackle issues and when needed they can seek help from others who are more expert on different topics.

Being aware of similarities and differences

Mentees will have had different experiences than mentors. In addition to discovering similarities, mentors should work carefully to identify the differences between themselves and their mentee. This may involve things that the mentee faces in their lives that the mentor may not. There may also be differences due to age, gender, races, culture, professional backgrounds and so on.

Hurtful behaviours

Some actions or behaviours by mentors may lead the victim-mentee to feel hurt, rejected and let down. This happens, for example, when mentors are unreliable and cancel appointments or do not keep promises that they have made. It is important for mentors to consider and anticipate what may be hurtful behaviours for mentees and avoid them as much as possible or address/explain them with the mentee when they occur.

Making demands and setting limits

Mentees require attention and support. In some cases, they make demands that are outside of agreed meetings and times, require much longer interactions or demand assistance from the mentor that is outside the scope of the relationship. They may also demand immediate and urgent attention.

“ There have been some challenging mentees, with impaired ability to establish and maintain a healthy relationship, but it has moved forward with realistic objectives. (Mentor) ”

Typically this is done to test the mentor in terms of their commitment to assist and support them. Sometimes setting limits with beneficiaries is challenging. When this is a consistent pattern of behaviour, this needs to be addressed in cooperation with the case manager.

Broken rules

Mentors need to set rules and limits and ensure that mentees respect them. Some rules and limits are set together with the mentee. Adhering to these rules and parameters is part of a strong and robust mentoring relationship. Mentors need to ensure adherence to agreed rules. Breaking the rules creates a chaotic relationship whereas victim-mentees need a stable, healthy and predictable relationship.

Feelings of inferiority

Victim-mentees may have feelings of inferiority due to being victims of trafficking or other aspects of their life history.

“ I just wanted somebody to accept me and to believe my version of the story. My mentor did.
(Mentee)

”

By contrast, mentors are generally successful and inspiring persons who serve as a role model. This difference may make the victim-mentee feel inferior and uncomfortable. Mentors need to be aware of the potential for these feelings and anticipate how to bridge these concerns. This might be in one's appearance (what one wears) and how one speaks about daily life.

Finding the right activities

Victim-mentees have different interests and likes. Something that one mentee likes may not be something that another mentee likes. There are also victim-mentees who have few interests or are unmotivated. This makes it difficult to find the type of activity that suits or motivates them.

Following the agenda

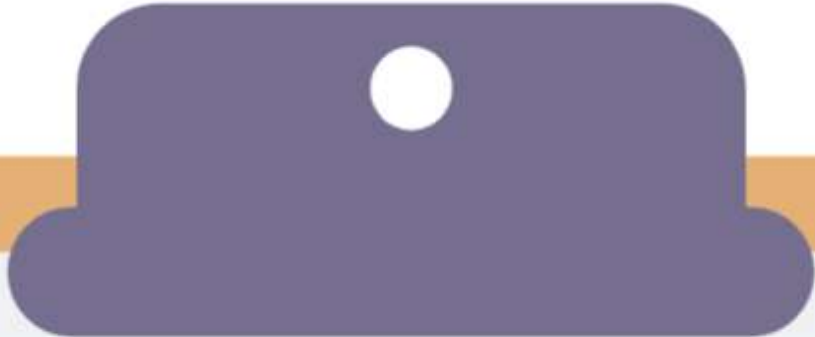
Sometimes due to the commitments or resistance of the victim-mentees, it is not always possible to follow the agenda or carry out the planned activities. In some cases, it is not even possible for mentors to maintain contact with victim-mentees.

Mentoring as a new model

Because the role of the mentor is not widely known in Albania, there can be confusion on the part of mentors and mentees about the nature and boundaries of the relationship. It is also a new model for state institutions which can also cause confusion about the work. There is also limited practice guidance available on this work.


“ Every day spent with the mentees, each activity leaves a mark in memory. I have seen all reflected day by day, I have seen joy, sadness, emotions coming out. It was hard but rewarding.
(Mentor)

”



Key issues and considerations in mentoring of trafficking victims Guidance for practitioners

