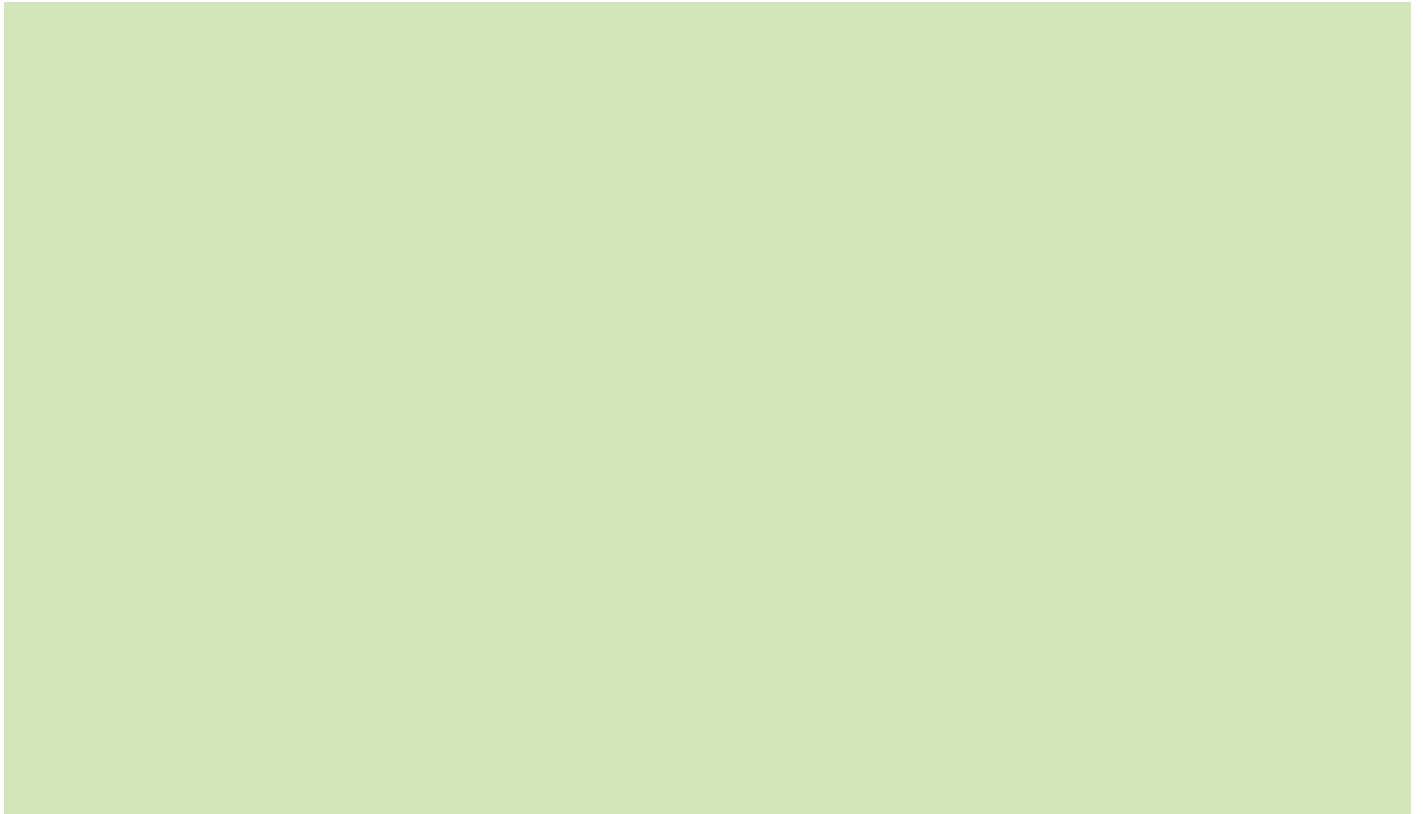




# Our Voices

THE INTERNATI  
RESEARCHING CHILD SEXUAL EXPLOITATION,  
VIOLENCE AND TRAFFICKING





# METHOD

S ac - -ac a a 25 a  
12 a a h a E a  
A ca. O 25 a h  
c h a a a  
a ). E a a b  
a a a a a a  
a a .A da a a .Daa a c h  
l a a a a a -a NV 11, a  
a h a a a l - a .T. l c .d ca  
a h a U B h l  
A .s ca R -ac h



I'd start to get a bit anxious [when thinking about peer support among young people with lived experience]. Especially when it's to do with sexual stuff, I've also had young people in groups in past work where they are trying to get other young people involved in things... some people can be so much more vulnerable and some people can be quite manipulative."

