ICMPD
International Centre for Migration Policy Development

Anti-Trafficking Training Material for Judges and Prosecutors

Curriculum - Training Guide

in EU Member States and Accession and Candidate Countries

ICMPD Project Partners:

SOLWODI e.V.

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Introduction

This Anti-Trafficking Training for Judges and Prosecutors aims at providing a modern training package for practitioners who may be exposed to human trafficking in the course of their duties.

It was elaborated in the framework of the project "Elaboration and Implementation of Anti-Trafficking Training Modules for Judges and Prosecutors in EU Member States and Accession and Candidate Countries", implemented by the International Centre for Migration Policy Development (ICMPD) in partnership with the Academy of European Law (ERA), the Central Department for Investigation and Penal Action (DCIAP) of Portugal, the Ministry of Justice of Bulgaria, the Ministry of Justice of Poland and the non-governmental organization (NGO) Solwodi (Germany).

The project was based on the premise that well-trained judges and prosecutors are an indispensable part of the response to anti-trafficking and have a pivotal role in countering human trafficking. Yet the responsibilities of criminal justice systems do not lie exclusively in punishing offenders, but above all and primarily in respecting and restoring the human rights and needs of victims of trafficking. Taking the rights of victims seriously encourages them to participate in proceedings, thus enhancing effective criminal investigations.

This training package was developed with the objective of raising awareness about the crime of human trafficking as a serious crime and a violation of human rights, and of enhancing the capability and skills of judges and prosecutors to adequately detect trafficking cases and implement anti-trafficking legislation in line with agreed European and international standards.

The proposed approach was elaborated with the active participation of multi-disciplinary teams from nine European countries, comprising of judges, prosecutors, representatives from judicial training institutes, and representatives of NGOs providing assistance services to victims of human trafficking. The multi-disciplinary teams were invited to validate the training material in the course of two seminars and an in-country test run, where the proposed training material was assessed, reviewed and finalised for proposal as a good practice standard for anti-trafficking training for judges and prosecutors within the European Union.

The training package comprises a **Background Reader**, a **Handbook** and a **Curriculum - Training Guide** and is fully in line with the latest international and European standards and policy developments in this field. It takes into consideration the latest trends in terms of forms of exploitation practised by human traffickers as well as good practices adopted by European countries to combat this crime.

A multi-disciplinary approach is the key underlining principle at the basis of this training. In order to be effective, anti-trafficking training has to be developed and carried out by multi-disciplinary teams composed of judges and prosecutors with experience in anti-trafficking cases, law enforcement trainers and trainers with knowledge and experience in the field of assistance to victims (NGOs or state service providers). Whenever possible, the involvement of additional expertise coming from other professional areas, such as labour inspectorates, physicians and immigration services, should also be envisaged.

Apart from its proven effectiveness, multi-disciplinary training is a key to fostering multi-agency cooperation at the operational level and to improving the overall efficiency of institutional responses. For this reason, this project, in parallel with other projects implemented by ICMPD, actively promotes the institutionalisation of regular anti-trafficking training in the judicial training institutes of participating countries and beyond.

How to use this document

The present Curriculum -Training Guide is part of a training package comprising a Background Reader and a Handbook. The training package was reviewed and validated by participating countries[1] during a validation seminar at the Academy of European Law in Trier, Germany (23-25 May 2005), and an in-country test run. It was then revised and finalised during a final seminar also held at the Academy of European Law (8-9 February 2006).

The **Background Reader** incorporates most of the topics relating to trafficking of relevance for judges and prosecutors. The document follows a so-called modular approach and is divided into six chapters. Each chapter is introduced by objectives indicating what trainees should have learnt at the end of the chapter. In this way all users, both trainees and trainers, can choose the topic that is most relevant and interesting for their work.

The **Handbook** follows the same structure, reproduces a summary and the key points of the Background Reader. The Handbook, being considerably shorter, could supplement the Background Reader to be handed out to target groups/trainees.

A so-called **Curriculum -Training Guide** accompanies the Background Reader and the Handbook. The Curriculum is designed for trainers. An overview in table form outlines the sequence, content, suggested teaching/learning activities, time frame and reference material needed.

The Curriculum -Training Guide has been divided in modules and sub-sections, which correspond to the chapters of the Background Reader.

Overall, as agreed by the participants in the project, the training should be conducted taking into consideration the following:

- The theoretical part should be reduced to a minimum in order to focus more on practical case studies.

- Small working group sessions, active brainstorming, videos display have been proven very effective delivery techniques. To some extent simulation exercises could be introduced primarily for initial level training.

- A multi-agency team of trainers should be comprised primarily of judges and prosecutors, high level officials and academics; it was recommended that such anti-trafficking training should also include sessions delivered by voluntary support agencies (NGOs) and/or experts in the field of trauma, notably to cover the sub-modules on the trauma of victims of trafficking as well as the necessary support for victims during all stages of the court proceedings and during their recovery.

Each module consists of sections, and each section, whenever applicable, outlines the respective objective(s), delivery techniques, activities of the trainer/group/participants, supporting documents and recommended reading, the suggested duration of a section, as well as questions that participants might ask.

The term 'delivery technique' in this regard indicates general methods of the trainer to carry out the training, whereas the term 'activities' refers to concrete means on how to implement the suggested delivery technique.

Some hints:

- If less than two days are available, it is wise to be realistic and set priorities - guided by objectives - rather than rushing superficially through the whole content.

- It is also important to take into account participants' existing knowledge, attitudes and skills. Adults do not want to be taught things they already know. Therefore, a number of activities suggested require participants' prior knowledge and encourage their active participation.

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[1] Participating countries in the EU AGIS Project "Elaboration and Implementation of Anti-Trafficking Training Modules for Judges and Prosecutors in EU Member States and Accession and Candidate Countries" were Austria, Belgium, Bulgaria, Estonia, Germany, Italy, Poland and Portugal.

- Dealing with the subject of trafficking in human beings confronts trainers with a diversity of attitudes ranging from hostility, misconceptions and lack of understanding, to empathy. Therefore, methods promoting awareness and empathy such as role-plays, case studies, video clips and films are suggested. It is of utmost importance to reflect on and to discuss participants' experience during these activities, and to summarise the lessons learned.

The Background Reader and the Handbook have the following structure:

Chapter 1	describes the phenomenon of trafficking in human beings, including the trafficking process, international definitions of trafficking, the difference between trafficking and smuggling, the root causes of trafficking, the different forms of exploitation and manifestations of trafficking, and gives an idea of the global extent of trafficking.
Chapter 2	provides the most basic background on traumatic events and their impact upon affected individuals, especially with regard to victims of trafficking.
Chapter 3	describes the international instruments that can be used to investigate, prosecute and adjudicate trafficking in human beings. Furthermore, specific national anti-trafficking laws or provisions that criminalize trafficking in the respective penal codes are outlined for each country.
Chapter 4	describes the core aim of all efforts to prevent and combat trafficking and to protect, assist and provide redress to victims. It outlines the comprehensive approach to fighting trafficking, which should entail at the least the following four main components: identification; residence permit/ reflection period; victim support and redress/access to justice.
Chapter 5	describes the criminal proceedings and in this context the rights of victims that must be respected throughout.
Chapter 6	is structured according to the relevant instruments for international co-operation to be used by the judiciary in the fight against trafficking in human beings, with an emphasis on co-operation within the European Union. The emphasis is on judicial co-operation in criminal matters. However, since police co-operation cannot be completely independent from judicial co-operation, instruments of police co-operation are also included in this chapter.

At the end of the Background Reader and the Handbook there is a comprehensive **Reference Material.** It is meant as a selection of reading material and resources for those who would like to find out more about certain aspects.

Furthermore, information containing an overview of the legislative framework on trafficking in human beings and a list of key contact persons (e.g. service providers, national members of Eurojust, etc.) in the countries participating in the project is available in the **annexes** to the Background Reader.

Note on the contents of the training package

The present training package targets practising judges and prosecutors in EU Member States and Accession and Candidate countries. The problem of trafficking in human beings as a crime and the measures used to combat it cover a vast area. Due to the diversity of legislation, procedures, investigative and prosecutorial practices in the regions concerned, the subject matter is on many occasions limited to broad principles and general points of best practice.

While the sequence, content and methodology were tested and validated by a number of national teams, trainers and national teams are encouraged to adapt the materials provided to their own circumstances. Situations obviously vary from country to country, hence the need to adapt the content, exercises, cases and examples.

Icons

Icons have been introduced to help users to:

 to make references to other sections of the training material

 to stress the importance of the subject

 to refer to other sources that should be consulted / background reading

 to refer to case studies

 to refer to law

List of Abbrevations

CCEM	French Committee against Modern Slavery
Cf.	See, refer to
CoE	Council of Europe
DESNOS	disorders of extreme stress not otherwise specified
EC	European Commission
ECHR	European Court of Human Rights
ECJ	European Court of Justice
EHRC	European Convention on Human Rights and Fundamental Freedoms (European Human Rights Convention)
ERA	Europäische Rechtsakademie (Academy of European Law)
EU	European Union
FD	Framework Decision
GRETA	Group of Experts against Trafficking in Human Beings
ICMPD	International Centre for Migration Policy Development
ILO	International Labour Organization
IO	international organisation
IOM	International Organization for Migration
LEFÖ/IBF	Beratung, Bildung und Begleitung für Migrantinnen/Interventionsstelle für Betroffene von Frauen-handel (Counselling, Education and Support for Migrant Women/Intervention Centre for Migrant Women Affected by Trafficking)
MLA	mutual legal assistance in criminal matters
MoU	memorandum of understanding
NGO	non-governmental organisation
ODIHR	Office for Democratic Institutions and Human Rights
OSCE	Organization for Security and Co-operation in Europe
PJCC	police and judicial co-operation in criminal matters
PTSD	post-traumatic stress syndrome
TOC	transnational organised crime
UN	United Nations
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
UNHCHR	Office of the United Nations High Commissioner for Human Rights
UNODC	United Nations Office on Drugs and Crime

Glossary of Terms

Trafficking in human beings

According to the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the UN Convention Against Transnational Organized Crime (2000), "'Trafficking in persons' shall mean '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" (article 3 (a)).

"The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered 'trafficking persons' even if this does not involve any of the means set forth in subparagraph (a) of this article" (article 3 (c)).

" 'Child' shall mean any person less than eighteen years of age". (article 3 (d)).

Smuggling

According to the Protocol against the Smuggling of Migrants by Land, Sea and Air, supplementing the UN Convention against Transnational Organized Crime (2000), " 'smuggling of migrants' shall mean 'the procurement to obtain, directly or indirectly, a financial or other material benefit, of the illegal entry of a person into a State Party of which the person is not a national or a permanent resident' " (article 3 (a)).

Victim of crime

According to the UN Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power (1985), "victims" means "persons who, individually or collectively, have suffered harm, including physical or mental injury, emotional suffering, economic loss or substantial impairment of their fundamental rights, through acts or omissions that are in violation of criminal laws operative within Member States, including those laws proscribing criminal abuse of power" (para. 1).

"A person may be considered a victim, under this Declaration, regardless of whether the perpetrator is identified, apprehended, prosecuted or convicted and regardless of the familial relationship between the perpetrator and the victim. The term 'victim' also includes, where appropriate, the immediate family or dependants of the direct victim and persons who have suffered harm in intervening to assist victims in distress or to prevent victimization" (para. 2).

Forced labour

According to the ILO Forced Labour Convention No. 29 (1930), the term "forced or compulsory labour" shall mean "all work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily" (article 2.1).

Slavery

According to article 1 of the UN Slavery Convention (1926), "slavery is the status or condition of a person over whom any or all of the powers attaching to the right of ownership are exercised".

According to the Supplementary Convention on the Abolition of Slavery, the

Slave Trade, and Institutions and Practices Similar to Slavery, no. 226 (1956), institutions and practices, such as debt bondage, serfdom, forced marriage, exploitation of children, should be abolished, whether or not covered by the definition of slavery contained in article 1 of the Slavery Convention (1926).

Debt bondage

According to article 1(a) of the UN Supplementary Convention on the Abolition of Slavery, the Slave Trade and Institutions and Practices Similar to Slavery (1956), "the status or condition arising from a pledge by a debtor of his personal services or of those of a person under his control as security for a debt, if the value of those services as reasonably assessed is not applied towards the liquidation of the debt or the length and nature of those services are not respectively limited and defined".

Servitude

According to article 1(b) of the Supplementary Convention on the Abolition of Slavery, the Slave Trade, and Institutions and Practices Similar to Slavery (1956), "the condition or status of a tenant who is by law, custom or agreement bound to live and labour on land belonging to another person and to render some determinate service to such other person, whether for reward or not, and is not free to change his status".

Introduction to the Training

Objective	Participants will become familiar with the objectives of the training.
Delivery techniques/activities	1. **Introduction:** Introduce trainers and allow participants to introduce themselves. 2. **Discussion (flip chart):** Ask participants one by one about their expectations for the training and note statements on a flip chart. 3. **Lecture (power point, handout):** - Give details on the seminar programme and work plan; - Explain modular character of the training; - Explain the objectives of the training; - Highlight the human rights centred approach of the training; - Hand out list with definitions/terminology used in the training (see Background Reader, chapter "definitions/terminology used").
Suggested duration	15-30 min.
Possible questions of participants	- Will we be able to talk about our own experiences? - Do I need to be a "trafficking expert"? - Are there any follow-ups to this training?

1

Trafficking in Human Beings - Description of a Phenomenon

1. Trafficking in Human Beings - Description of a Phenomenon

Learning objectives for Module 1:

- Understand the trafficking process.
- Know the international definition of trafficking.
- Be able to distinguish between trafficking in persons and smuggling of migrants
- Understand the root causes behind human trafficking
- Be familiar with different forms of exploitation and manifestations of trafficking
- Gain an idea of the global extent of trafficking and the difficulties of obtaining accurate statistics on the crime

Section 1:

Introduction of the phenomenon – definition of human trafficking – distinction between human trafficking and smuggling of migrants (chapter 1.2 – 1.4 of the Background Reader)

Objective	Participants will become familiar with general characteristics of the crime of human trafficking. Participants will know the internationally agreed upon definition of human trafficking. Participants will be able to distinguish trafficking in human beings from smuggling of migrants.

Delivery techniques/activities	1. **Lecture: (power point):**
	Give a short introduction of the phenomenon.
	2. **Brainstorming and discussion (flip chart):**
	Ask participants about their thoughts regarding the differences and similarities between trafficking and smuggling and note them on a flip chart.
	3. **Lecture (power point, videos/films, handouts):**
	Introduce and define the terms of trafficking and smuggling according to the Trafficking and Smuggling Protocols.
	Explain the differences between these crimes and the consequences of these differences.
	Hand out a table that illustrates differences between trafficking and smuggling (see Background Reader, end of chapter 1.4).
	4. **Group work (flip chart):**
	Case scenario 3 (Annex A): participants (if possible/necessary divided into groups) should collect arguments for the case being a trafficking/a smuggling case, write them on a flip chart and discuss. Ask the participants to come up with cases
	   - where it might be difficult to distinguish trafficking and smuggling and discuss why difficulties arise in these cases
	   - where smuggling can turn into trafficking.

Supporting documents/ recommended reading	Chapter 1.2 - 1.4 of the Background Reader Case scenario 3: "Difference between Trafficking and Smuggling", (Annex A) Trafficking Protocol, Smuggling Protocol

	Council Framework Decision 20,02/629/JHA of 19 July 2002 on combating trafficking in human beings
Suggested duration	30 min.
Possible questions of participants	• What if the victim consents to illegal transport and exploitation? • Doesn't smuggling also produce victims (transport conditions, physical injuries, casualties, etc.)? • Smuggling fees are overpriced (exceeding transport fees, bribe-money, coverage of risk etc. by far) - is this not always exploitation? • Are there differences between trafficking in adults and trafficking in children? (deceptive/coercive means used)

Section 2:

Root causes of trafficking – organized crime involvement – related crimes (Chapter 1.5 - 1.7 of the Background Reader)

Objective	Participants will recognize the push and pull factors behind human trafficking. Participants will know how organised crime is involved in human trafficking. Participants will recognize that and which other crimes are closely linked to human trafficking.
Delivery techniques/activities	1. **Lecture (flip chart):** Briefly explain the term push and pull factors. 2. **Brainstorming, group discussion (flip chart):** Ask participants about their thoughts regarding root causes for trafficking and note them on a flip chart. 3. **Lecture (power point):** Describe the push and pull factors for trafficking. Describe the organised crime involvement and objectives (maximum gain). 4. **Question/answer (flip chart):** List other crimes related to trafficking. 5. **Group work (flip chart):** Case scenario 1.1 and/or 1.2 and/or 2.1 and/or 2.2 (Annex A): participants should note root causes on a flip chart.
Supporting documents/ recommended reading	Chapter 1.5 - 1.7 of the Background Reader National or EU wide data on victims' and offenders' profiles (e.g. crime statistics) Case scenario 1.1 and 1.2: "The 'Push' Factors" and case scenario 2.1 and 2.2 "Gender Discrimination" (Annex A)
Suggested duration	30 min.