- ✓ **Be informed and prepared.** Mentors and mentees should understand the mentoring process and all of the steps in the mentoring process. Practitioners should take the time to provide all information required by mentors and mentees in advance of making a decision about whether to become a mentor or mentee.
- ✓ **Carefully select mentors.** Given the importance of the mentor in the mentee's recovery and reintegration, practitioners should ensure that each mentor is able to live up to the roles and responsibilities before being selected as a mentor. Mentors should be fully involved and dedicated to their role, maintaining regular contact with mentee and the relationship over time. Mentors should always be on time for meetings and activities and always keep their promises and commitments.
- ✓ **Prepare and train mentors and mentees.** Once selected and vetted, mentors should be trained to enable them to carry out their role effectively and safely support mentees as the relationship progresses, with further support and supervision provided as needed. It is important to prioritise the preparation and training of mentors before they interact with mentees. Provide on-going and regular training, mentoring and supervision for the duration of the mentoring process. Mentees need also to be adequately prepared for the mentoring relationship and fully informed of what it entails.
- ✓ **Manage the mentor-mentee relationship.** Mentors play an important role in the life of the victim-mentee. A mentoring relationship should be a supportive, helpful and positive relationship. When obstacles and issues arise, mentors should be willing to work through these obstacles and try to build a trustful and healthy relationship.
- ✓ **Work together in the mentoring process.** Practitioners and mentors need to become well acquainted with the different challenges in working with victim-mentees, to be able to solve and face these challenges. It is important for practitioners and mentors to work together in supporting the recovery and reintegration of victim-mentee.
- ✓ **Focus on the nature of the mentoring relationship.** At the heart of mentoring is a supportive, respectful, and trusting relationship. It is important for a victim-mentee to know that their mentor supports and accepts them and is available to them. Victim-mentees should be reassured that the mentoring relationship will last as long as they need.



✓ **Be flexible and adaptable.** Each mentoring relationship is unique. Practitioners and mentors will need to be flexible and adaptable in working with each victim-mentee and to develop the most supportive and positive mentoring relationship and process as possible.

✓ **Ensure the highest ethical standards.** Mentors should adhere to the highest ethical and professional standards in working with the victim-mentee. It is important that mentors are clearly informed and educated about ethical principles and practice. Practitioners play an important role in ensuring that this is the case.

✓ **Consider challenges and how to overcome them.** Mentoring offers many benefits and opportunities to trafficking victims during their recovery and reintegration. At the same time, the mentor/mentee relationship can be a complex relationship with many potential issues. Mentors should be aware of the range of challenges that they may face in mentoring trafficking victims during reintegration and develop strategies to overcome these challenges. Reintegration practitioners should support mentors in managing challenges and problems.

✓ **Understand and prepare for the full mentoring process.** Mentoring generally runs for about a year. Mentors should be aware of the four main stages of the mentoring relationship and be prepared to dedicate sufficient time and energy to mentoring for the full duration required.

Appendices

Appendix #1. Glossary of terms

Appendix #2. Research and resources on reintegration by D&E and NEXUS Institute

Appendix #1. Glossary of terms

Term	Definition
Assistance	Voluntary measures, programs, and services aimed at the recovery of trafficked persons, provided by the state, non-governmental organisations (NGOs), and international organisations (IOs), in countries of destination, transit, and origin. Assistance may be trafficking-specific or more general forms of assistance offered as part of general state services, such as child protection systems or services for the socially vulnerable. Assistance might include, but is not limited to: accommodation/housing, medical care, psychological assistance, education, vocational training, life skills, employment and economic empowerment, legal assistance, transportation, and family mediation/counselling.
Child-friendly approach	Design and implement measures with the needs, interests, safety and best interests of the child in mind.
Culturally appropriate approach	Take into account and respect the victim’s cultural and religious beliefs, values, norms, practices and language.
Gender-sensitive approach	Treat all victims with equal respect regardless of their gender identity, refraining from stereotypes or assumptions on the basis of gender.
Identification	Identification is the process by which an individual is identified as a trafficking victim or a presumed trafficking victim. Formal identification is the process or decision that results in an official state determination that a person is a victim of trafficking in persons, while informal identification is the process or decision that results in a person being considered to be a victim of trafficking outside the formal identification process of a state.
Presumed (or potential) victim of trafficking	Person who has been screened and positively identified as a victim of trafficking but not formally identified as such.
Protection	One of the three Ps of the anti-trafficking response, aimed at protecting victims of trafficking. It is generally comprised of the process of identification, referral, and assistance, including reintegration. It also refers to each government’s role in taking affirmative steps to assess risks and ensure the safety of each victim.

Reintegration	The process of recovery and social and economic inclusion following a trafficking experience. It includes: settlement in a safe and secure environment; access to a reasonable standard of living; mental and physical well-being; opportunities for personal, social, and economic development; and access to social and emotional support. Reintegration may involve return to the victim's family and/or community of origin, integration in a new community, or integration in a new country depending on the individual's specific needs and interests. Reintegration takes place at different levels: at an individual level, in the family environment, within the wider community, and within formal society. ³²
Trauma-informed approach	Recognising the impact of trauma and promoting environments of healing and recovery.
Victim-centred approach	Prioritising the victim's wishes, safety and well-being in all matters and procedures.
Trafficking in persons (TIP)	The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation; exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs. ³³
Victim of trafficking (VoT)	Person who has experienced and/or is experiencing conduct set out in Article 3 of <i>United Nations Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (Trafficking Protocol)</i> or relevant domestic legislation.

³² R. Surtees (2008) *Re/integration of trafficked persons: how can our work be more effective?* Washington, D.C.: NEXUS Institute and Brussels: King Baudouin Foundation, p. 11.

³³ United Nations (2002) *Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children*. United Nations.

Appendix #2. Research and resources on reintegration by D&E and NEXUS Institute

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