(R 2, 19, 20 a a B)

"Because of issues of recruitment ... we do a lot of screening for safety, and I think that that's important, and everyone needs to understand if they are going to have that peer involvement, there has to be some screening."

(R 1, 1, 20 a a A)

... I think people historically are always afraid, like what if youth start re-exploiting themselves or allowing this youth to be connected to another youth that whatever can happen. But the reality is it's a whole other world, exploitation. If they don't meet in our agencies or in our detention centres they will meet out in the streets, right. So the best thing for us to do is to be able to have those conversations in a safe environment with a safe adult so that we can be able to either correct a conversation, you know, if we see possibly grooming happening right in front of us... And like I said, exploitation is so far ahead of advocacy, so the thought that these youth or this population will not meet elsewhere, it's silly. They're going to meet so why not have them meet in our facilities?"

(R 12, 20 a a H)

G... R... ca-

"A lot of the time there's a lot of focus on what can go wrong

vulnerable they need to be protected'. Well yea in a way that's right but don't limit them as well, you want to support them to do things like this."

(P 19, 20 a a K)

S... P...

"We always check risk and need, are they safe to come? and if not what do we need to have to put in place, are we safe for them to come? and what are the issues."

(R 11, 20 a a G)

S... H...

"I think a lot of people make the mistake of just getting a grant and wanting to just open and hit the ground running, and working with this population, it takes a lot of experience, and it takes a lot of work, and I think you need to know what you're doing and have the community partners available to provide them with what they need is the most important thing, before you start any work with them."

(R 1, 20 a a A)

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“Consultation, consultation, consultation, I think it’s really, really important, what we’ve learned is just having an organisation that has just focused on this, done this, has been around for years doing it, has policies and procedures, understand what the hiring process is like, and then getting that supervision from them, which is what we’re doing.”  
(R 1, Q a a A)

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[Additional text, partially obscured]

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[Additional text, partially obscured]

“[We have] a variety of requirements related to the individuals that it [the organisation] will approve to be contracted or to provide the people we serve in the community. Unfortunately and sort of, it’s not a surprise, individuals that have lived experiences with commercial sexual exploitation, trafficking often have had other experiences with the youth justice system or adult justice system and sometimes that can create some barriers to their ability to be approved.”  
(R 4, I a C)

“What we realise is that with survivors, many of them have not finished school because of their history.”  
(R 1, Q a a A)

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“We worked with a local legal agency that sort of helped to clear up any of the things that were identified as, initially identified as a problem to having them be approved... sometimes it’s just really silly things like municipal tickets, parking tickets you know, but other things you know you have to just look into it a little bit further.”  
(R 4, I a C)

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I a . . . ac ca c a , a a - a - . . .  
 a a a c a a . . . a c a - a n . . .  
 ac . . . c a l . . . c . . .  
 ab - b a . . . a b a . . .  
 c c a a n ' c - l . A . . .  
 a - b a - n n . . . a a . . . a . . .  
 ac a - l - a . S - a a - . . .  
 a - n - c - l - c - l . O - a . . .  
 a - c - n - a a : n n . . .

“So she’s like, I don’t know, her [peer supporter] role is very unclear right now, she’s somewhere between us [professionals] and the others [service users].”

(R 7, Θ a a E)

“I do think we need them [individuals with lived experience], but to figure out what exactly we need them for. So in the beginning we used peers to help develop the programme so what would they have liked when they were just exiting you know so they talked about trauma therapy, talking about someone who has been there, we developed our programme in consultation with survivors.”

(R 5, Θ a a D)

O - a - b l - a - . . .  
 a a - l - a n . . .  
 b a c c l a n . . .  
 c l b - n n . . .  
 a l b - n . . .