Possible questions of participants	● Are push factors for trafficking/smuggling/illegal migration identical?
	● Could push factors also be causes in line with the Geneva Convention for Refugees, i.e. can trafficking victims be at the same time refugees according to the Geneva Convention?
	● Which kind of criminal network dominates the "market"?
	● Is there a(n) (economic) relation between trafficking and terrorism/drug trafficking/weapon trafficking?
	● Is it exclusively organised crime that controls human trafficking?

Section 3:

How does human trafficking work? The phases of the crime (Chapter 1.8 of the Background Reader)

Objective	Participants will be able to identify the three stages of trafficking: recruitment, transport and exploitation. Participants will know main forms of exploitation. Participants will understand how victims are kept under control. Participants will know how to take the victim's account into consideration.
Delivery techniques/activities	1. **Trainer-led discussion (flip chart):** Write down the three phases, i.e. recruitment (origin) / transport (transit) / exploitation (destination) on a flip chart. Discuss each of the three terms with regard to the definition of the Trafficking Protocol. 2. **Lecture (power point, videos/films) and discussion (flip chart):** Describe methods used to recruit the victims. Discuss case scenario 4 (Annex A). Describe the purpose of the transport phase. Describe and discuss different forms of exploitation. Give examples of how traffickers manage to control the victims. Discuss case scenario 5 (Annex A). Discuss case scenario 6 (Annex A). Point out peculiarities of child trafficking. 3. **Group work (role play, possibly with professional actors):** Re-enact situations described in case scenarios 4,5,6 (recruitment, transportation, exploitation, control over the victim). Discuss some of the questions given in case scenarios 4, 5, 6 and ask participants about their own knowledge regarding recruitment, transportation and exploitation of victims.
Supporting documents/ recommended reading	Chapter 1.8 of the Background Reader incl. footnote references Case scenario 4: "Recruitment of Victims", case scenario 5 "The Destination Phase - Reception and Exploitation", case scenario 6 "Control and Exploitation of Victims" Trafficking Protocol European Commission: "Report of the Experts Group on Trafficking in Human Beings", Brussels, December 2004 Terre des Hommes, Mike Dottridge: "Kids as Commodities? Child trafficking and what to do against it", 2004

	ILO, Guidelines for Legislators and Law Enforcement: "Human Trafficking and Forced Labour Exploitation", March 2005 ILO, Training Manual: "Trafficking for Forced Labour: How to Monitor the Recruitment of Migrant Workers", 2005 Comité Contre l'Esclavage Moderne and others: "Perspectives on trafficking in human beings; phenomenon - legislation - assistance (Traite des êtres humains; phénomène - legislation - assistance / La tratta die esseri umani; fenomeno - ligislazioni - assistenza)", (European Commission), 2002
Suggested duration	60 min.
Possible questions of participants	● Can a case of trafficking be present, if a victim is not tricked into the type of work in the destination country? ● What if the victim consents? Is it possible to consent to exploitation? Where are the limits (slave-like conditions)? ● What if all the elements are present, apart from transport (international definition possibly different from national definition)?

Section 4:

Consequences and risks of human trafficking – the scale of human trafficking (Chapter 1.9 and 1.10 of the Background Reader)

Objective	Participants will know the different consequences that human trafficking has for victims, state, society, traffickers and "end-users". Participants will gain knowledge of the dimensions of human trafficking.
Delivery techniques/activities	1. **Lecture (power point):** Explain the risks of human trafficking. Outline the global scale of the crime and explain difficulties of data collection. 2. **Group discussion:** Discuss case scenarios 7 and 8.
Supporting documents/ recommended reading	Chapter 1.9 and 1.10 of the Background Reader Case scenario 7: "Who are the Traffickers?" and case scenario 8: "Who are the Victims?" (Annex A) National legislation National, Europe wide and global statistics (estimates) on number of victims/convictions of traffickers Statistics on how many victims are obliged to return to their home countries
Suggested duration	30 min.
Possible questions of participants	● What is the relationship between trafficking in human beings and illegal migration?

	● What is the relationship between trafficking in human beings and return policy? ● How can we measure the scale of trafficking? (How) Does my own country collect relevant data?

2

The Trauma and the Needs of Victims

2. The Trauma and the Needs of Victims

Learning objectives for Module 2:

- Understand the impact of traumatisation in order to promote understanding of the need for assistance.
- Know the symptoms of post-traumatic stress disorder.
- Be able to comprehend the range of victims' reactions, such as hostility, apathy, defending the offender, etc.
- Know why it takes time to stabilise traumatised victims.
- Be able to balance law enforcement interests with promoting the human rights of the victims.

Section 1:

Definition of trauma Ø the impact of violence and long-term exploitation Ø reactions to traumatic events Ø reactions to traumatic events Ø dissociation Ø the need to stabilise victims in the context of PTSD (Chapter 2.2 - 2.6 of the Background Reader)

Objective	Participants will become familiar with the terms trauma, posttraumatic stress syndrome (PTSD), complex posttraumatic stress syndrome and dissociation and have a general understanding of the victim's reaction to traumatic events. Participants will understand the need to stabilise the victim as well as the fundamental principles of stabilisation and treatment. Participants will be able to recognize certain behaviours of victims as possible consequences of the trauma.
Delivery techniques/activities	Suggestion: Psychiatrist / if possible trauma expert should be invited as a lecturer 1. **Lecture (power point, handouts):** Read case scenario 12 Explain (possibly by referring to case scenario 12) the terms of trauma, posttraumatic stress syndrome, complex posttraumatic stress syndrome and dissociation, and how to recognize potential effects of trauma in the context of trafficking. 2. **Group discussion:** Discuss case scenario 9 and 10. 3. **Group work (role play, preferably with professional actors):** Re-enact possible behavioural patterns and reactions of trafficked victims, such as avoiding thoughts, feelings, or conversations as well as activities, places, or people associated with the trauma; being unable to recall an important aspect of the trauma; dissociation, "depersonalisation"; identifying with the offender; being "hostile" towards interviewer, etc.
Supporting documents/ recommended reading	Chapter 2.2 - 2.6 of the Background Reader incl. literature referred to in footnotes Case scenario 9: "Progression of Traumatic Stress" and case scenario 10: How do Victims Cope During the Experience?" (Annex A) UN Office for Drug Control and Crime Prevention, Centre for Interna-

	tional Crime Prevention (now: UN Office on Drugs and Crime, UNODC): "Handbook on Justice for Victims", New York 1999
Suggested duration	90 min.
Possible questions of participants	• Which is the ethic code of conduct for judges and prosecutors in similar cases? • What are the differences between the traumatisation of adult victims, child victims and the traumatisation of the victim's relatives?

Section 2:

Interrogation of traumatised victims Ø traumatised children (Chapter 2.7, 5.8 and 2.8 of the Background Reader)

Objective	Participants will understand that • negative responses of the victim with regard to judiciary and cooperation, and • his/her lack of credibility can be reactions to traumatic events; participants will be able to consider this accordingly when interrogating the victim. Participants will know how to avoid secondary victimisation and to develop the required interviewing skills. Participants will gain knowledge of the effects of trauma upon children.
Delivery techniques/activities	Suggestion: Judge/prosecutor with experience in THB/victims of crime should be invited as a lecturer 1. **Lecture (power point, handouts):** Explain how traumatisation can influence the credibility and testimonies of victims. Explain the risk of and how to avoid secondary victimisation. Explain interviewing techniques. Explain how to interview traumatised children. 2. **Group discussion:** Discuss case scenario 11 and case scenario 12. 3. **Role play:** Participants should in turns re-enact an interview situation with a trafficked victim (roles: victim, prosecutor/judge)
Supporting documents/ recommended reading	Chapter 2.7 and 2.8 of the Background Reader, incl. footnotes Chapter 5.8 of the Background Reader Case scenario 11: "The Risk of Secondary Victimisation from the Criminal Justice System" and case scenario 13 (Annex A) EU data on traumatised victims (if available) WHO, Regional Office for South East Asia, "List of Guidelines for Health Emergency Nr. 70", 19/99 UN Office for Drug Control and Crime Prevention, Centre for International Crime Prevention (now: UN Office on Drugs and Crime, UNODC): "Handbook on Justice for Victims", New York 1999

Suggested duration	45 min.
Possible questions of participants	• What can we ask, what should we not ask? • What can we promise to the victim if she/he co-operates? • Up to which point shall we consider the trauma of the victim during the legal interrogation? • How do I manage to respond to the urgency of the procedure and at the same time respect the protection of the victim?

3

The Normative Framework

3. The Normative Framework

Learning objectives for Module 3:

- Be familiar with relevant international and European legal instruments with regard to human trafficking.
- Know which international/European instruments can be applied directly, having the same status as national law.
- Be able to interpret domestic legislation with the help of international instruments.
- Know which domestic laws on trafficking exist.
- Be able to compare national legislation with the existing international/European framework and identify the main gaps between the two.

Section 1:
UN treaties and other international instruments Ø EU regulations and policy documents (Chapter 3.2 - 3.3 of the Background Reader)

Objective	Participants will know the relevant UN, EU, Council of Europe and OSCE regulations (and policy documents). Participants will understand the impact of international law on (the interpretation of) national law.
Delivery techniques/activities	Suggestion: Lecturers from relevant UN, ILO, OSCE, CoE, EU offices 1. **Lecture (power point, handouts or booklets with legal framework):** Brief input on purpose, scope of application and relation to the UN Convention against Transnational Organized Crime of the Trafficking Protocol. Explain the definition of trafficking as laid down in the Trafficking Protocol and also refer to the ILO Convention Concerning Forced or Compulsory Labour (No. 29) and ILO Convention No. 105, Concerning the Abolition of Forced Labour, the UN Slavery Convention and the UN Supplementary Convention on the Abolition of Slavery, Slave Trade and Institutions and Practices Similar to Slavery, the Universal Declaration of Human Rights, etc. (see footnote 61 of the Background Reader). Brief input on other stipulations of the Protocol, such as Art. 5, 6-8 and 9. Brief input on other UN/ILO regulations. (Break) Explanation of the structure of EU legislation. Give details of the Council Framework Decision on combating trafficking in human beings, the Council Directive 2004/81/EC, the Framework Decision 2001/220/JHA. Give details of the Council of Europe Convention on Action against Trafficking in Human Beings. Give brief input on CoE recommendations and OSCE instruments. 2. **Trainer-led discussion:** Highlight the importance of a distinct definition of trafficking and the need to establish national legislation in accordance with international/European regulations.

Supporting documents/ recommended reading	Chapter 3.2 and 3.3 of the Background Reader, incl. footnotes Trafficking Protocol, Smuggling Protocol "Legislative guide for the implementation of the Protocol to Prevent, Suppress and Punish Trafficking in Person, Especially Women and Children, supplementing the UN Convention against Transnational Organized Crime", UN, New York, 2004 Council of Europe Convention on action against trafficking in human beings Council Directive 2004/81/EC of 29 April on the residence permit issued to third-country nationals who are victims of trafficking in human beings or who have been the subject of an action to facilitate illegal immigration Council Framework Decision 2002/629/JHA of 19 July 2002 on combating trafficking in human beings Conny Rijken: "Trafficking in Persons - Prosecution from a European Perspective", The Hague 2003 ILO Forced Labour Convention (No. 29) "Human Trafficking and Forced Labour Exploitation - Guidance for Legislation and Law Enforcement", ILO, Geneva 2005 (Legislation and regulations listed in chapter 3 of the Background Reader)
Suggested duration	90 min.
Possible questions of participants	- Is Palermo Protocol ratified by my country? (list of parties: www.unodc.org/unodc/en/crime_cicp_signatures_trafficking.html) - Is the EU framework decision incorporated into national legislation? - We cannot ignore that also EU legislation (Council directive 2004/81/EC regarding the residence permit) requires co-operation of victims. How do we deal with this? - Which regulations have precedence over other regulations?

Section 2:

National legislation (Chapter 3.4 of the Background Reader)

Objective	Participants will know the relevant national legislation.

Delivery techniques/activities	Suggestion: prosecutor, judge, government worker, solicitor, etc. with special knowledge on the national legislation should be invited as lecturer
	1. **Lecture (power point, handouts or booklets with legal framework):**
	   Outline the relevant domestic legislation with regard to trafficking, e.g. specific anti-trafficking legislation, criminal and criminal law procedure, law concerning foreign nationals, labour law, etc.
	2. **Group discussion (flip chart):**
	   List possible shortcomings of national legislation vis-à-vis Trafficking Protocol and note instances on a flip chart.
	   Elaborate examples regarding the interpretation of national law through international and European regulations.

Supporting documents/ recommended reading	Chapter 3.4 of the Background Reader National legislation Case studies applying national law Jurisprudence
Suggested duration	60-90 min.
Possible questions of participants	● What is the relationship between international and national law regarding trafficking in human beings? ● Which particular articles of the criminal code can we use if no special trafficking law exists?

4

The Comprehensive Approach towards Combating Trafficking in Human Beings

4. The Comprehensive Approach towards Combating Trafficking in Human Beings

Learning objectives for Module 4:

- Be familiar with the elements of a comprehensive strategy to fight human trafficking.
- Be familiar with international standards on human rights and human trafficking

Section 1:

Human rights-based and victims-centred approach – Victim's right to effective criminal proceedings (Chapter 4.2 and 5.2 of the Background Reader)

Objective	Participants will be able to understand and identify the main elements of a comprehensive victim-sensitive, human rights-centred and interdisciplinary anti-trafficking response.
Delivery techniques/activities	1. **Lecture (power point, handouts):** Explain why the identification of victims is of greatest importance. Show the basic elements of a comprehensive strategy to adequately counter trafficking, i.e. • Recovery and reflection period; • Residence permit; • The victim's exemption from liability • Victims support activities; • Prevention of secondary victimisation. 2. **Question/Answer:** Collect the views of participants on why effective criminal proceedings are of great interest to the victim and on how victims' rights can collide with offenders' rights (chapter 5.2). 3. **Case study:** Briefly discuss a case of trafficking that helps to understand the needs of a victim (e.g. case scenario 12, provided by the German NGO Solwodi).
Supporting documents/ recommended reading	Chapter 4.2 of the Background Reader Chapter 5.2 of the Background Reader Trafficking Protocol UNHCHR Recommended Principles and Guidelines on Human Rights and Human Trafficking "Handbook on Justice for Victims", UN Office for Drug Control and Crime Prevention, Centre for International Crime Prevention (now: UN Office on Drugs and Crime, UNODC) New York, 1999
Suggested duration	20-30 min.
Possible questions of participants	• Everything focuses on the victims - what about the rights of the offenders? • Are national efforts to counter trafficking measurable and if so, how?

Section 2:

Co-operation and co-ordination mechanisms (Chapter 4.3 of the Background Reader)

Objective	Participants will become familiar with necessary elements of national co-operation and co-ordination mechanisms. Participants will understand the roles and responsibilities of counselling centres and investigation authorities. Participants will understand that the NGOs are not responsible for and will not influence the evidence given, but they help to stabilise the victim and thus contribute to the improved quality of the evidence.
Delivery techniques/activities	Suggestion: Lecturers could be national or foreign governmental anti-trafficking co-ordinators or members of national working group **1. Lecture (power point, handouts):** Describe co-operation and co-ordination mechanisms and make special reference to the role of NGOs. **2. Group discussion:** Invite participants to share descriptions of their national co-operation structures, MoU, division of tasks, roles and responsibilities, etc.
Supporting documents/ recommended reading	Chapter 4.3 of the Background Reader Trafficking Protocol Co-operation concepts where available "National Referral Mechanisms - Joining Efforts to Protect the Rights of Trafficked Persons, A Practical Handbook, OSCE, ODIHR, Warsaw, 2004
Suggested duration	20-30 min.
Possible questions of participants	● How can I, as a judge/prosecutor get in touch with NGOs? ● How can I recognize a reliable NGO? ● How can we improve co-operation between law enforcement and judiciary?

Section 3:

Prevention –return, re-integration and social inclusion of victims (Chapter 4.4, 4.5 and 5.13 of the Background Reader)

Objective	Participants will gain knowledge on different prevention measures. Participants will understand the need to continue victim support and protection after a trial.
Delivery techniques/activities	Suggestion: lecturers from national or foreign (e.g. related origin/transit/destination country) NGO to be invited. **1. Lecture (power point):** Describe different prevention measures (4.4.1 to 4.4.3 of the Background Reader) Highlight the importance of returnee and reintegration programmes

	2. Group discussion: Collect the views of participants on the importance and approaches of prevention measures and on present examples of prevention measures (maybe referring to national campaigns etc.)
Supporting documents/ recommended reading	Chapter 4.4, 4.5 and 5.13 of the Background Reader Trafficking Protocol UNHCHR Recommended Principles and Guidelines on Human Rights and Human Trafficking
Suggested duration	20-30 min.
Possible questions of participants	● Which strategies exist to tackle demand? ● What can I do as an individual to prevent trafficking? ● How can prejudices and discrimination be prevented when determining affiliates of at risk groups?

5

Criminal Proceedings and Victim's Rights

5. Criminal Proceedings and Victim's Rights

Learning objectives for Module 5:

- Learn how to efficiently investigate, prosecute and try trafficking cases, at the same time protecting the human rights of victims.
- Understand the concept of the right to a fair trial, both for a defendant and a victim, and how to ensure the balance between defendant's and victim's rights.
- Understand the need for co-operation between judicial authorities and NGOs.

Section 1:

Identifying victims – balanced mix of pro-active and re-active investigation measures (Chapter 5.3 of the Background Reader)

Objective	Participants will improve their knowledge and skills concerning the identification of victims. Participants will understand the need to combine proactive and reactive investigations.
Delivery techniques/activities	Suggestion: National (or foreign) THB investigator specialist should be invited as a lecturer 1. **Lecture (power point):** Explain methods for the identification of victims. Introduce indicators that help to identify victims (highlight that the list is not exhaustive). 2. **Group work (flip chart):** Collect other indicators from participants and write them on a flip chart, discuss the case in chapter 5.3.1 of the Background Reader (domestic servitude). 3. **Lecture (power point):** Describe the balanced mix of proactive and reactive investigation (explain advantages/disadvantages of the two investigation techniques).
Supporting documents/ recommended reading	Chapter 5.3 of the Background Reader Trafficking Protocol "Report of the Experts Group on Trafficking in Human Beings", EU Commission, Brussels, 2004 "Human Trafficking and Forced Labour Exploitation", ILO, 2005
Suggested duration	30 min.
Possible questions of participants	- How and when shall questions and information be passed from a police officer to a judge/prosecutor? - How shall the information be channelled? - Why is it important for me as a judge/prosecutor to know how to identify victims?

	● Identification of child victims?
	● How to avoid thinking in stereotypes and discrimination? (Not all migrant prostitutes/not all foreigners from certain countries recognized as source countries etc. are trafficked)

Section 2:

Victim's rights, i.e. the right to recovery, to safety, to privacy, to information, to respect of her/his dignity, the right to a legal stay and to compensation (Chapter 5.4 - 5.10 of the Background Reader)

Objective	Participants will become familiar with the rights of victims. Participants will advance their skills to be able to promote and to protect victims' rights, and to understand how the investigation and trial of human trafficking cases benefit from the human rights approach. Participants will know how to work with interpreters.
Delivery techniques/activities	Suggestion: prosecutor/judge with experience in THB cases to be invited as a lecturer on victim's protection during the proceedings; psychiatrist / if possible trauma expert to be invited as a lecturer on the impact of traumatisation; prosecutor that is experienced in working with interpreters should be invited as a lecturer to give useful guidelines. **1. Lecture (power point, handouts):** Give participants an overview on the victims' rights. Give details on how and through which means to ensure the safety of victims; in this context describe the reasons for and the advantages of the audio-video facilities use. Explain how to avoid that victims have to repeat their testimony. Provide guidelines on how to interview victims. **2. Group discussion (flip chart):** Collect the thoughts and experiences of participants with regard to the described victims' rights and write them on a flip chart. Provide additional explanations of the victims' rights. **3. Group work (role play / simulation of interview):** Case scenario 13, Annex A.
Supporting documents/ recommended reading	Chapter 5.4 - 5.10 of the Background Reader Cases that are quoted in the above-mentioned chapters Trafficking Protocol "Report of the Experts Group on Trafficking in Human Beings", EU Commission, Brussels, 2004 "Handbook on Justice for Victims", UN Office for Drug Control and Crime Prevention, Centre for International Crime Prevention (now: UN Office on Drugs and Crime, UNODC) New York, 1999 UNICEF Guidelines for the Protection of Children Victims of Trafficking in Southeast Europe, (which are accepted as general standard for the protection of trafficked children in Europe): www.unicef.org/ceecis/GUIDE-LINES_Protection_of_Victims_of_Trafficking.pdf, 2003 (Background Reader, Annex III) Council Framework Decision of March 2001 on the standing of victims in criminal proceedings, 2001/220/JHA, Official Journal L 082, 22/03/2001 P. 0001 - 0004 Guidelines on Justice in Matters involving Child Victims and Witnesses

	of Crime, UN Commission on Crime Prevention and Criminal Justice, May 2005 UNHCHR Recommended Principles and Guidelines on Human Rights and Human Trafficking "Victim advocacy introductory manual - working with victims of crime", OSCE (and others) "Health Risks and Consequences of Trafficking in Women and Adolescents", The London School of Hygiene & Tropical Medicine, London, 2003
Suggested duration	90 min.
Possible questions of participants	● How do I start the interrogation? ● Are there any special interrogation techniques? ● Should I have a psychologist nearby? ● Is there a special oath for interpreters before we start the interrogation?

Section 3:

Co-operation between law enforcement/judicial authorities and civil society – continuation of witness protection, integration, returnee and reintegration programmes (Chapter 5.4.1, 5.5.2 and 5.13 of the Background Reader) and the victim's exemption from indictment or conviction – sentencing the perpetrators (Chapter 5.11 and 5.12 of the Background Reader)

Objective	Participants will know when, how and why to work with relevant state and non-state actors. Participants will understand the need to continue witness protection, integration, returnee and reintegration programmes. Participants will understand why the victim should not be tried for certain illegal actions. Participants will develop the skills needed to effectively punish the traffickers.
Delivery techniques/activities	Suggestion: judge/prosecutor, law enforcement officer and NGO representative to be invited as lecturers 1. **Lecture (power point):** Explain how judges and prosecutors should co-operate with law enforcement authorities and civil society. Explain the importance of continued witness protection, integration, returnee and reintegration programmes. Explain the exemption from liability (make reference to respective non-punishment clause in national legislation). 2. **Group discussion (flip chart):** Introduce Art. 3 ("penalties") of EU Framework Decision of 19 July 2002 on combating trafficking in human beings. Ask participants about possible punishment and the degree of punishment for human trafficking in their country; collect answers on a flip chart.
Supporting documents/ recommended reading	Chapter 5.4.1, 5.5.2 and 5.13 of the Background Reader Chapter 5.11 and 5.12 of the Background Reader

	Trafficking Protocol Council Framework Decision 2002/629/JHA of 19 July 2002 on combating trafficking in human beings National legislation on victim/witness protection National jurisprudence and statistics "National Referral Mechanisms - Joining Efforts to Protect the Rights of Trafficked Persons, A Practical Handbook", OSCE, ODIHR, Warsaw, 2004
Suggested duration	45 min.
Possible questions of participants	● Is there a police department specialized in and dealing only with trafficking cases? ● Which institution can give assistance to victims? ● Where can I refer victims/witnesses to? ● What if national legislation makes it impossible not to try the victims themselves e.g. for illegal entry, holding forged documents, working illegally etc.?

6

International Co-operation
in Criminal Matters

6. International Co-operation in Criminal Matters

Learning objectives for Module 6:

- Which instruments for international co-operation on the levels of the United Nations, the Council of Europe and the European Union (including the Schengen acquis) can be applied by the judiciary in cases concerning trafficking in human beings;
- How the application of these instruments is regulated;
- Which problems can occur using these instruments in practice.

Section 1:
International co-operation: measurement regulations - (Chapter 6.2 - 6.9 of the Background Reader)

Objective	Participants will know instruments for international co-operation in the field of human trafficking. Participants will know how to apply these instruments and improve their knowledge and skills needed for international co-operation.
Delivery techniques/activities	**Lecture (power point, handouts):** Introduce and provide input on the relevant instruments for international co-operation.
Supporting documents/ recommended reading	Chapter 6.2 - 6.9 of the Background Reader and instruments mentioned there Background Reader, Annex IV Trafficking Protocol (Other legal instrument to be added)
Suggested duration	20 min.
Possible questions of participants	● How do instruments for international co-operation in the field of human trafficking differ from instruments concerning other transnational crime?

Section 2:
Co-operation within the EU and relevant authorities and organisations (Chapter 6.10 of the Background Reader)

Objective	Participants will know the role of EUROJUST, EUROPOL and EJN and their practical relevance for the successful investigation and trial of trafficking cases.
Delivery techniques/activities	Suggestion: EUROJUST, EUROPOL or EJN (national) workers should be invited as lecturers

	1. **Lecture (power point, handouts):** Introduce EUROJUST, EUROPOL and EJN and explain how to use their services. 2. **Case with involvement of 2 and more countries:** Discuss e.g. cases referred to in chapter 6.3 of the Background Reader.
Supporting documents/ recommended reading	Chapter 6.10 of the Background Reader and instruments mentioned there Background Reader, Annex IV Trafficking Protocol
Suggested duration	45/60 min.
Possible questions of participants	● Where can I search/find assistance? ● Are there statistics how often these instruments have been (successfully) applied in the EU?

A

Annex A:
Case Studies

Annex A: Case Studies [2]

Case Scenario 1.1:

Anna, a young Albanian woman, witnessed her father and brother killed during the Balkan War. Thus, becoming the head of the family, she had never had any job experience. She looked for a cashier job in Albania, but was not hired because companies had an open preference for male employees. Left without any income, she attempted to migrate to Western Europe in hope to be able to send money back to her mother. What little money she had did not last long, and she stayed in a refugee camp in a neighbouring country. There, she befriended a woman who said she had once worked in Germany. The woman told her they could travel to Germany to find work in a restaurant and facilitated her travels. Upon arrival, Anna was kept locked up in a private house and was forced to work as a prostitute. In an undercover investigation, Anna was discovered by the police.

Discussion Points:

- What "push factors" exist in Anna's situation?
- Should Anna be immediately returned to Albania?
- Does Anna fall under the definition of trafficking or smuggling?

Mod. 1, Sec. 2

Case Scenario 1.2:

Corneliu is a 34 year-old Romanian construction worker. During most of his professional life he worked in Bucharest. When he heard that he could make more money working on construction sites in Italy, he contacted the Romanian National Office for recruitment and Employment Abroad, but did not succeed to obtain a work permit. A private recruitment agency offered him a contract where he would be able to circumvent the bureaucratic hurdles. Corneliu signed the contract, paid a fee of $3000 US to the agency and left for Italy. When he arrived at the work site in Italy, he found that the accommodation was very bad and that he had to work longer hours than indicated in his contract. After one month, Corneliu demanded his monthly salary as agreed, but the employer put it off from day to day. As he had no valid work permit for Italy, Corneliu did not dare to report to the police…[4]

Discussion Points:

- What are the problems leading to or facilitating trafficking for the purpose of forced labour?

Mod. 1, Sec. 2

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2   The cases are invented, but reflect the reality.
3   Lack of job opportunities / Lack of educational opportunities / Desire for better living / Vulnerability in crisis/(post) conflict situations (esp. women and girls) / Lack of knowledge of the risks associated with labour migration / Lack of information on existing means to obtain work abroad / Lack of knowledge of how to protect oneself legally/contractually from abuses and exploitation when consenting to work with private employers / Experience of domestic violence and misuse / Gender specific factors; weak status of women / Sudden personal crisis situations (e.g. loss of bread winner in a family, etc.) / Demand factors (profit maximisation: global sex market, etc.
4   Adapted from: Trafficking for Forced Labour. How to monitor the recruitment of migrant workers, Training Manual, ILO, Geneva, 2004, p.71

Case Scenario 2.1:

Eliska is a 40 year-old Moldovan woman from the countryside. She is educated but has found it difficult to find or keep a job. She feels that she is getting older and is insecure about her future. She often sees that men less qualified than her are hired before her. In order to improve her position, she responds to a job advertisement for kitchen help in Western Europe. It is a job below her qualifications, but she could earn comparatively much every month, and no language skill would be required. She accepts to pay $5,000 for her travels, which she agrees to work off. Instead of travelling to Western Europe, Eliska is forced to work in a factory in Hungary to pay back her food and housing debt, which is added on top of her debt for the transport. She is kept on the factory premises, without a possibility to leave or talk to people outside. For the purpose of intimidation, she is beaten and deprived of regular food. Eliska does not speak any other language besides Moldovan and is unable to ask for help outside. Also her documents are in possession of the agency.

Discussion Points:

- How was Anna recruited? What other recruitment techniques/activities can traffickers use?
- What elements of gender discrimination were present?
- What factors were present that facilitated the trafficking?
- What evidence could prosecutors use in Eliska's case? How could advertisements in newspaper and on the Internet be used to track down illegal recruitment?
- How would you inspect an agency such as the one above? What would you look for?

Case Scenario 2.2:

Geraldine is a woman from the Philippines. She is married and has three children. She has completed secondary education, but has no specialised skills. In the Philippines she has worked in a factory for three years, then in the kitchen of a hospital for five years. When her husband looses his job, they cannot sustain their family with her salary. They both look for jobs abroad and decide that the one who has the opportunity to earn a full salary will migrate, while the other will take care of the children at home, at least until a better solution can be found. Geraldine is recruited as a domestic worker in Germany by an agency that offers her a deal, according to which the money for her trip will be advanced and she will pay it back out of her salary. When she arrives at the destination, Geraldine finds that the house of the family she has to work for is very nice. She is convinced to have found a good job. After the first weeks though, things start to go wrong. The people who recruited her are abusive and Geraldine is exposed to violence and degrading treatment. The terms of her contract are not respected; she is not paid the salary as agreed, less than half of the amount promised is given. She is forced to work seven days a week and is not allowed to leave the house. She is trapped, her documents are withdrawn, and she does not know the language. When she tries to complain, but she is told that she has first to repay her debt and that if she tries to escape, people in the Philippines will take one of her children.

Discussion Points:

- What are the problems leading to or facilitating trafficking in human beings?

Case Scenario 3:

A Serbian woman, Aleksandra, was out of work for one year and was desperate to find work in another country. A friend's boyfriend recommended her an agency to help finding work in Saudi Arabia. Aleksandra asked many friends for loans in order to pay an agent a fee of $5,000 up front. She was never told where in Saudi Arabia she would go or what she would do once there. It was agreed that friends would pay a remaining sum of $5,000 halfway through the trip. A man picked up Aleksandra and they travelled by train to Bulgaria. There, 5 more women joined them, and they were given false documents. Another man accompanied them to Turkey. On the way they were forced to cross a large river at night. One of the women was not a good swimmer. She drowned and was left behind. A third man picked them up in Turkey. Then these women were asked to call home in order to ask for money for the second instalment. Aleksandra was unable to reach her friends and thus was unable to pay. She was beaten and was left behind in Turkey

Discussion Points:

- Is this a case of trafficking or smuggling? What aspects of the case lead you to your conclusion?
- Why is it important to distinguish between trafficking and smuggling?

Case Scenario 4:

A 25 year-old Macedonian woman, Anita, has been dating a Macedonian man, Goran, for three weeks. Goran has told Anita that he is in love with her and intends to marry her. To Anita, this is a dream come true because her family is very poor and cannot provide very much for her. Anita has been out of work for a year. Goran proposes to take Anita to Italy to celebrate their love. Anita is at first reluctant because she has never been out of the country and does not speak Italian. Goran promises to take care of her. Goran refuses to tell Anita where they are going because he says it should be a surprise. Once they arrive in Italy, he takes away her documents and forces her to work as a prostitute. When she tries to leave, Goran threatens to take her sister in place. Goran also threatens to tell Anita's family, and the village, that she has been prostituting herself voluntarily.

Discussion Points:

- How did Goran recruit Anita?
- Were means of deceit or coercion present? If so, which ones?
- What social factors caused Anita to make an error in judgement?

Case Scenario 5:

Milena, a single Czech woman with two children, responds to a newspaper advertisement looking for factory workers in Belgium. A man meets with her and promises to pay her enough money to be able to support her children from abroad. She leaves her children with a neighbour, promising to send money as soon as possible. Milena is given a real Belgium passport with a picture of a woman who looks similar to her. She passes through customs without any problem. Upon arrival in Belgium, she is locked inside an illegal textile sweatshop. She, together with ten others, is dependent on the packages of food a man drops off every weekend. The man threatens them in case anyone tries to escape or go to the police, that he will harm all of their families.

Discussion Points:

- Was the entry covert or overt?
- What elements of exploitation were present?
- What leverage do the traffickers have over Milena?
- Which specific measures should be taken in destination countries to identify and assist victims in this or similar situations?

Case Scenario 6:

Maryam is a Turkish woman who answers an advertisement to pursue strip-tease opportunities in Austria. She does not have money for travel, so she borrows the amount needed from her two brothers. She promises to repay them once she begins making money in Austria. She pays a man named Soleil $1,000 for her travels.