“So what we find a lot of programmes around our country do that employ survivors is the survivor comes in and the primary thing they bring is their experience and their story, right. And most programmes leave it there. So that’s what you’ve got. And so what we find is then that survivor is in a meeting or that survivor is doing the work and all they have to draw from is what they’ve been through and so, one, that’s profoundly triggering and, two, it’s very limiting to that survivor, if she’s done a meeting with child welfare or the juvenile justice system or whatever, that’s all she’s bringing. And so she gets very much pigeon-holed into being, ‘oh she’s the survivor’. And we don’t believe in that.”

(R 10, Θ a a F)

T - a - a a a a - . . .  
 a n a n c - a - a . . .  
 a n a n b - a , b c - n . . .

F - a - a b a a n c . . .  
 a - a a a a n a a . . .  
 . . . a c a . O n . . .  
 n a a n a a a n b . . .

“And that was from the beginning a tension, that they [the peer mentors] didn’t feel like they were regular staff, but they weren’t.”

(R 5, Θ a a D)

T - b b a a n l , a - c . . .  
 a b . . . a - c n a n a a n . . .  
 R - a c n n a n n a a a a n . . .  
 b a a a n u b a a - a a . . .  
 n a a (F et al., 2018), a . . .  
 n - b . . .



T - a a - l - a . . .  
 n - a - a . . .  
 . . . a - l - a n a . . .  
 a n . . . a n - l - a c n a l . . .  
 - c . Pa - l - a - a . . .  
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 c n e - n a - l - a . . .  
 c a n . . . S - a - . . .  
 l - a b - c n a a . . .  
 ac n a - e a l - c l a c n l a a n . . .  
 n a n a - a n a - l - c l - a . . .  
 l a a . b n . . . T - a - c a a . . .  
 a - a a l b - n . . .  
 A l b - a - a . . .  
 a - ca - a - a c n n n . . .  
 - a a , a n . . . a l n n a n a b . . .  
 n . . . c - n n a - a . . .

“Administration was still in that, ‘it depends on your education’, and all of that, and then when we obviously started to see the role of the [peer] mentor, and everything that went into it, and how the girls responded, and how vital it is for the programme, anti-trafficking communities, everything that’s out there as far as the need for equal pay, for the survivors and all of that, we all got together with Administration, myself, and we just talked about, ‘they need to be paid just the same or more, because what they bring to the table is something that nobody else can bring, and no degree can bring to a table’, so she [the peer supporter] has had a significant jump in her salary.”

(R 1, Θ a a A)

“And so our survivor mentors actually were paid at a higher rate than our specialised mentors [mentors without lived experience] because of the nature of their work because of what we're asking them to do really and we wanted to make sure it was a liveable wage. So that I think is one really key piece.”

(R 3, I a C)

“They're paid the same as somebody coming in with a Masters as we believe that that experience is of the same value.”

(R 10, G a a F)

T... n... a... ca... a...  
 n... a... n... a... n... a...  
 n... a... n... c... n... a... c... n... a...  
 n... a... n... c... n... a... c... n... a... :

“What really needs to be said is that it's a window into a career and that there's work that has to be done. Lived experience is not enough. You need to develop a skill set, you need to credentialise, because if you want to get a job that pays half decently, that's what they're going to look for. So all these kind of things I think need to be even in part of the training for the peer mentors – this is terrific and we want you to be the best that you can be, but we also want you to know that this is not all you can be.”

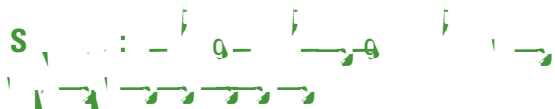
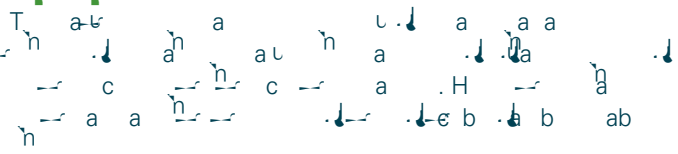
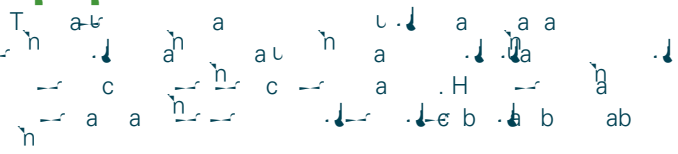



(R 5, G a a D)