Soleil meets Maryam at a train station and tells her to get into the back of his truck. In the back, Maryam sees that there are 5 other women concealed behind a fake wall. Maryam does not have a passport and is never told what countries she passes through. The women are let out once a day, only in deserted areas. They are given only one meal a day.

When they arrive in Austria, it is cold and Maryam is not properly dressed. She and the other women are told that there are several strip clubs a few miles up the road. Soleil immediately drives off, leaving the women alone. Maryam walks alone for three miles and finally arrives at a club at 1 AM. She is hungry, sick and shivering from cold.

The club manager expects her to dance and strip tease from 3 PM - 9 PM and again from 11 PM - 3 AM. She works Monday through Saturday. Sundays she is usually too tired to do anything but stay at home. Maryam is not paid much, but her housing and food is provided. Occasionally she has sex with customers in order to make a little extra money for herself.

Two months later, there is a police inspection of the club and Maryam is found and deported back to Turkey. She never made enough to return the payment to her brothers.

Amira is a young Bosnian widow, with a 5 year-old daughter. Due to the lack of economic opportunities in Bosnia, she wants to go to another country to make money. A neighbour, Nadim, suggests working as

a dancer in the U.S. Amira has worked in cabarets in Bosnia and has always dreamed of travelling to the U.S. She feels she has a good chance to succeed. Amira is told she will make enough to cover her lodging and food, but an exact amount is never specified. Amira pays Nadim $2, 500 to arrange transportation and travel documents. Nadim tells Amira she should bring as much money with her as possible "just in case" something happens along the way. Amira is able to collect $100 from her mother. Amira also leaves her daughter with her mother, promising to send money as soon as possible.

Nadim brings Amira to the Bosnia - Croatia border, where they meet a Hungarian truck driver named Henrik. Nadim and Henrik appear to be good friends. Henrik appears to be happy to give Nadim a handful of money. Nadim tells Henrik that Amira has some money on her "just in case". Henrik tells Amira to climb in a hidden compartment of his car. Amira inquires after her passport and travel documents. Nadim tells her not to worry, and the two men climb in the front seats of the car.

Amira unknowingly crosses several borders until she reaches Germany. Amira has spent several days hidden in the car, without food and only a little water. Once she gets out of the car, Amira asks how long it will take her to get to the U.S. Henrik hits Amira that she falls on the ground and tells her not to ask so many questions. She is told to go into a house in a wealthy neighbourhood. Nadim and Henrik accompany her into the house, where a third man, Alvin, gives the two men money. Before leaving, Nadim tells Amira to do whatever Alvin asks or he will severely beat her daughter. He tells Amira that in order to pay for her food and housing, she will have to prostitute herself.

Over the next few days, several men come to the house. When Amira asks for help or tries to refuse sex, the "clients" do not react. When Alvin finds this out, he orders her to be locked in a room, raped and beaten. After 5 days, she agrees to prostitute herself. She is only given a little food after having sex with a customer.

Discussion Points:

- Is Maryam an illegally smuggled migrant or a victim of trafficking? Explain why.
- Is Amira an illegally smuggled migrant or a victim of trafficking? Explain why.
- Can a victim of trafficking also be an illegal migrant?
- Do either of the women have freedom to leave their situation?
- How does national and international law apply differently to each woman?
- If trafficking is present in either case, what means, activities and exploitive situations exist?

Case Scenario 7:

Hilda is a Hungarian woman who is desperate to find work. Through a friend of her neighbour, Hilda meets a man who offers her a job, working for a diplomat in Italy. The man claims to be good friends with the diplomat, so she should have no troubles with the job. Her contract says that she is to work as a babysitter and will be paid an acceptable wage. Once in Italy, she is often beaten by the diplomat and by the other workers. She has never received any payment. The diplomat once beats Hilda in front of a police officer attending a dinner at his house. The police officer did nothing to help Hilda.

Discussion Points:

- Which of the three types of trafficking networks are present?
- How can corrupt law enforcement personnel be identified and removed from service?

Case Scenario 8:

Petrusa, a 17 year-old Ukrainian girl from a rural village, hangs out at a local café on the weekends. One day, two men invite her out for a drink. She gets into their car and drives to another café a few kilometres outside of town. The girl gets completely drunk. The men offer to drive her home, but instead drive her to a brothel in the countryside. During the journey, the girl is physically and sexually abused. At a brothel, she is confined within her room and is sexually exploited.

Discussion Points:

- Should Petrusa have made a greater effort to escape?
- What characteristics does Petrusa have that are often found in victims of trafficking?

Case Scenario 9:

Lupe is a Haitian woman who was arrested for public drunkenness and prostitution in the U.S. Lupe has a large bruise on her thigh, which she says she got from falling off of a bed. She speaks some English. At first, she is reluctant to talk to the police and demands a lawyer. A female lawyer and a male translator are brought in. After speaking privately with her lawyer, Lupe agrees to tell the police who her pimp is and where she usually works. When told that her pimp is also connected with drug dealing, Lupe agrees to further co-operate if she is re-located and given some money.

Masha is a Russian woman arrested in a raid at a brothel in Germany. She has many bruises and burns on her body. Several of her teeth are missing. Masha does not speak any German and is very hostile towards the police. When a male translator is brought in, she either refuses or is unable to speak. She begins to visibly shake. Later, a female translator is brought in. Masha says that she is not a prostitute and that her bruises and burns were entirely her fault. When pressed on the issue, she says she knows that some girls in the brothel have been raped or beaten but she does not know who perpetrators are. Masha says she is the girlfriend of the brothel's owner. She refuses to identify any of the owner's or known associates by name. When Masha is told that the owners of the brothel are connected with an international criminal network, she refuses to acknowledge that she knows them.

Discussion Points:

- Which, if any, symptoms of PTSD do Lupe and Masha display?
- How should Lupe or Masha be treated after their arrests?
- Does lawyer's/translator's gender make a difference when dealing with presumed prostitutes?

Case Scenario 10:

A 36 year-old woman, Alena, from an Eastern European country is a victim of human trafficking. Over many years, she was sexually exploited and victimised.

Over the years she has had to tolerate this situation without any emotional contact (Numbing). With the criminal proceedings, her situation changed. She went through many hours of interrogation by the police, a judge and a prosecutor. She had the opportunity to stay in a shelter for raped women for a couple of months. Unfortunately, she lost contact with her home country and family. During this time, she developed sleep disturbances with nightmares (Intrusion). During daytime she lacks concentration, which makes her unable to communicate with her lawyer effectively. She experiences flashbacks with memories of traumatic events in her past. She avoids personal relations, especially with men (Avoidance). She feels guilty about what happened. Finally, she visits a physician, because of panic attacks and irregular heartbeat (Hyperarousal).

Discussion Points:

- Why would Alena develop the symptoms described above?
- Does Alena seem to have PTSD?

Case Scenario 11:

Metka is a 16 year-old Ukrainian girl who has been sent by her family to work as a waitress in a neighbouring village. She works for Alexander, a wealthy local businessman. Eventually, Alexander finds he has no need for her, but he gives her the opportunity to be smuggled into England to work in his brother's Russian restaurant. Once in England, Metka's life changes drastically. She works in the restaurant from 10 AM to 11 PM. In the evenings, she is forced to perform sexual favours for the brother and his friends. Five years later, the police inspect the restaurant and find her working there illegally.

Metka, now 21, is taken to the police station where she is repeatedly questioned. Metka is too afraid to speak honestly with the police. She is kept in jail for two weeks while her case is brought before court. Although Metka has signs of abuse, police does not further investigate her boss, the owner of the Russian restaurant. When Metka tries to speak English to a female police officer, the woman laughs at her poor attempt. She is told that she has violated several laws, will not be allowed back into the European Union and will be immediately deported back to Ukraine. Metka fears that Alexander's brother will tell her parents about her sexual performances. She knows that her family cannot take her in and that she will not find any work in Ukraine.

Discussion Points:

- Why might not Metka have sought help from the police earlier?
- Could Metka have suffered from PTSD?
- How might the police's action have caused secondary traumatisation for Metka?

Case Scenario 12:

Case provided by Solwodi during the validation seminar in Trier, on 23-25 May 2005, taken from the story of one of the victims of trafficking. According to Solwodi, a frequently used sentence of the perpetrator regarding the victim: "Women are like toilet paper that are used and thrown away".

Elena is 19 year-old girl from Lithuania. She grew up in a small remote village, where poverty, economic depression and alcoholism combined with a poor outlook on life were key features. In summertime a neighbour introduced her to a fellow- countryman, who offered her work as a catering assistant or a farm labourer.

Right after she arrived in Germany she was raped and was found "suitable" to work as a prostitute. She was sold to a brothel in the northern Germany, but five days later men who sold her to the brothel were asked to pick her up again. Despite the fact, that she was beaten up and threatened, she refused to do her "work".

Three men collected her and showed her a gun, which they had bought especially for this purpose. While they drove for many hours to the southern Germany, the men did not talk to her, but got drunk and constantly showed her the pistol. She had a lot of time during the journey to figure out, what might happen upon arrival.

When they arrived, Elena was beaten up again. The perpetrators kicked her with their feet. As a result, she was seriously injured and was barely able to move. For a fortnight she was not able to "work". For one month she was kept in a single apartment together with one of the perpetrators in the south of Germany, land Baden Württemberg. From there, the perpetrator brought her to different private flats and took her to a forest clearing.

The interrogation by the judge took four hours; even this was not enough time for her to tell of all the horrors she had been through. She described to the judge the forest clearing to which she had been taken. Approximately 10- 15 men came in separate cars and she had to sexually satisfy them in a way they wanted without using any precautions. Men arrived in cars within ten minutes intervals.

Elena saw no way out of this threatening situation. Without money and knowledge of the German language she felt completely helpless. Additionally, the perpetrators had taken away her passport and told her, that the German police would send her to jail for ten years if she was found without a passport.

At night the perpetrators committed thefts and she had to sit in a car and fearfully wait. The situation escalated more and more, as the perpetrators were not satisfied with the income they got through Elena. They discussed their plans to kill her and sell her organs, because this would generate a better income.

Elena knew, what she had to expect and therefore decided to flee. One evening in autumn she climbed over the balcony on the second floor of the house despite the fact, that her arms were tied together. Although the perpetrators told her, that there would be many snakes in the nearby forest, she ran through the forest for the whole night. The next morning a passer-by brought her to the police.

There she was very frightened and anxious, and was not able to speak. She expected to be sent to prison. A few days later Elena was sent to Solwodi and to the one of their women's shelter. Police told the staff of Solwodi that Elena wanted to go back to Lithuania as soon as possible. Nevertheless a language course was offered to her in case she decided to stay.

In the first three weeks Elena was extremely withdrawn and quiet, she would not eat and even when she attempted it, she felt sick. She constantly felt nauseous. She constantly suffered panic attacks and fear. At night she suffered nightmares and could sleep only for a very short time, until she suddenly woke up all wet from perspiration. Little by little she was able to trust. It took a very long time till she was able to laugh for the first time again.

At some point she was able to get in contact with her parents and it became very obvious, that she would not be able to go back to Lithuania. The perpetrators were searching for her and had already put her parents under pressure.

As a consequence of Elena's testimony, five men went to prison on remand. One man, who was not of the full legal age, got an eight-years sentence.

The case report was written in the midst of the criminal proceeding. During this time another perpetrator was arrested, when entering Germany. His relatives tried to get a hold of Elena and tried to persuade her not to be a witness in the criminal proceeding any longer and come back to Lithuania. They promised to help her to get back to Lithuania, but Elena knew, that she would be killed there for sure.

Case Scenario 13:

Blessing works as a prostitute in Benin City, Nigeria. As prostitution is treated like a taboo in her home country, she is stigmatized, but at least she has a - though small - source of income. She is recruited by a relative and trafficked to Italy. She is kept in debt bondage - she is told she owes 40,000 Euro for the arrangement of transport, documents, etc. - and has to work off her debts as a prostitute in the streets and brothels of Turin within a certain period of time, and without being able to chose clients and sexual practices, or to insist on the use of condoms.

Mod. 5

Discussion Points:

- During the trial - is it necessary to know/to ask if Blessing has worked as a prostitute before?

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5   Adapted from Peter Wilson, currently Head of the Train the Trainer Unit at the Police Academy in Skopje, and Police Training Co-ordinator for all OSCE Police Training in FYROM

ROLE-PLAY EXERCISE (Notes for trainers)[5]

Objectives
- To examine the participants' communication skills with a victim of Human trafficking.
- To examine the participants' sensitivity and attitude towards a victim of trafficking and gender issues.
- To test participants' knowledge of law with regard to assault.
- To test the participants' knowledge of law and procedures with regard to powers of arrest.
- To examine the participants' ability to resolve conflict.

Preparation of role-play
Two options, a) Victim Identification and b) First Contact and Interview with Victims

(a)   Inside a classroom, play a scenario, where a uniform patrol finds a young woman sitting on a park bench during the night. She does not say anything and has a bruise on her eye.

(b)   Inside a classroom, play a scenario of an interview room at the police station (prosecutor's/judge's office). A young woman was found by a uniform patrol sitting on a park bench during the night. She had not said anything and had a bruise on her eye. No medical treatment had been yet given to her. She is brought into the interview room by a police officer for an investigator to talk to.

Note:
- It is of utmost importance that the participants acting as observers are completely quiet in order to allow the role players to fully identify with their roles without disturbance.
- After acting out the scenario, give an opportunity to the "victim" first to express how she felt about the situation, the questions being asked, the treatment, etc. After the victim, the police officer (prosecutor/judge) is given the opportunity to relate her/his experience. Only thereafter, the observers have the opportunity to comment, react, and pose questions. The attitude for a feedback must be fair and constructive. Comments should relate to the role-play content, not the quality of acting. The guiding question to conclude the role-play should be: what can we learn?
- It is also important to "de-role", i.e. to explicitly finish the roles acted out by the volunteers. They are now person x and y.

a) Notes for the Victim
Your name is _____, you are _____years old, single and from a poor family. You are from Moldova. Time is very difficult as no one in the family has a job. Three weeks ago you answered to an advertisement in a newspaper where waitresses were needed to work in Italy. You applied for the job. You were interviewed and accepted. Part of the deal was that you had to borrow money to pay your fare to Italy from the interviewee and pay it back from your first month's pay. You were assured that you would earn so much money that it would not be a problem. A respectable looking man took you in a black Mercedes to a town in the south. There your passport and ID card were taken from you and all of your clothing and possessions. You were kept in a locked room and were not allowed out or to phone anyone. You were then taken hidden in a van on a long journey of several days and you did not know where you were. You were told that you had to work as a prostitute in order to pay back the money that was loaned to you for your fare. When you refused you were beaten. You were also told that if the local police found you, you would be raped and beaten by them because you were a foreigner. If you tried to escape you were told that your family would have to pay for the debt and might be killed or beaten.

You managed to escape from your room by climbing out of the window, but had no idea where you were. You avoided speaking to anyone. It was cold and just started to snow, but you had no coat. You went into a park and were sitting on a bench wondering what to do as you were approached by police officers. As you could not understand them very well and were very frightened of them, you said nothing. You were taken to a police station.

You are lonely and very frightened. You need help, but you are afraid the police will return you to the brothel. Investigations are carried out and charges are brought against the traffickers. A trial against the traffickers will take place.

React to how judicial authorities treat you.

b) Notes for the prosecutor

You are a prosecutor in your own country. A girl, supposedly a victim of human trafficking is brought in for you to interview.

Deal fully with the situation that you find.

B

Annex B:
Support Material
for Trainers

Annex B: Support Material for Trainers

Legal Instruments

UN
- UNITED NATIONS CONVENTION AGAINST TRANSNATIONAL ORGANIZED CRIME; 2000
- PROTOCOL TO PREVENT, SUPPRESS AND PUNISH TRAFFICKING IN PERSONS, ESPECIALLY WOMEN AND CHILDREN, SUPPLEMENTING THE UNITED NATIONS CONVENTION AGAINST TRANSNATIONAL ORGANIZED CRIME; 2000
- PROTOCOL AGAINST THE SMUGGLING OF MIGRANTS BY LAND, SEA AND AIR, SUPPLEMENTING THE UNITED NATIONS CONVENTION AGAINST TRANSNATIONAL ORGANIZED CRIME; 2000
- CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN; 1979 (CEDAW)
- OFFICE OF THE UNITED NATIONS HIGH COMMISSIONER FOR HUMAN RIGHTS, RECOMMENDED PRINCIPLES AND GUIDELINES ON HUMAN RIGHTS AND HUMAN TRAFFICKING, JULY 2002
- CONVENTION ON THE RIGHTS OF THE CHILD (1989) AND OPTIONAL PROTOCOL TO THE CONVENTION ON THE RIGHTS OF THE CHILD ON THE SALE OF CHILDREN, CHILD PROSTITUTION AND CHILD PORNOGRAPHY (2000)

EU
- COUNCIL DIRECTIVE OF 29 APRIL 2004 ON THE SHORT-TERM RESIDENCE PERMIT ISSUED TO VICTIMS OF ACTION TO FACILITATE ILLEGAL IMMIGRATION OR TRAFFICKING IN HUMAN BEINGS WHO COOPERATE WITH THE COMPETENT AUTHORITIES
- COUNCIL FRAMEWORK DECISION 2002/629/JHA OF 19 JULY 2002 ON COMBATING TRAFFICKING IN HUMAN BEINGS
- BRUSSELS DECLARATION ON PREVENTING AND COMBATING TRAFFICKING IN HUMAN BEINGS; ADOPTED BY THE EUROPEAN CONFERENCE ON PREVENTING AND COMBATING TRAFFICKING IN HUMAN BEINGS - GLOBAL CHALLENGE FOR THE 21ST CENTURY - ON 18-20 SEPTEMBER 2002
- COUNCIL FRAMEWORK DECISION OF 15 MARCH 2001 ON THE STANDING OF VICTIMS IN CRIMINAL PROCEEDINGS

CoE
- CONVENTION FOR THE PROTECTION OF HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS (EHRC-1950); SEE ALSO ETS 117 – PROTOCOL N°7 TO THE CONVENTION (1984)
- EUROPEAN CONVENTION ON EXTRADITION (1957)
- ADDITIONAL PROTOCOL TO THE EUROPEAN CONVENTION ON EXTRADITION (1975)
- SECOND ADDITIONAL PROTOCOL TO THE EUROPEAN CONVENTION ON EXTRADITION (1978)
- EUROPEAN CONVENTION ON MUTUAL ASSISTANCE IN CRIMINAL MATTERS (1959)
- EUROPEAN CONVENTION ON THE INTERNATIONAL VALIDITY OF CRIMINAL JUDGEMENTS (1970)
- EUROPEAN CONVENTION ON THE TRANSFER OF PROCEEDINGS IN CRIMINAL MATTERS (1972)
- CONVENTION FOR THE PROTECTION OF INDIVIDUALS WITH REGARD TO AUTOMATIC PROCESSING OF PERSONAL DATA (1981)
- ADDITIONAL PROTOCOL TO THE CONVENTION FOR THE PROTECTION OF INDIVIDUALS WITH REGARD TO AUTOMATIC PROCESSING OF PERSONAL DATA, REGARDING SUPERVISORY AUTHORITIES AND TRANSBORDER DATA FLOW (2001)
- CONVENTION ON THE TRANSFER OF SENTENCED PERSONS (1983)
- ADDITIONAL PROTOCOL TO THE CONVENTION ON THE TRANSFER OF SENTENCED PERSONS (1997)
- EUROPEAN CONVENTION ON THE COMPENSATION OF VICTIMS OF VIOLENT CRIMES (1983)
- EUROPEAN CONVENTION ON THE RECOGNITION OF THE LEGAL PERSONALITY OF INTERNATIONAL NON-GOVERNMENTAL ORGANISATIONS (1986)
- EUROPEAN CONVENTION ON LAUNDERING, SEARCH, SEIZURE AND CONFISCATION OF THE PROCEEDS FROM CRIME (1990)
- CRIMINAL LAW CONVENTION ON CORRUPTIONS (1999)
- ADDITIONAL PROTOCOL TO THE CRIMINAL LAW CONVENTION ON CORRUPTION (2003)

- CIVIL LAW CONVENTION ON CORRUPTION (1999)
- ADDITIONAL PROTOCOL TO THE CRIMINAL LAW CONVENTION ON CORRUPTION (2003)
- CIVIL LAW CONVENTION ON CORRUPTION (1999)
- EUROPEAN CONVENTION ON CYBERCRIME (2001)
- RECOMMENDATION NO. R (81) 12 ON ECONOMIC CRIME
- RECOMMENDATION NO. R (85) 11 ON THE VICTIM'S POSITION IN THE FRAMEWORK OF CRIMINAL LAW AND PROCEDURE
- RECOMMENDATION R (87) 19 ON THE ORGANISATION OF CRIME PREVENTION
- RECOMMENDATION R (87) 21 ON ASSISTANCE TO VICTIMS AND THE PREVENTION OF VICTIMISATION
- RECOMMENDATION R (88) 18 CONCERNING LIABILITY OF ENTERPRISES HAVING LEGAL PERSONAL-ITY FOR OFFENCES COMMITTED IN THE EXERCISE OF THEI ACTIVITIES
- RESOLUTION (97) 24 ON THE TWENTY GUIDING PRINCIPLES FOR THE FIGHT AGAINST CORRUPTION
- RECOMMENDATION R (2000) 10 ON CODES OF CONDUCT FOR PUBLIC OFFICIALS, AND MODEL CODE OF CONDUCT FOR PUBLIC OFFICIALS
- RECOMMENDATION R (2000) 11 OF THE COMMITTEE OF MINISTERS TO MEMBER STATES ON ACTION AGAINST TRAFFICKING IN HUMAN BEINGS FOR THE PURPOSE OF SEXUAL EXPLOITATION, ADOPTED BY THE COMMITTEE OF MINISTERS ON 19 MAY 2000, AT THE 710TH MEETING OF THE MINISTERS' DEPUTIES
- RECOMMENDATION (2000) 19 ON THE ROLE OF PUBLIC PROSECUTION IN THE CRIMINAL JUSTICE SYSTEM

OSCE
- OSCE ANTI-TRAFFICKING GUIDELINES

Stability Pact
- STABILITY PACT ANTI-TRAFFICKING DECLARATION OF SOUTH EASTERN EUROPE, PALERMO, 13 DECEM-BER 2000
- STATEMENT OF COMMITMENTS ON THE LEGALISATION OF THE STATUS OF TRAFFICKED PERSONS (TIRANA, 11 DECEMBER 2002)

Additional Instruments

UN
- UN DECLARATION OF BASIC PRINCIPLES OF JUSTICE FOR VICTIMS OF CRIME AND ABUSE OF POWER; 1985
- ECOSOC RESOLUTION 2005/20 OF 22 JULY 2005.
- ILO CONVENTION 29 CONCERNING FORCED OR COMPULSORY LABOUR (1930)
- ILO CONVENTION 138 CONCERNING THE MINIMUM AGE FOR ADMISSION TO EMPLOYMENT (1973)
- ILO RECOMMENDATION 190 CONCERNING THE PROHIBITION AND IMMEDIATE ACTION FOR THE ELIMINATION OF THE WORST FORMS OF CHILD LABOUR (1999)
- FORMER REPORT BY UNICEF, UNHCHR AND ODIHR, JUNE 2002: 'TRAFFICKING IN HUMAN BEINGS IN THE SEE: CURRENT SITUATION AND RESPONSES TO TRAFFICKING IN HUMAN BEINGS IN ALBANIA, BOSNIA AND HERZEGOVINA, BULGARIA, CROATIA, THE FEDERAL REPUBLIC OF YUGOSLAVIA REPUBLIC OF MACE-DONIA, MOLDOVA AND ROMANIA'
- REPORT BY UNICEF AND UK 'STOP THE TRAFFIC!', JULY 2003

EU
- COUNCIL FRAMEWORK DECISION 2004/68/JHA OF 22 DECEMBER 2003 ON COMBATING THE SEX-UAL EXPLOITATION OF CHILDREN AND CHILD PORNOGRAPHY
- JOINT ACTION 97/154/JHA OF 24 FEBRUARY 1997 ADOPTED BY THE COUNCIL ON THE BASIS OF ART. K.3 OF THE TREATY ON EUROPEAN UNION CONCERNING ACTION TO COMBAT TRAFFICKING IN HUMAN BEINGS AND SEXUAL EXPLOITATION OF CHILDREN. AMENDED BY COUNCIL OUTLINE DECI-SION 2002/629/JHA OF 19 JULY 2002 CONCERNING TRAFFICKING IN HUMAN BEINGS
- COUNCIL DECISION OF 9 JUNE 2000 TO COMBAT CHILD PORNOGRAPHY ON THE INTERNET
- COUNCIL DECISION OF 23 NOVEMBER 1995 ON THE PROTECTION OF WITNESSES IN THE FIGHT AGAINST INTERNATIONAL ORGANISED CRIME

- EUROPEAN PARLIAMENT (DIRECTORATE-GENERAL FOR RESEARCH): WORKING PAPER ON "TRAF-FICKING IN WOMEN" (CIVIL LIBERTIES SERIES - LIBE 109 EN - 3-2000)
- EUROPOL'S THREAT ASSESSMENT - THE USE OF THE APPLICANT COUNTRIES AS TRANSIT POINTS FOR ILLEGAL IMMIGRATION AND TRAFFICKING IN HUMAN BEINGS INTO THE EUROPEAN UNION - NOVEMBER 2001 (DOCUMENT REFERENCE 2530-66)
- HAGUE MINISTERIAL DECLARATION ON EUROPEAN GUIDELINES FOR EFFECTIVE MEASURES TO PRE-VENT AND COMBAT TRAFFICKING IN WOMEN FOR THE PURPOSE OF SEXUAL EXPLOITATION (1997)

CoE

- RECOMMENDATION REC (2001) 11 OF THE COMMITTEE OF MINISTERS TO MEMBER STATES CON-CERNING GUIDING PRINCIPLES ON THE FIGHT AGAINST ORGANISED CRIME, ADOPTED BY THE COM-MITTEE OF MINISTERS ON 19 SEPTEMBER 2001, AT THE 765TH MEETING OF THE MINISTERS' DEPUTIES
- RECOMMENDATION REC (2001)16 OF THE COMMITTEE OF MINISTERS ON THE PROTECTION OF CHIL-DREN AGAINST SEXUAL EXPLOITATION, ADOPTED BY THE COMMITTEE OF MINISTERS ON 31 OCTO-BER 2001 AT THE 771ST MEETING OF THE MINISTERS' DEPUTIES.
- RECOMMENDATION NO. R (91) 11 OF THE COMMITTEE OF MINISTERS TO MEMBER STATES CON-CERNING SEXUAL EXPLOITATION, PORNOGRAPHY AND PROSTITUTION OF, AND TRAFFICKING IN CHILDREN AND YOUNG ADULTS ADOPTED BY THE COMMITTEE OF MINISTERS ON 9 SEPTEMBER 1991 AT THE 461ST MEETING OF THE MINISTERS' DEPUTIES
- RECOMMENDATION NO. R (97) 13 OF THE COMMITTEE OF MINISTERS TO MEMBER STATES CON-CERNING INTIMIDATION OF WITNESSES AND THE RIGHTS OF DEFENCE, ADOPTED BY THE COMMIT-TEE OF MINISTERS ON 10 SEPTEMBER 1997
- RECOMMENDATION REC (2001) 18 OF THE COMMITTEE OF MINISTERS TO MEMBER STATES ON SUB-SIDIARY PROTECTION, ADOPTED BY THE COMMITTEE OF MINISTERS ON 27 NOVEMBER 2001 AT THE 774TH MEETING OF THE MINISTERS' DEPUTIES
- RECOMMENDATION REC (2002) 5 OF THE COMMITTEE OF MINISTERS TO MEMBER STATES ON THE PROTECTION OF WOMEN AGAINST VIOLENCE, ADOPTED BY THE COMMITTEE OF MINISTERS ON 30 APRIL AT THE 794TH MEETING OF THE MINISTERS' DEPUTIES
- RECOMMENDATION 1325 (1997) ON TRAFFIC IN WOMEN AND FORCED PROSTITUTION IN COUNCIL OF EUROPE MEMBER STATES ADOPTED BY THE PARLIAMENTARY ASSEMBLY OF THE COUNCIL OF EUROPE
- RECOMMENDATION 1450 (2000) ON VIOLENCE AGAINST WOMEN IN EUROPE ADOPTED BY THE PARLIAMENTARY ASSEMBLY OF THE COUNCIL OF EUROPE
- RECOMMENDATION 1467 (2000) ON CLANDESTINE IMMIGRATION AND THE FIGHT AGAINST TRAF-FICKERS ADOPTED BY THE PARLIAMENTARY ASSEMBLY OF THE COUNCIL OF EUROPE
- RECOMMENDATION 1523 (2001) ON DOMESTIC SLAVERY ADOPTED BY THE PARLIAMENTARY ASSEM-BLY OF THE COUNCIL OF EUROPE
- RECOMMENDATION 1526 (2001) ON A CAMPAIGN AGAINST TRAFFICKING IN MINORS TO PUT A STOP TO THE EAST EUROPEAN ROUTE: THE EXAMPLE OF MOLDOVA ADOPTED BY THE PARLIAMEN-TARY ASSEMBLY OF THE COUNCIL OF EUROPE
- RESOLUTION 1307 (2002) ON SEXUAL EXPLOITATION OF CHILDREN: ZERO TOLERANCE ADOPTED BY THE PARLIAMENTARY ASSEMBLY OF THE COUNCIL OF EUROPE
- RECOMMENDATION 1545 (2002) ON A CAMPAIGN AGAINST TRAFFICKING IN WOMEN ADOPTED BY THE PARLIAMENTARY ASSEMBLY OF THE COUNCIL OF EUROPE

OSCE

- VIENNA MINISTERIAL DECISION, ADOPTED IN THE OSCE MINISTERIAL COUNCIL OF 27-28 DECEMBER 2000
- BUCHAREST MINISTERIAL DECISION, ADOPTED IN THE OSCE MINISTERIAL COUNCIL OF 4 DECEMBER 2001
- PORTO MINISTERIAL DECLARATION ON TRAFFICKING IN HUMAN BEINGS, OSCE MINISTERIAL COUN-CIL, 7 DECEMBER 2002
- OSCE ACTION PLAN TO COMBAT TRAFFICKING IN HUMAN BEINGS, ADOPTED BY PERMANENT COUNCIL ON 24 JULY 2003
- REFERENCE GUIDE FOR ANTI-TRAFFICKING LEGISLATIVE REVIEW; SEPTEMBER 2001

Stability Pact
- STATEMENT OF COMMITMENTS ON VICTIM/WITNESS PROTECTION AND TRAFFICKING IN CHILDREN (SOFIA, 10 DECEMBER 2003)
- STATEMENT OF COMMITMENTS ON THE DEVELOPMENT OF AN INFORMATION EXCHANGE MECHANISM CONCERNING TRAFFICKING IN HUMAN BEINGS IN SOUTH EASTERN EUROPE (ZAGREB, 27 NOVEMBER 2001)

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- STOCKHOLM DECLARATION AND AGENDA FOR ACTION AGAINST COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN (1996)
- YOKOHAMA GLOBAL COMMITMENT (2001)

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C

Annex C:
Evaluation Form

Annex C: Evaluation Form

For the benefit of future trainings, we would like to invite you to check the boxes and to briefly reply to the following questions.

1) PERSONAL DATA

a) Sex

( ) Male

( ) Female

b) Profession

( ) Judge

( ) Prosecutor

( ) Other: _____

2) TRAINING

Which module(s) was/were part of the training?

( ) Trafficking in Human Beings – Description of a Phenomenon

( ) The Trauma and the Needs of Victims

( ) The Normative Framework

( ) The Comprehensive Approach towards Combating Trafficking in Human Beings

( ) Criminal Proceedings and Victim's Rights

( ) International Co-operation in Criminal Matters

Which, if any, sections of the module(s) did you understand well?

Which, if any, sections of the module(s) are still unclear?

	Strongly agree	Agree	Disagree	Strongly Disagree
The objectives of the training were clearly defined.				
The design of the training was appropriate.				
The subject matter was dealt as I expected.				
I gained new insights into the subject matter.				
The contents were relevant for my field of work.				
I am motivated and determined to apply the accumulated knowledge.				

3) TRAINERS AND LECTURES

	Strongly agree	Agree	Disagree	Strongly Disagree
The contents were well structured.				
The contents were illustrated through practical examples.				
The methods used were clear and fit to the contents.				
The presentations were interesting .				
The trainers/lecturers were practice oriented.				
The trainers/lecturers used enough supporting material.				
The supporting material was useful.				
The questions of the participants were properly answered.				

4) TRAINING CONDITIONS

	Strongly agree	Agree	Disagree	Strongly Disagree
The training atmosphere was pleasant and motivating.				
The training venue was satisfactory.				
The acoustics in the training-room was good.				

I was distracted by the following factors:

5) WWW.ANTI-TRAFFICKING.NET

	yes	no
Do you have access to the website?	◯	◯
If yes, do you consult the website regularly?	◯	◯
If yes, do you find the website useful and helpful?	◯	◯

Thank You!

D

Annex D:
Tips for Trainers - Teaching Methods

"I hear, and I forget; I see, and I remember; I do, and I understand."