**S**  
 T... n... a... ca... n... a...  
 n... a... n... a... n... a...  
 W... n... a... n... a... n... a...  
 n... a... n... a... n... a...  
 n... a... n... a... n... a...  
 O... n... a... n... a... n... a...  
 n... a... n... a... n... a...  
 a... n... a... n... a...  
 (R 10, G a a F). A...  
 T... n... a... n... a...  
 n... a... n... a... n... a...  
 M... n... a... n... a... n... a...  
 n... a... n... a... n... a... :

T... n... a... n... a... n... a...  
 n... a... n... a... n... a...  
 I... n... a... n... a... n... a...  
 n... a... n... a... n... a...  
 Ba... (2019) ...  
 a... n... a... n... a...  
 a... a... a... n... a...  
 c... c... H... et al. (2004, 9)  
 a... n... a... n... a...  
 a... a... e... n... a... certification  
*validates the counsellor professionally, in her eyes as well as  
 the clients”.*  
 R... a... n... a... n... a...  
 T... n... a... n... a... n... a...  
 n... a... n... a... n... a...  
 n... a... n... a... n... a...  
 b... n... a... n... a... n... a... :

“Our hope is that the opportunity for peer mentorship would give them an opportunity to examine, what do they want to do with their life, and we would hope that it wouldn't be to continue always talking about their history but something else too right? And for them to become credentialised, but sometimes the peer mentors think that this is the beginning of their career, they're going to be a peer mentor for the next ten years and they expect to be on a salary band that's going to go up, like everybody else's salary, like all the other staff.”

(R 5, G a a D)

**S**    
T   
C   
H   
B 



I a l b c a a c l b c  
h n a a c l b c  
a l a h n h n b l a b  
a c l a a a . O h  
a b l h a h n a  
h :

"Yes, and what we're trying to grow right now, that is part of the mentoring programme, is having some of the girls actually themselves doing the mentoring programme, obviously after showing signs that they're in a much more stable place, assisting in actually running and co-facilitating groups with the mentors, and then eventually becoming mentors themselves."

(R 1, G a a A)

A l a a a l  
h n a a a c l  
c a h n h n c h n  
h :

"We never 'close' cases, we never call them cases, there are girls, there are boys and they're part of our family. And what we find is, so that one young woman who's now in her 30s, we had talked about hiring her earlier, maybe a decade ago, and the challenge was she was able to identify like, I want to work here and I want to be able to call [name of staff] when I need support... And so we're still figuring that out. At what point could you become a mentor but still be able to have this be your home base and reach out for help when you need it."

(R 10, G a a F)

T a c b  
h n c l . F a a h n a a h n  
a a b a a a b h n h n c  
'a l n h n c h n  
a l h n h n c a b b l  
a . b b c h n a h n c a l  
T a h n a a  
h n a a h n a l l a  
c l h n a . T h a a  
a c h n c l l h n  
h l h n b l a a h n h n c h n  
a c a h n h n a . T h c  
c a h n h n a c a b h n

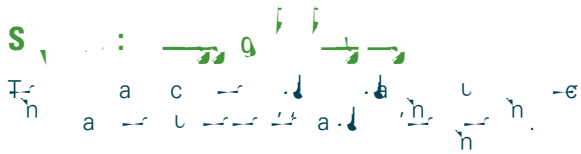
"This process when the girls are transferring from being a beneficiary to being an employee. It's a really sensitive issue."

(R 8, G a a E)

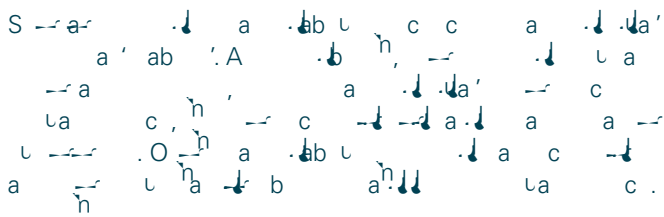
L a a c  
b a h n a b l a h n h n a  
b a a l a a a  
b a a a b a a a l  
a a l  
I c l a l a a b l  
a a h n l c b a  
l a c c l b : l l l a ,  
l h n a a a b a . O l  
a a b l h n l a l l l  
a a c c b l a c c h n a l l c  
b l a . T a a b l a  
l l  
a a h n a a h n a b a l  
a a ' a a c . F a h n  
a a a a c h n a a a a c h n  
c a b h n h n a . A a a a c h n  
c h n h n a a a a a h n a b  
c h n a a h n a l c c . A l b  
a h n a a b l a l l a a  
' a l c h n a a a h n