9.1. Introduction

This manual is designed to provide participants with a broad-based understanding and a range of competencies that will permit them to effectively carry out their law enforcement responsibilities in counter trafficking in human beings (THB).

These are complex, sensitive and sometimes contentious issues. It is important for the trainer/facilitator to be not only well-prepared in the contents but to be prepared for the exacting role of managing the process and ensuring the best possible learning environment for the participants.

Role of the Trainer/Facilitator

- As a trainer you ARE responsible for the planning and design of a training programme that suits the identified needs of the participant group;

- As a trainer you ARE responsible for determining the most appropriate form and methods for the training, using the most effective techniques and methodology;

- As a facilitator you ARE responsible for establishing a collaborative relationship with participants and an atmosphere of trust and openness;

- As a facilitator you ARE responsible for providing the structure for learning – including setting and observing timing, opening and closing sessions, keeping to an agenda – and doing the 'housekeeping' like preparing materials, planning the learning space and completing preparations;

- As a facilitator you are NOT a member of the group. You may offer ideas and insights, but never judgments;

- Your goal is to help people learn from their experience through careful observation and questioning, by leading constructive debrief sessions and through other elicitive approaches;

- You will fill multiple roles – at different times in response to group needs and group composition.

- You will administer and manage logistics and group organization and give instructions for activities. You will question, guide and observe. You will carefully manage group dynamics;

- Participants will be encouraged to debate and solve problems, analyze and interpret data and reflect on their experience and their learning. Your job is to help them through this process;

- Remember it is during the process that the learning happens, not in completing the task.

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[6] This Annex is integrally taken from the Law Enforcement Manual to Combat Trafficking in Human Beings, Unit 9, International Centre for Migration Policy Development (ICMPD) and United Nations Development Programme (UNDP), 2006.

Look at it like this[7]

TEACHER	FACILITATOR/TRAINER
The teachers are the experts. They have all the power and information, the "sage on a stage" approach.	The participants are the experts. Information and power are shared.
Students are like empty 'pots' waiting to be filled up with knowledge they receive	Everyone is both a student and a teacher, sharing his/her learning and experience.
We learn by recording and memorizing and repeating the gifts of knowledge from the teacher.	We learn by looking at different situations or issues and working through them together.
There is only one right answer to the questions – and the teacher has it/knows it.	There are many good answers to most questions. No one 'owns' the right answer.

9.2. PRINCIPLES OF ADULT LEARNING

Specialised trainers of adults have elaborated a number of general points from their experience of training adults. Some of these basic points are:

- adults have experience and like to use it (the trainer should use the participants' experience)

- adults can make choices (they like to be able to control their learning)

- adults need to see the relevance of learning

- adults are motivated to learn something (they have the intention to learn)

- adults need to be actively involved in their own learning process

Adults are aware of their abilities and require involvement in the learning process. The learner needs to be actively involved, not a passive recipient of information. A trainer should never merely demonstrate or lecture, but involve the learner in the task. No matter what the subject, learning involves the emotions as well as the intellect – this is especially true when dealing with sensitive subjects. It is, therefore, especially true that participants need to practice, to discuss, and to take an active role in resolving problems.

The purpose of training is to change knowledge, skills, and attitudes, and THB specifically is concerned not only with acquiring knowledge but is related to the formation of new skills and attitudes by the trainee

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[7] Modified from CARE International: Human Rights Initiative: Basic Introduction to Human Rights and Rights-Based Programming, Facilitator's Guidebook

Knowledge: Concepts, ideas, facts, data etc. need to be presented clearly as information in manageable-sized pieces for the participant to digest and discuss. The techniques used to communicate information must ensure an opportunity for the learner to give and receive feedback to test and verify their understanding of the information, to seek clarification and analysis. Short lectures with question and answer sessions, quizzes, specialist guest speakers, background readings and websites, slide presentations, films and video with appropriate briefing and analysis are effective methods of delivering, exploring and testing knowledge.

Behaviour/Skills: This learning is more challenging to deal with as it ultimately requires a change in the way learners act/perform. This requires courage, a willingness to take risks and a readiness to treat failure, or less than optimal results, as a learning experience – and to try again. Bringing about such change requires guided practice with feedback on the results. Some group-focused facilitation skills, such as keeping a discussion on the topic, can be learned through practice. On the other hand, while it is possible to learn about driving a car by reading a book, the actual driving can only be learned by doing, by seeing the results, and doing it again. Methods using video or audio tape recording and playback are helpful for improving skills in group behaviour. Intermittent process analysis, use of group observers, coaching sessions, critiques and role-plays are also useful, as is any method involving immediate analysis of the effectiveness of behaviour.

Attitude: This is the most difficult learning, because it requires not only changes to how something is done but to the actual belief that is the foundation for why something is done in a certain way. Adults have a well-developed set of attitudes they believe about what is right, or correct, or moral, based on their personal belief system. Expecting them to change can mean, in some cases, challenging an aspect of their identity. Adults need to be convinced before changing their attitude. This is particularly true when dealing with topics such as THB that may challenge long-held attitudes about guilt and innocence and right and wrong.

It is important to use training methods that are non-threatening, where participants feel secure and respected. Small, informal, open-ended, expertly facilitated discussion groups can be effective, as well as observed interviews and role-playing.

Unlike children, adults have their life experience to draw on and are able to reflect on how that experience matches, supports, or contests what they are taught. Using that past experience they absorb new ideas, information and skills and ultimately change their attitudes and behaviour because they can see the relevance and make connections between what they are learning and previous experience.

By the same token, an audience's attention span is limited to 20 minutes, unless they are themselves actively engaged in an activity. One of the most important factors in maintaining student involvement in their learning lies in understanding each student's learning style preferences. Adults have strong preferences in their learning styles, so there is a constant need for balance and alternation between different ways of learning (audio, visual and practical) in order to satisfy those different needs and to apply and practice in order to learn.

Remember: When communicating a message:
60% is received through non-verbal communication
25% is received through tone of voice
Only 15% is received from the verbal content

"Experiential learning" is a phrase often heard in the educational world. The model is especially useful for skills training because most of its techniques are active and designed to directly involve the participants. The design of an experiential learning session needs to take into account seven steps:

i) Climate-setting:

- Stimulates interest, curiosity, and enables participants to begin thinking about the subject at hand;

iii)i) Provides rationale for why the subject is important to the participants and how it will be useful to them; and

iv)ii) Links the training session to previous ones and places it into the overall framework of the workshop.

ii) Goal clarification:

- Presents statements to the participants that describe the intent, aim or purpose of the training activity; and

- Provides an opportunity for participants to get a clear understanding of the goals of the session, and allows them to explore additional issues or raise specific concerns.

iii) Experience:

- An activity in which the group engages that will provide an opportunity for them to "experience" a situation relevant to the goals of the training session;

- This "experience" then becomes the data-producing event from which participants can extract and analyse as they complete the learning cycle; and

- Common "experiences" are role-plays, case studies, self-diagnostic instruments, games, simulations, etc.

iv) Processing:

- Participants share individual experiences and their reactions to these experiences;

- The group analyses and thoughtfully reflects on the experience of each participant; and

- The trainer guides and manages the processing of information.

Figure 1. The Learning Cycle
v) Generalisation:
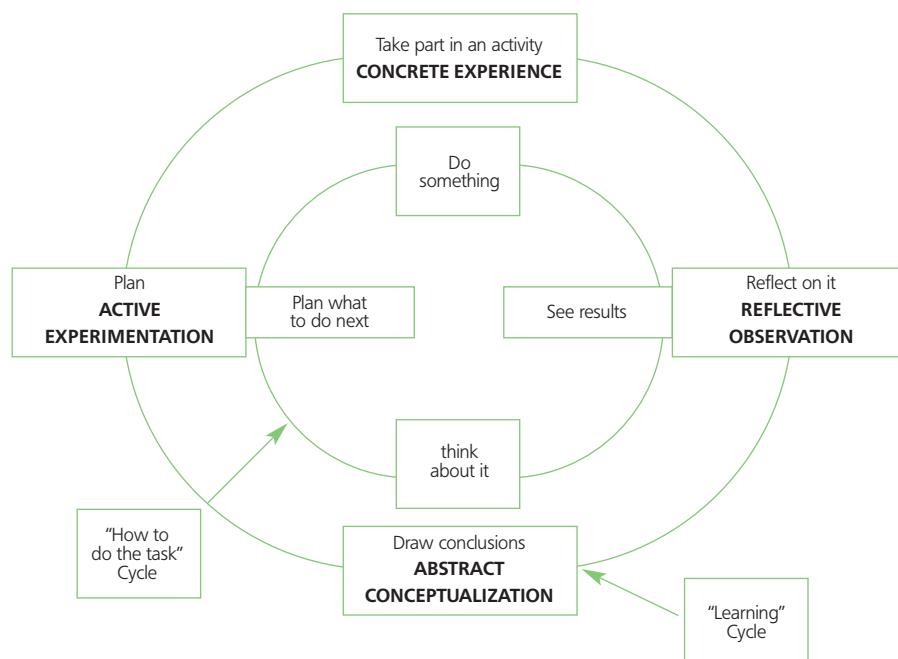
- Participants determine how the patterns that evolved during the experience phase of the learning cycle relate to the experiences of everyday life; and

- Participants seek to identify key generalisations that could be derived from the experience.

vi) Application:

- Using the insights and conclusions gained from the previous steps, the participants identify and share how they plan to use the new insights in their everyday life; and

- Participants answer the questions 'Now what?' and 'How can I use what I have learned?'

vii) Closure:

- Briefly summarises the events of the training session;

- Provides a link to the original goals of the session and seeks to determine if the goals have been met;

- Wraps up the training session and gives a sense of completion; and

- Provides an opportunity to link the session to the rest of the programme, especially the next training activity.

9.3. The Training Process

Like any process, training has to develop the subject logically and chronologically and to use certain premises and tools in order to reach its objectives.

Training Process **ADDIE:** This is a model containing all the stages that should be followed to develop a quality educational experience.

Assessment
Formal/informal needs assessment by
a) assessing who are the participants,
b) assessing their level of knowledge,
c) determining what they should know, i.e. goals and objectives, and
d) identifying gaps, i.e. the training needs
Design
Determine the content
Determine delivery method(s)
Determine premises
Development
Create the materials
Implement
Deliver the content
Evaluation
Results based on objectives

9.3.1. Assessment Methods

By conducting a Training Needs Analysis (TNA) you can identify the training and educational requirements and design a programme that suits the audience's needs best. The TNA will identify:

- Skills and knowledge areas, including the anticipation of future requirements; and

- Individual requirements for training and a logical sequence for addressing deficiencies.

This is ideal. In reality TNA are often not carried out because of time pressure, unavailability of learner group or disregard for the importance of the activity. At best, trainers will often only receive a description of the position, rank and function of the participants. Training modules are often prescribed for a particular unit or group and there is little opportunity for a sound assessment.

However, the trainer should use all possible means to make some kind of assessment, however cursory. Instead of a formal TNA, it might be possible to conduct an informal TNA with some representative members of the group to be trained. If direct personal contact is not possible, use the telephone, or failing that, email.

Tips:

- Choose a subgroup if unable to survey everyone
- Contact those most relevant to the training first
- Be careful not to bias input
- Focus on participant outcomes after training
- Do a mini needs assessment before each training

Informal Assessment:
Informal assessment is usually done without a written structure and directly by the trainer.

Observation:
The trainer can observe future participants in their working environment and make a direct assessment of their capabilities in certain knowledge areas, skills sets, or show certain behaviour characteristics. This is a very efficient method as long as the trainer can observe each individual or some small groups in order to take detailed notes;

- Pre-class surveys: a test and/or questionnaire, applied before training. When applied randomly to part of the future training group, it can offer clues to the trainer regarding the opinions and/or knowledge of the participants. This can be considered informal, a kind of transcript of the previous method; and

- Group discussions: the trainer, within a small group of future participants, can launch a subject for debate or discussion in order to assess overall knowledge or to test the group's values regarding a specific subject. The method can also be used to observe group interactions, communication flows, leaders and other aspects of teamwork.

Formal Assessment:
Formal assessment follows a structure, is applied to all participants and is part of an overall formal evaluation process. The same structure of assessment is implemented at the end of the training process and offers a good basis for the evaluation of the training process.
Interviews:

One-to-one structured interview sessions in order to address the same issues with each individual participant. The trainer needs good listening and analytical skills in order to compare and to synthesise information. A given structure of five to six questions is appropriate;

Task analysis:
Each individual receives a practical task and the execution is observed and analysed by the trainer; and

Surveys:
A test and/or questionnaire, applied before the training, in a formal setting. All participants answer the same questionnaire in the same amount of time, which creates a level playing field for pre-course assessment. The questionnaires can also test skills (writing, intelligence, analytical skills, etc.) and address attitudinal issues.

9.3.2. Design

Planning is a determining part for the success of the teaching process. The main planning process steps are:

- Setting objectives: In this manual, each chapter has its own learning objectives. They provide the basis for the learning outcomes. It is important to ensure the objectives match the participant expectations.

- "The Learning Cycle": The matrix presented in the introduction provides information on how to use various parts of the manual for different audience groups based on their respective learning objectives.

- Identifying content: Use the course package as much as possible, as a foundation of basic materials to be used and the skeleton for customized design. Contextualized materials and relevant methodologies will be developed based on the needs assessment. This will result in a combination of the manual contents together with relevant references and personal experience.

- Organising: Analyse what kind of infrastructure is needed – visual aids, technology, environment (light, heating/cooling systems, furniture, smoking/non-smoking, meal and refreshment breaks, other equipment, etc.). Identify support structures (e.g. IT technicians, library resources). Identify needs for signage, transport and other administrative back-up.

- Timing: Timing of sessions and their internal structure is dependant on the time allowed for training. Trainers often feel insufficient time is allocated, but it is the trainer who ultimately has the responsibility to use the time to maximum effect. How sessions are timed must allow adequate, regular stretch and refreshment breaks. Dependant on participant's prior knowledge and their functional demands it may be necessary to select between ensuring a sound basic grasp of material or an in-depth understanding and competency in a particular subject. Effective trainers systematically and carefully plan for productive use of instructional time.

- Methodology: choosing the training method:
    - depends on objective factors (objectives, content);
    - depends on subjective factors (personalities of trainer and trainees)
    - creative capacity of trainer(s);
    - time available

The training session plan is an essential, but little-liked, part of the planning process. Nevertheless it provides an effective guide in managing the learning environment and is critical if a substitute trainer is to take over.

Figure 2. Training Plan

STAGE 1	FACILITATOR/TRAINER "What shall we do"
Topic	Considerations and Questions
Goals	**This is the 'Big Picture'** How does the training conform with and support the greater national/institutional mission? Where does it fit in with other training?
Content	**What is needed for this group?** What level? How many days? Is a pre-training assignment/preparation required?
Participant group	**Who are they?** Where do they come from? What level of knowledge do they have? Is it a homogeneous group in terms of: a) rank level b) experience c) education Is it a group of men and women? How many total? How many of each? Do any of them know each other? Have any of them had training in THB before? Will supervising officers be present? Will supervisors participate or observe?

STAGE 2	TRAINING PLANNING AND IMPLEMENTATION "What we are doing"
Unit title	**What is the name of the training?** Take care to be clear and specific; Title must accurately reflect the contents.
Instructional goal	**This is the 'bigger picture' specific to this training session** What, in broad, concrete terms will participants be able to do after the training that they could not do before?

Objectives	**These are specific to the knowledge, skills and attitudes that will be developed/attained during the course. They must be described by clear, active verbs.** Objectives include: i) The demonstrable knowledge that will have been acquired ii) The observable behaviour/skills required at the end of the training iii) The attitudes/beliefs expressed during the training Objectives should be **SMART:** **S**pecific – state the desired result **M**easurable – able to be observed, demonstrated **A**chievable - realistic **R**elevant – of value and significance to trainees **T**ime-bound – appropriate to the time available
Rationale	**Why is this training being conducted?** What is the mandate? Who wants it done? For what purpose?
Content	**What are the essential ingredients of the training?** This includes all the 'building blocks,' the separate but inter-connected modules or sessions which together constitute a complete package; It includes both generic and specific topics; It must be contextualised and made appropriate to the trainee group by inclusion of local, national, regional and international examples.
Methodology	**How is the training to be delivered?** This includes decisions on the use of: i) pre-course assignment; ii) visual aids; iii) material delivery style; iv) case studies and exercises; v) group and individual activities; vi) role-plays, interviews and demonstrations; vii) diaries and mapping; viii) homework assignments
Evaluation Process	**What means and measures will be used to judge the success of the training?** Qualitative and/or quantitative methods? How will the trainer know what ongoing adjustments need to be made during training? Will a daily assessment be conducted? Are participants to be evaluated?

	Is material and methodology to be evaluated? Is the trainer to be evaluated? What are the key questions to ask on the course evaluation?
Materials	**What does the trainer need to prepare?** Consider reading and research that needs to be done prior to the preparation of materials; Does material need to be translated? What handouts are to be used? Is copyright clearance required/ Are they clearly labelled by day and session? Are titles of handouts in accordance with the session titles/names etc.? Are instructions for exercises given on handouts? Do they conform with Trainer Instruction Notes? [Check out with a colleague that they fully understand instructions before printing; nothing sends an activity off track quicker than unclear instructions] Ensure adequate copies are printed; Who needs to receive the materials (participants, observers, supervisors, interpreters)? Ensure plentiful supply of flipchart paper, markers, rough paper, pens etc; Are audio and visual aids properly cued? Know how to work the electronic equipment, do a 'dry run' and know how to get help; Other?

STAGE 3	EVALUATION AND POST-TRAINING ACTIVITIES "What did we do?"
Session evaluation	**How successful was the training in achieving its objectives?** Post-training reflection needs to consider the evaluation by all parties involved to determine if objectives and expectations were met; This should be a collaborative, constructive exercise involving feedback and suggestions for improvement.
Next time	**What needs to be modified for the next delivery?** Consider both content and style; and Make recommendations.

9.3.3. Development

This is the process of creating the appropriate package of materials for the training. It will take into consideration all that has been learned about the group to be trained, the requirements provided about the level and length of training and the subsequent decisions about how it is to be delivered. The materials created, regardless of the degree of dependency on this manual, must be appropriate to the needs of the participants.

Do not be afraid to experiment with new material and methods or to challenge participants to take the initiative and engage in their own learning.

During this preparation time, look at other manuals, find out what others have done and why and find out if it worked.

Discuss ideas with colleagues and 'test drive' any new materials with them to confirm that a good idea is understood by others and is applicable to the training.

It will be necessary to create a body of materials that make sense to the trainer with full instruction for anyone else to use; clear, logical progression of steps in the lesson plan; and a plentiful supply of options and alternatives.

Prepare a complete set of materials for both the trainer and the participants and confirm that all titles, numbering, and instructions are consistent.

9.3.4. Implementation

Icebreakers – facilitating introductions

An icebreaker is a short activity (maximum 10–15 minutes) that allows participants learn each other's names, connect names and faces, introduce or focus on a topic, and encourage people to share and relate their own experiences. A carefully selected ice breaker sets the climate and tone for the training and can serve to create a relaxed, comfortable, and positive learning environment. If facilitating more than one session, choose a few icebreakers – use one to get people chatting and exchanging personal information, another to help memorise or review names, and another one during a stretch break.

Topic lead-ins

Sometimes a group meets for a workshop on a specific topic and participants already know each other well. In these situations use an icebreaker that leads into the content. A **topic lead-in** can have a number of functions. It can:

- generate interest in the topic of the meeting or training;
- activate participants' prior knowledge of the subject;
- help the facilitator and participants to identify individual learning needs and goals;
- encourage the sharing of information and resources; and
- bring resistance to discussion or learning to the surface.

Topic lead-in questions can be answered collectively or individually. A few examples are:

i)   Word tree: Ask participants to give you words related to e.g. trafficking, victim, assistance, co-operation, investigation, intelligence. Write down all words on the board and introduce essential terms;

ii)   True/False quiz;

iii)   Individual lead-in questions: Ask each participant to answer one (sensitive) question appropriate to THB in the area/region.

Worksheets/surveys

Sometimes, when it is necessary to make short demonstrations and/or to use group results in order to prove/test the theoretical input, it is a good idea to introduce a worksheet or survey. The questionnaire should be short enough to avoid using up too much time. If the questionnaire is long, it is better to distribute it in advance and only use the results to introduce the topic.

The advantage of worksheets and surveys is that they allow people to think for themselves without being influenced by others. Individual thoughts can then be shared in a larger group.

The facilitator has to prepare handouts and must also be ready for a quick explanation and interpretation of the results.

Seating arrangements

One important aspect that influences the attainment of the learning objectives is the learning environment. Trainers need to take into account the means that will help students achieve better and faster results. The seating can be done in one of the following arrangements depending on the size of the group and the intended level of interaction between trainer and participants.

Conference tables: Use round or square tables.

PLUS: Removes the emphasis from the role of the leader and stresses importance of the participants.
MINUS: Risk of becoming 'rooted' to the spot. Does not encourage movement.
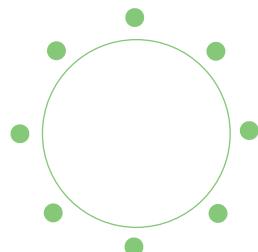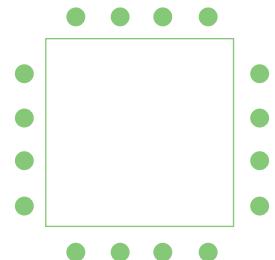
Long rectangular table:

PLUS: Use only for formal introductory or closing sessions.
MINUS: Creates a formal atmosphere, especially if the moderator sits in as if chairing a meeting.
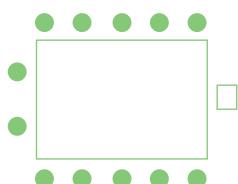
The "U":

PLUS: Useful when there is a presentation. Ideal set-up for a quick distribution of handouts.

MINUS: Participants have backs to each other, so no visual engagement. Difficulty of seeing and hearing others. Contributes to a formal atmosphere and low energy.

Circles:

PLUS: If tables are grouped in a circle with participants on the inside there can be good face-to-face interaction. Ideal set-up for group debates.

MINUS: Limits movement.
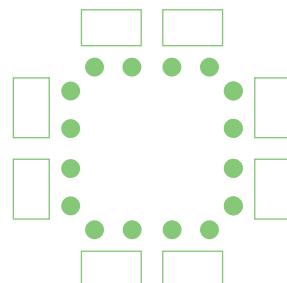
Teamwork:

PLUS: This type of arrangement allows team-work with groups of any size. It is the best layout for encouraging inter-activity. It encourages collaboration and 'bonding' by the small groups and inspires them to manage their own learning. Trainer is available but at some distance

MINUS: Very demanding of trainer who needs to move between working groups, maintain attention and relinquish some control.
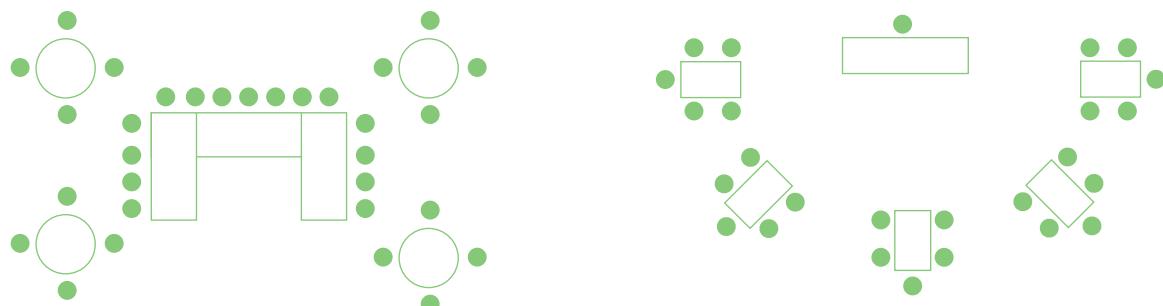
Visual Aids

The use of visual aids is intended to:

- Facilitate trainee learning, arouse and maintain interest;

- Support verbal instruction;

- Accelerate learning and aid retention;

- Ensure consistency in repeated presentations;

- Allow other presenters to see what has already been covered; and

- Make the presentation more enjoyable.

- Types of aids: Transparencies for overhead projector, videos, whiteboards, flipcharts/posters, handouts, cassette recordings, slides, PowerPoint presentation.

Tips:
Become familiar with the use of different visual aids. Proficiency= professionalism.

Information presented through visual aids should:
- Be easy to understand
- Stress essential points
- Be legible and visible to all
- Be interesting
- Be relevant
- Have eye-catching colours and spacing
- Involve participants in activity

Overhead projector (NB acetates = transparencies = foils):

- Make sure the room is not too light;

- Projector in focus;

- Transparency right way round;

- Have transparencies in the right order;

- Lettering is large enough (24 point minimum if using a computer);

- Everyone should be able to view the screen

- Do you need a pointer?

- Have a sheet of paper for revealing bits at a time; and

- Check where the spare bulb is kept.

If you have photocopied your acetates, why not add colour to the black and white with colour pens. If you use a sheet of paper to disclose bits of information at a time, try putting the paper underneath the transparency. This allows you to see what is written without sliding the paper too far and helps to avoid giving more information away than required.

Video/Music CD and cassettes:

- Preview and cue before the session;

- Use appropriate low-volume music as background when participants are engaged in 'busy' work (Bach stimulates brain activity!);

- Rewind all tapes when finished; and

- Be familiar with the video equipment.

Whiteboards/Flipcharts:

- Make sure it is visible to all;

- Write LARGE and legibly;

- To avoid dried out markers, replace cap on the marker when finished;

- Use a mixture of colours to add 'spice';

- Do not overload the page; and

- When finished, remove all unwanted material presented so that it does not distract the group, but post on walls and windows any valuable sheets that track the participant's progress or that will be referred to later.

Handouts:

- To avoid distraction distribute handouts at the end of the session, NOT at the beginning; and

- Tell participants at the beginning that they will get a handout and that they do not have to start jotting things down. They can then give you their undivided attention.

Group Formation

Groups tend to follow a consistent pattern of development and formation. During an extended training period this can be monitored and responded to effectively. In a one-day course the group will pass through some or all of these stages quite rapidly. This is exhausting for both trainer and participants.

These stages of development have nothing to do with the biological age of the participants. They can best be described as passing from infancy, through adolescence and young adulthood to maturity with all the attendant characteristics of identification, assertion, rebellion, questioning, separation and hopefully, arrival at a point of cooperation, acceptance and creative collaboration.

At each step of the way, the group will be testing themselves in relation to each other and to the trainer, who at some point they may isolate, antagonize and reject.

The key for the trainer is to remain patient, not take the behaviour personally, to be open, accessible and encouraging and maintain a sense of humour.

Closure

If a training course is scheduled to take place over a number of days, each day requires time allocated for closure. This should include:

- Summary of the day's progress, a revisit of the daily Agenda, with the links/connections between different segments re-enforced;

- A brief introduction to the following day's activities and how they will build on material already covered;

- Homework assignment (if necessary);

- Reflection time (15-20 minutes), where participants answer the following three questions in small groups and report-back their consolidated answers;
    - What was the most significant learning element/feature? List up to three
    - What changes would you recommend to the training? List up to three. (Consider: content, style, process)
    - In what ways do you think this training will affect/influence/impact your future work?

- Ensure participants are thanked for their contributions to the training.

9.3.5. Evaluation

There can be various expectations regarding Evaluation:

- Specific institutional requirements may require:
    i) trainer to evaluate participant performance;
    ii) assessment and final progress report for participants;
    iii) an action plan that aims to reinforce, practise and implement learning in the workplace;

- The training course content must be evaluated to determine to what extent training/learning needs were met and the scale of revision of material/methodology;

- Participants should be encouraged to conduct a self-evaluation to assess both their accomplishments and areas requiring improvement; and

- The trainer may choose to conduct a self-evaluation.

For **effective training and evaluation,** the principal significant questions should be:
- To what extent were the identified training needs objectives achieved by the programme?
- To what extent were the students' objectives achieved?
- TWhat specifically did the students learn or revise?
- What commitments have the students made regarding the ways they will apply their training in the workplace?

Figure 3 Self-Reflection Tool

Upon reflection, how did this class go?	Next time, I might…
1. Were my class outcomes met?	
2. Did I complete the content within the allotted time?	

3. Did I have the necessary materials, supplies, and resources?	
4. Did I begin the class with a clear introduction and plan for the class?	
5. Did I create a safe and respectful climate/environment?	
6. Did I use a variety of instructional formats to meet the needs of all learners (i.e. those who learn by seeing, doing, observing, or hearing)?	
7. Did I adapt the class according to the needs, interests, and experiences of the students and their responses to the class content?	
8. Did I actively engage and involve all the students?	
9. Did I provide opportunities for students to apply what they learned through problem-solving activities, homework, or on-site practice or group projects?	
10. Was I attuned to the comfort and attentiveness of the group? Was there off-task activity, and if so, how did I reconnect the students	
11. Did I have a clear closing using recaps, highlights, announcements, and good-byes?	
12.What were the strengths of this class?	
13. What would I change?	

9.4. Training Tools

There are a variety of methods or tools that can be used in delivering training. Some common examples are described here, and many of these can be applied when using this manual. Many training methods can be combined in order to achieve one particular learning objective.

Brainstorm

This is a processing strategy used to generate a lot of information in a short period of time. The brainstorming task's function is to get participant input and generate ideas for strategies or solutions.
To structure this process, the instructor:

- provides the directions and rules for brainstorming (no criticism, hitchhiking/sparking off others ideas is welcome, 'freewheeling' or 'thinking outside the box' is welcome, quantity is the goal),

- leads the discussion,

- records responses, (Unless it is a repetition),

- ensures airtime for everyone,

- does not edit or change participant responses,

- asks for clarification where necessary.

As an alternative, to support participants who may be more reflective and less inclined to actively participate, instructors may want to provide a brief time for silent brainstorming, asking participants to jot down their ideas on a post-it note. Once these ideas are generated, participants can post their notes, and the instructor can review and proceed with the large group brainstorming.

ADVANTAGES	DISADVANTAGES
Effective energizer.	Can be unfocused.
Simple, creative and lively way to get ideas out for discussion and to organize thoughts through grouping and ranking	Some participants may find it difficult to let their mind freely 'wander'
Everyone contributes.	If not well facilitated, criticism and judgements might be made.
Draws on group's knowledge and experience.	Needs strict time limitation of 5-10 minutes.

Reading a text

The trainer may ask participants to read through a piece of text in order for participants to familiarise themselves with certain information. **This is useful where the information is easily absorbed and does not require detailed explanation.** It is important to monitor participants' progress in reading and allow everyone sufficient time to complete the text. The trainer may take questions from participants in order to ensure that all of the information has been clearly understood. The trainer may then wish to use the information in the text to highlight certain learning objectives, or to build on this information when using another training tool. This should be followed by exercises that support application of the information, rather than it being used as a test of memory.

ADVANTAGES	DISADVANTAGES
Must be reinforced by activity to ensure its value.	Might be memorized, but not understood.
Useful if small group discussion among participants follows individual reading so that they support each other in learning. Group can collect questions for trainer.	People read and understand/absorb at different rates.

Lecture

This is a presentation by the trainer for the purpose of transmitting information or knowledge. **Effective lectures are not delivered by reading from a paper but have been prepared in advance** and allow the trainer to speak while looking at the participants. Research shows that the working memory contains about 7 items of information. When the information is more technical and unfamiliar, less content and more processing time should be the rule[8]. Consider presenting no more than 5 important facts before having participants' process the information.

A lecture can be improved by inclusion of the following:

- Pose a problem or hypothesis at the beginning: Tell participants to think about solutions based on lecture content;

- Provide a relevant anecdote, fictional story, cartoon, or graphic that captures the audience's attention;

- Test question: Ask participants a question (even if they have little prior knowledge) so that they will be motivated to listen to your lecture for the answer;

- Visual backup: Use flipcharts, transparencies, brief handouts, and demonstrations that enable participants to see as well as hear what is being said;

- Spot challenges: Interrupt the lecture periodically and challenge participants to give examples of the concepts presented thus far or to answer spot quiz questions;

- Illuminating activities: Throughout the presentation, intersperse brief activities that illuminate the points you are making.

Plan processing time at regular intervals. For example; discuss or lecture no more than 20 minutes and then follow with a processing opportunity. Questions can be taken either during or after a lecture, depending on what the trainer's preference and comfort. Taking questions is a good way to identify the audience's level of understanding and can allow the trainer to clarify, illustrate or otherwise elaborate on a topic beyond the basic contents of the lecture.

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[8] References for the strategies used: Bloom, P. J. (2000). Workshop essentials: Planning and presenting dynamic workshops. Lake Forest, IL: New HorizonsEllis, S. S., & Whalen, S.F. (1990). Cooperative Learning: Getting started. Jefferson City, MO: Scholastic, Inc. Griffin, A. (1992). Heart Start: The emotional foundation of school readiness: A guide to planning effective training events. Washington, DC: Zero to Three. Kagan, S. (1994). Cooperative Learning. San Clemente, CA: Resources for Teachers, Inc.

ADVANTAGES	DISADVANTAGES
Simple, uncomplicated way of delivering information, specific facts and basic skills.	Used extensively is the most ineffective way to deliver training.
Used early in training allows participants a chance to get acquainted with trainer's voice while they 'settle in'.	Risks creating dependency by participants and power imbalance in classroom.
Allows for insertion of personal experience and therefore adds credibility.	High risk of 'boredom' and inactivity
Very specific learning targets.	Risk of 'information overload'.
	Stifles trainer creativity.