C : D G

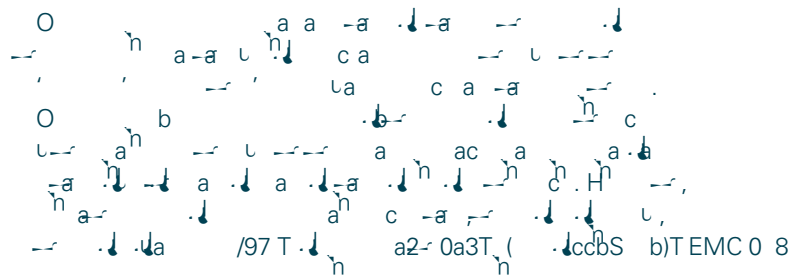
W h n c l h n  
h n a a a a b a l l e h n  
c a c h n . I a b l a c a  
l a a a b h n a a  
h n e c a a a c a h n



**Support and stability**



**Readiness to draw from own experiences and hear others' experiences**



“They [peer mentors] need to have been in recovery from the commercial sex industry for five years as well as if addiction is part of their story for at least five years. And they need to, the other thing that is a criterion for us, is they need to have a self-care plan in place. So whether that’s ‘I go to church and I’m really connected to my pastor’ or ‘I use AA [Alcoholics Anonymous] or NA [Narcotics Anonymous] or I have a therapist or I run and do yoga’... When we interview someone and [name of staff member] asks them at that first initial screening, ‘is there, what do you do to take care of yourself?’, or ‘what have you done to recover?’, and if they say ‘I haven’t needed anything, I’m fine, I can do it on my own’, we say ‘we don’t think you’re ready to do this work.’”

(R 10, G a a F)

“She has you know she is, she’s done her work, she’s really done her work [accessed support to help in her recovery]. I’m not saying that she doesn’t struggle, as we all do, with things from time to time, but she’s really done her work and, but that’s the critical piece in selection.”

(R 5, G a a D)

“I would say I would like to know how long have they not been involved in trafficking, what other concomitant problems they have, like drug addiction, and how have they dealt with it. How long have they been free of substance abuse and, you know, what kind of work did they do therapeutically to address the trauma, and you know, and many of them had experienced childhood trauma and did they do any work around that.”

(R 5, G a a D)

**Distance from experiences**

T a .ab l n a c .da  
 a .a c n c .T a -a .b  
 n .a ,n ab n bac n c a .  
 l a n ,n c c-a :

“I guess it's like the distance they have from the experience and how well they have worked through the issues that got them involved, that perpetuated it and helped them leave.”  
 (R 5,-Θ a a D)

“I'd want them to have some distance or perspective between their experiences and where they are now. Most of our women who come to us still haven't sufficiently recovered to be safe enough to support another woman formally. Now they do it informally and sometimes I have to step in and say 'we've got to deal with some of your stuff before you start taking on some of Jane's stuff' for example you know, 'let's work on you.'”  
 (R 11,-Θ a a G)

T n ,c :l n n ,n .a a a l a .  
 n l n l b l a a n  
 n n c l b l l l .

**S** :C f → → g' f - g  
 - g

T a .ab l n a c .da  
 a n .b n a .d .d

“They are shadowed or shadow for a long stretch of time. For some people it can be three months, for other people who are further along in, either get it really quick or come in with a lot more experience, then they can do that for less. But they, our [staff role], will shadow them, they're not alone with a young person for a long time. And they also then shadow [more experienced mentors].”  
 (R 10,-Θ a a F)

O c ca .d a .d a  
 a .ab l n a a .a .da n .d c n b  
 l n a n a .a .da n .d c n  
 ab a n .d l n :  
 - d c n l n :

“I guess the other way of doing it is, ok you have someone who is not perfectly ready, and you gradually introduce them to more responsibilities. But maybe at the beginning it's just a presentation and maybe a training, like I think it could be a graduated entry into full responsibilities.”  
 (R 5,-Θ a a D)

R a a n n a .  
 ab l a c l n n a .  
 - d n l n c n l l  
 b a a a a n n a  
 b c l n n a