Facilitated discussion

This is a discussion among the participants that is led by the trainer. It is a good way to engage participants' own experiences in achieving the learning objective. Typically, such a discussion is opened by a question from the trainer. As opinions and points of view are expressed the trainer can expand the discussion by asking relevant follow-up questions, always keeping the learning objectives in mind. It is important that the trainer does not express judgements about participants' opinions. If a participant expresses an opinion that is cause for concern, a useful tactic is to ask the other participants what they think about it.

The most effective questions are those questions that are open-ended and do not have an obviously correct or incorrect answer. Such questions begin with What, How, Why etcetera.

ADVANTAGES	DISADVANTAGES
Provokes participant contributions.	Needs skilled handling, particularly of contentious/emotional topics.
Useful for larger groups	Time constraints can limit discussion and lead to frustration.
Everyone can participate in an active process.	Subject experts may not be good lecturers or facilitators.
Helps participants use their own experience as a basis for learning and sharing.	Can get off track if not well-facilitated and focused.

Case-study

A case-study or similar exercise allows participants to practice using what they have learned in a hypothetical situation. Typically, a case study will provide a story (either based on factual circumstances or an amalgam of factors) illustrating a problem. Participants will be asked to apply a set of rules in order to reach a solution for the problem in the story. Case-studies are most effective when participants have an opportunity to struggle with the problem individually or in small groups, and then to discuss their answers collectively in a facilitated discussion by the trainer. **Often the most effective case-studies are those where the problem in the story does not have one single outcome, but several alternative outcomes are feasible.**

ADVANTAGES	DISADVANTAGES
Effective method for testing/applying knowledge/theory against 'reality'/practice.	If conducted in a small group, risk of not everyone participating.
Encourages teamwork and allows everyone to contribute from their experience.	Participants expect to get the 'right' answer whereas solutions might be confusing and ambiguous.
Provides an opportunity to develop key communication, presentation and problem-solving skills.	Participants need to see the relevance to their own situation.

Jigsaw

A jigsaw is a cooperative learning strategy used as an alternative to lecturing or as a way to read articles and materials and to share knowledge with others. It gives participants an opportunity to learn a particular subject or strategy, become "expert learners," and teach others this information. The advantage of using this strategy is to provide participants with the opportunity to direct their own learning and to reinforce their learning by teaching others new information. This approach divides the class into cooperative learning teams and then into expert teams within those learning teams. The expert teams are provided specific reading materials or information. After reviewing and discussing the materials, the "experts" return to their learning groups and teach this new information to the other members. This approach can be helpful to participants by providing a template for gathering and sharing information while reviewing the readings and working in teams[9].

ADVANTAGES	DISADVANTAGES
Builds cooperative and collaborative learning style.	Can be disconcerting for those who prefer to 'receive' knowledge from an 'expert'.
Helps balance knowledge inequities in the group.	

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8 See: www.ccids.umaine.edu/publications

Videotapes

This is an enjoyable and powerful training tool, but requires specific introduction and debriefing in order to achieve the maximum results. As a general guideline the trainer needs to:

- Use video that connects the problems and issues of the students' professional lives to the activities of the classroom;

- Put the video into a continuum of skills learning and skills application by using other activities such as role-playing;

- Give learners individualised control over elements of the video via individual and small group work. Schedule regular small group

- work during class time in order to lower the profile of the instructor and give students more opportunities to use their experience or to work collaboratively to discover meaning;

- Select materials and activities that have equal components of entertainment and edification;

- Identify excerpts/segments of the video that are brief enough to eliminate memory problems and allow students to work intensively with the focused tasks;

- Use video segments that highlight differences in culture or values to stimulate lively discussion;

- Focus student attention on key elements; and

- Highlight significant content.

ADVANTAGES	DISADVANTAGES
Provides an alternative method for those who favour a visual learning style.	Requires significant editing and preparation by trainer.
Allows for a wealth of resources to be used that can raise issues/questions which there is no time to introduce elsewhere.	Can raise more questions than are adequately dealt with in a focused discussion.
Material can be re-shown and referred to repeatedly and at different times.	Technological dependency.

Role-play

In a role-play exercise participants have an opportunity to experience a situation, question or problem from the perspective of another person. The role-play can be very effective at illustrating the practical reality of a situation or problem, as well as providing profound insight into a problem by exposing participants to points of view and experiences entirely different from their own. Typically, a role-play will be based around a simple hypothetical situation provided by the trainer, and either all participants will be given a role to play with other participants or they will observe others playing a role. Frequently an observer can be added to the role-play.

Role-plays are not games or performances. They are processes based on invented scenarios and roles for testing out different behaviours and their effects, both internal and external. They offer the opportunity for taking risks, trying new approaches and making mistakes in a way, which would be impossible in 'real' situations. Role- plays engage participants at every level: physical, intellectual, and emotional. They offer participants an opportunity, in a safe space, to practice and gain confidence using new skills.

Engaging in role-plays, trying new behaviours, exploring new ideas involve a great deal of risk. Facilitators must create a positive, safe environment by reminding the group that the workshop is a laboratory for learning, a place where people are expected to be challenged and make mistakes.

Participants may be sceptical, or reluctant, or both. However, the more they are able to immerse themselves in their given role, the more they and others will learn. At the same time, if they like their role too much and cannot keep a simultaneous watching eye on themselves, they may overplay it and obstruct the group's learning. **If role-play is something new for participants, all this needs to be explained to them.**

A role-play should not go on for too long (20 to 40 minutes) and should be concluded with a discussion between the players as to what they learned from the experience. Subsequently, a collective discussion of the role-play experience can be conducted by the trainer, in order to reinforce the learning objectives and build on the experiences and perceptions of the participants.

Participants may be asked to play 'themselves' within the given scenario or they may be asked to play someone other than oneself – different, possibly hostile, uncommunicative, frustrated, etc.; behaving realistically from within an imagined personality as well as an imagined role. A great deal can be learned from the experience of playing either kind of role, but they are very different. This, too, needs to be understood by participants. It is the second kind of role that carries the danger of overplaying. If this task is not well understood, it can instead produce caricatures and the reinforcement of stereotypes. On the other hand, if the player is unable or unwilling to give their allotted or chosen character any life, or enter into the feelings of the imagined person, he or she will contribute little and learn less.

Role-plays are opportunities to learn about what works and what does not. It can be useful to have observers who give feedback to the players when the role-play has been concluded. They may notice things that have escaped those who were involved. The facilitator may 'freeze' a role-play so that its dynamics can be discussed and new approaches tried after discussion. Alternatively, the trainer may call a break for players to 'caucus' with those they represent in the role-play.

It is important to allow enough time to discuss the role-play or the learning will be lost. There is also a danger that negative feelings may be carried over into the rest of the workshop, without a process of detachment from the role-play. The facilitator should ask participants in the role-play to stay in role for a moment, inviting each to describe briefly how they were feeling at that moment when the role-play was stopped. Invite them to leave their role behind – maybe change seats as a sign that they have done so or say their real name aloud or shake hands with one another, or eat some 'magic pill' (candy) provided by the trainer – and reflect on what they noticed in the course of the role-play. When they have all spoken, ask observers for their comments and finally add the facilitator's comments.

De-briefing time is an essential ingredient and needs to be factored into the timing. The same time should be allowed for **de-briefing** as is spent on the role-play to ensure that the participants have identified what they have learned from the experience.

A role-play can last as little as two minutes or twenty minutes because its purpose is not to complete a task but to test some process, so it can be stopped at any time without it being a sign either of failure on the part of the players or impatience on the part of the facilitator.

ADVANTAGES	DISADVANTAGES
Provides an opportunity to get 'in someone else's shoes' and experience a different perspective	Risk of over-acting or not taking the task seriously (particularly difficult where cross-gender roles are involved)
Playing different roles in a number of situations really broadens understanding	Negative 'hangover' is possible
Ample and clear instruction is vital, as is adequate debriefing time – where everyone can participate, whether player or observer	Demanding and tiring for everyone (is this a disadvantage?)

Fishbowl

A fishbowl is a demonstration provided to the participants illustrating a situation or problem. Participants will be asked to observe the demonstration and to take note of particular events, statements or behaviours during the demonstration. A fishbowl exercise can also be done as a role-play between two or more participants which is observed by the others.

Typically, a fishbowl demonstration will be based on a simple hypothetical situation and illustrates the behaviour of two or more individuals in that situation. A variation can be introduced by permitting the participants who are observing to change place with one or both of the two sitting 'in the bowl' by a simple tap on the shoulder, after an agreed period of time. This introduces an element of healthy competition while allowing participants to learn together and build on success.

Following the exercise, the trainer will lead a discussion of what participants have observed. This may include gathering the impressions of the role-players in the fishbowl demonstration. The discussion serves to reinforce the learning objectives and build on the experiences and perceptions of the participants.

ADVANTAGES	DISADVANTAGES
A convincing demonstration can provide plentiful material for discussion	Not everyone likes being in the 'fishbowl', it can be intimidating
Post-activity facilitated discussion is essential	Not all participants will actively participate
A demonstration can allow participants to witness emotion at some distance without necessarily being involved in it	Can be time-consuming

9.5. Effective Facilitation

Figure 4. Role of the Trainer

Initiating: Getting the group started on the task. Offering new suggestions, topics for discussion, plans, etc.

Clarifying Probing for meaning; defining terms; clearing up confusion. Asking a question or rephrasing a point to make it clear to all participants.

Explaining Giving practical examples to clarify a point.

Reaching task agreement Discussing and deciding the best way to proceed given the time constraints;agreeing on time/task management process.

Focusing Staying on target; avoiding topic jumping or going off on tangents.

Seeking useful information Asking for facts, opinions or beliefs; feelings or values. Drawing out resources from the group and identifying information that needs to be found from elsewhere.

Giving useful information Offering facts or opinions; stating beliefs or ideas; making feelings known appropriately; making suggestions, sharing relevant experiences.

Summarising Summarising briefly the main points when appropriate.

Checking consensus Seeing if everyone, especially the quieter participants, agree on a point.

Moving towards action Reviewing and bringing related ideas together; restating - suggestions and positions; checking if group is ready to make a decision and suggesting a means for the decision-making process.

Other important roles of the trainer in maintaining group efficiency:

Gate keeping Inviting others to talk; suggesting time limits or other procedures to encourage greater participation; keeping the discussion flowing; avoiding domination by one person.

Mediating Harmonising; conciliating differences in points of view, suggesting compromises; disagreeing in a tactful manner.

Listening Following the group; being a good listener; demonstrating that the statements of others are heard; avoiding inappropriate interruptions.

Diagnosing difficulties Addressing a lack of information so that a decision can be made.

Harmonising Helping those in conflict to understand each other's views.

Evaluating Creating an opportunity for people to express feelings and reactions in group work.

Encouraging Being friendly, warm, responsive through words or facial expressions; being supportive even when disagreeing; building on suggestions made by others; showing acceptance and appreciation of others and their ideas.

Relieving tension   Using humour; asking for a "cooling-off" period; making a well-timed joke; bringing a problem out into the open.

Co-facilitation: **If at all possible, always co-facilitate. There are practical advantages – two people share the responsibility of responding to participant needs, of confirming instructions, and of generally guiding and supporting the learning process. When there are two facilitators, they can take it in turns to lead, while the other takes more of a back seat, and is freed to observe in a broader way what is going on in the group, in terms of both task and maintenance. Sharing the facilitator role and power in this way not only allows for the pooling of skills and different areas of expertise and experience, it models power-sharing and helps to create an ethos of co-operation. It is also less tiring than doing everything alone – and perhaps most significantly – two heads are better than one and the ideas and questions start to spark. It is easier to alter the pace and rhythm and each facilitator can work to their strength rather than one carrying the full burden. If things do not go as planned there is someone there for moral support, and someone with whom to debrief and adjust perspectives on reaching better decisions on how to proceed.**

Facilitating discussion: Ensure everyone in the group can participate. Use words, expressions and language common to the group and explain words if necessary. Do everything possible to make everyone feel included. Ask participants specifically by name in order to invite them to offer opinions, but do not humiliate those who are reticent, shy – or uncooperative. Constantly observe the group and manage the dynamics. It is likely there will be some who do not fully participate. You are responsible only to ensure the classroom activities are positive, stimulating and relevant. Ultimately, those who choose not to learn are responsible for that choice. Do not waste energy on them that you can apply to a positive experience for everyone else.

Debriefing and Evaluation: Allow time to complete an activity and if necessary, come out of role before discussing what happened and what was learned.

It is the trainer's role to help draw out learning points of how a task was handled/an activity conducted. Debriefing is essentially simple and comprises the careful questions asked in a specific order:

1. What went well? **From answers to this, develop strengths built on a positive experience**

2. What could be improved? **Review weaknesses in this performance with a view to using the information for better results in the future**

3. What, if anything would you improve next time? **Specific opportunity to identify concrete action for future planning and implementation.**

When **debriefing after a film or video,** make sure that the specific tasks assigned to participants at the beginning, such as questions to answer, actions to observe, are dealt with fully. Use the opportunity also for a generalized discussion, or Q&A session. Visual imagery, particularly of subjects such as THB can be disturbing and arouse deep emotional responses. Make sure this is dealt with before participants leave the classroom – and that an opportunity is provided for individual debriefing/consultation if necessary.

Spend time at the end of each activity talking over what was learned and how participants see it relating to their own work. Adults need to reflect in order to learn from experience. Ensure the schedule allows time for reflection and it is not too tight and constantly packed with activity. End the day early, take adequate breaks especially at lunch to ensure 'down time', whatever is needed for a particular group of participants to maximize the time in the classroom. This will also help with energy levels throughout the day.

Feedback: This is a comment on something someone has said or done. **Giving and receiving feedback is an essential facilitation skill.** It is important to respect the other person, to focus on what they said or did and give specific reasons for your comments. Feedback should be immediate, concrete and constructive. Otherwise it is a waste of time. It is essential that you, as facilitator, give feedback in a supportive way.

For example:
- start with a positive statement

- do not make derogatory remarks

- focus on behaviour, (something that can be changed), not the person

- give a reason for what you say

- take responsibility for what you say by using "I" statements

- discuss possibilities or improvement, be constructive

- try this strategy: what went well/what worked? What didn't go well/didn't work? What could be done differently next time?

Listen:
- Actively listen to participants.

- Respond to what is being said, not how it is said.

- Allow individuals to fully express themselves before responding.

- Avoid ethnocentric reaction (i.e. anger, shock, laughter) that may convey disapproval of a participant's views.

- Stay confident, relaxed and open to all information.

Evaluate:
- Hold back on any reactions or judgments until you understand the message that is being sent.

- Ask open-ended questions (i.e. questions that cannot be answered with a simple "yes" or "no"), as the answers to these questions will give you valuable information.

Consult:
- Agree with the participant's right to their opinion.

- Explain your perspective without being defensive.

- Find out what the participant hopes to accomplish.

- Acknowledge similarities and differences in your perspective and that of the participant.

- Offer options.

- Do not isolate a participant who has divergent ideas or perspective.

- Commit to being available to discuss further.

- Thank the participant for their contribution.

A good trainer needs:
- specific skills such as technical expertise in THB;

- the ability to design effective training sessions based on carefully prepared materials – but at the same time, the flexibility to change as necessary;

- superior organizational skills to produce and prepare all course materials and technical aids

- the warmth and humour to develop trust and collaboration with the participants.

From the outset, it must be evident that the trainer is confident, relaxed and knowledgeable about the subject matter. Credibility is always important for particularly when it is a subject, which is complex, disturbing and even subject to resistance. At the same time, a trainer should have the honesty and humility to admit what they do not know – and be prepared to work with the participants to find out the answers.

Poor quality training materials that a trainer somehow inherits and is compelled to use can be devastating, but a skilled, experienced trainer can make even poor material work and provide a quality learning experience.

Conditions are rarely perfect, and it is wise to anticipate potential difficulties and have contingency plans, but the noise of traffic and construction, wavering electrical supplies, rudely persistent supervisors who extract participants from training, late arrival of coffee supplies – these can happen to the best and most prepared of trainers – and are out of their control. Smile!

There is a fine line for each trainer to discover that lies between remaining principled, not compromising beliefs or values, while not permitting difficult, aggressive or ill-informed participants to hold the floor, distract others or unsettle the trainer.

It is impossible for everyone to listen, read, talk, process, understand and respond in the same way, or as effectively as the trainer would like. Some participants will remain beyond reach, but there is always the majority who are keen to learn, value the trainer's efforts and who will go away having learned because of mutual commitment to the learning process.
You are a guide through the learning process.

It is often more productive for a team to fail spectacularly and really learn something about themselves than to complete the task with the trainer's help.

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