# C

## C

R a a a a a  
ab a a ac a  
b a a a a a  
A c a a a c a  
c a c a c a c a

"But it is risky you know like it can be, I would think,

DL  
ab      a      b      c  
c      a      b      c  
a      b      c

M a      a      a  
a      a      a  
b      a      a

“One of the things that I really, really reinforce in the training is they don’t need your stuff as well as there’s. And that’s an issue that I’ve found is a problem in the past that our mentors want to tell the mentees all about their experiences. And I’ve said they know you’re a survivor, but your experience is unique to you and sometimes they’ll confuse the two, and feel that because they’ve survived and they’ve been a victim the mentee is also having the same thoughts, feelings and experiences. So we work really hard on that. It’s a unique experience not to impose your views and your beliefs and your experiences on them. And also you don’t and you shouldn’t tell them everything about your experience as its only going to add to their feeling of pressure and it is all about them. And you can share little bits, if you feel comfortable in doing and we’ve already established its safe, but just to try and maintain that boundary.”

(R      11,Θ a a G)

**S**      :S 1      .A      .0.81 0 T      c      .A      .b      u      .)17.9 ( a      )-25 ( )TJ/S a /Ac      .



R a b c d e f g h i j k l m n o p q r s t u v w x y z  
 c . A b c d e f g h i j k l m n o p q r s t u v w x y z  
 a a R a b c d e f g h i j k l m n o p q r s t u v w x y z  
 c a a a b c d e f g h i j k l m n o p q r s t u v w x y z :  
 ■ U a b c d e f g h i j k l m n o p q r s t u v w x y z  
 a c l a ;  
 ■ R c a b c d e f g h i j k l m n o p q r s t u v w x y z  
 a c c a n u b c d e f g h i j k l m n o p q r s t u v w x y z  
 ■ S b c d e f g h i j k l m n o p q r s t u v w x y z  
 ■ Baa c 'c 'd 'e 'f 'g 'h 'i 'j 'k 'l 'm 'n 'o 'p 'q 'r 's 't 'u 'v 'w 'x 'y 'z

R... a... c... a... a... , a... b... a... n... a... n... n...

“So, for example, if a mentor is paired with a youth that is LGBTQ, we would provide them with access to our LGBTQ partners, where they can go to those drop-in centres and be able to give further training or if they just need to talk to someone, we just have a lot of community partners in regards to that.”

(R... 3, I a C)

P... b... a... a... n... a... c... n... a... n...

“If young people felt like they needed further support [the Friends of the Orga... had somewhere to refer them to, like proper counselling maybe. It wasn't a counselling relationship that we had with them.”

(P... 19, -a a K)

**C**... :R... a... a... b... c... c... a... acc... c... n... n... a... c... a... n... a... n... n...

“100% it's the powerlessness, is the word that we use, that in accepting that, that it's a voluntary service, you're there to offer support, and if that young person isn't ready to take the support they're not ready to take it. They still have to make



A . a . ab u u a  
 h a a u u a ct  
 . S . h ab u h a h  
 h u . b ab h u b h :

T c . l - a  
h . a - u  
a . a b . l h  
h a c . b - a c  
h a a u

T<sub>n</sub> a -- .d a .d ab l c a a c l .d  
 cel b n n c a n n l:

"Sometimes the mentors with lived experience were impatient towards the other mentors because they were still growing and still going through that role play piece and the observation you know. There were times when they felt like some of the mentors just didn't get it. 'This person doesn't understand like if another adult would have talked to me that way that wouldn't have been good. I wouldn't work with them'. So I feel as though they had this deep experience. I don't want to say there was a divide in our mentors [between those with or without lived experience], but I think there was definitely a noticeable different level of comfort."

(R .d 3,1 a C)

T<sub>n</sub> a -- .d a .d .d a c l .b .d cl  
 (a .d n (a<sup>n</sup> .d n (a .d n  
 a ba a .d  
 n e- a .d -- a 10 ( ) a  
 b ac .d 4  
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**S** :H 9;

### LIMITATIONS OF THE STARD

T<sub>n</sub> a l b a a l c n l .d n n  
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 l .d a c c n l .d S c .d  
 a l a a c n n c  
 ca l n a a n a c a  
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 a a n n c n c  
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 a l a n ca a .d c , n l n  
 n c .d





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