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Training Curriculum

For Labour Inspectors on Trafficking
in Human Beings in Jordan

Support to the Mobility Partnership (MP)
between the European Union (EU) and
the Hashemite Kingdom of Jordan

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List of Acronyms

CTU	Counter Trafficking Unit, based in the Public Security Directorate (PSD), Ministry of Interior
CID	Criminal Investigation Department
ICMPD	International Centre for Migration Policy Development
JEMPAS	Support to the Mobility Partnership (MP) between the European Union (EU) and the Hashemite Kingdom of Jordan project
THB	Trafficking in Human Beings
TIP	Trafficking in Persons
TNA	Training Needs Assessment
PSD	Public Security Directorate
Mol	Ministry of Interior
LI	Labour Inspector
UNODC	United Nations Office for Drugs and Crimes
UN.GIFT	United Nations Global Initiative to Fight Human Trafficking
ILO	International Labour Organization
QIZ	Qualified Industrial Zones

Introduction

The training curriculum for labour inspectors on trafficking in human beings in Jordan is a tool to be used for a sustainable training programme within the regular mandatory training programme of the Ministry of Labour. The training curriculum contains indicators for labour inspectors for first level identification of potential victims of trafficking in the labour market in Jordan, to be used as a tool by inspectors to aid increased awareness on the subject and provide guidance when conducting duties.

This training curriculum was developed between July 2016 and July 2017 within the framework of the project Support to the Mobility Partnership (MP) between the European Union (EU) and the Hashemite Kingdom of Jordan project (JEMPAS), implemented by the International Centre for Migration Policy Development (ICMPD) and funded by the European Union (EU). The curriculum was developed under the anti-trafficking component of this project within the first pillar of intervention, focused on enhancing the capacities of labour inspectors to combat and detect cases of THB.

The concept of this training curriculum for a basic training for labour inspectors and a more advanced training for liaison officers and chiefs of section of the Ministry of Labour was developed based on the results of a 'Training Needs Assessment (TNA): Assessing the Training Needs and Capacity of Labour Inspectors in Jordan to identify and investigate trafficking in human beings for the purpose of labour exploitation', conducted between July and September 2016 as part of the JEMPAS project.

The curriculum itself was developed through a consultative process and several joint meetings with a **curriculum drafting team** composed of ICMPD experts and Mr. Ashraf Fakhoury, Labour Inspector – Counter Trafficking Unit (CTU), Ms. Manal Weshah, Labour Inspector – Counter Trafficking Unit (CTU), Ms. Amani Freihat, Director of Administrative and Financial Affairs Directorate, Mr. Mohammed Al Badareen, Head of Training and Development Section, Human Resources Directorate and Mr. Mohammed Qudisat, Labour Inspector.

Overall Learning Outcomes

The design of this training is based on the findings of the TNA. The training therefore addresses the knowledge and skills gaps identified. The envisaged learning outcomes of training varies between the modules, in line with the differing target groups addressed by each module.

Module 1: The learning outcomes of Module 1, being aimed at front-line labour inspectors with limited or no knowledge of trafficking in human beings, are that trainees are able to:

- understand the definition of trafficking in human beings (THB), and explain the differences between THB, smuggling of migrants, and labour law violations.
- understanding the professional responsibility and role of labour inspectors to identify potential trafficking cases.
- spot indicators of trafficking and report potential cases to the relevant authority.

Module 2: The learning outcomes of Module 2, being aimed at chiefs of section and

Ministry of Labour liaison officers, and labour inspectors that have already completed basic training (Module 1), are that trainees are able to:

- Detail the theoretical importance of multi-agency cooperation.
- Explain the referral system in Jordan, including specific roles, responsibilities and applicable processes.
- Draw the process of referral and name all relevant actors from first level identification up to formal identification.
- Distinguish good and bad handling practices of cases of THB as part of preliminary identification and referral.
- Learn from exchanged experiences with their peers and examples of follow-up on referrals.

Structure of the Curriculum

The training curriculum is structured in the following five different chapters:

- 1) **How to train.** This chapter contains information to enable trainers – ideally in conjunction with a Training of Trainers (ToT) programme - to conduct the training successfully. The section introduces several relevant training topics and an overview of methodologies and tools that trainers/facilitators should know in order to conduct successful training.
- 2) **Training sessions.** The chapter is divided in two parts: the basic and advanced training module.

The **basic training module** is aimed at frontline labour inspectors (LIs). This module is intended to develop their knowledge and capacity to detect potential cases of THB, enable them to recognise indicators of a possible trafficking case and report on the potential case of THB to the relevant authorities. The modules contain a detailed description of the different sessions, each following the same structure of:

- **Learning outcomes.** To guide the trainer with regard to what knowledge, skill and competence the participant must be able to acquire through the session.
- **Overview.** Provided in a table format, including the topics, proposed timing and methodology as well as an overview of materials required.
- **Implementation.** Step-by-step guidance for the trainer to implement the session, including guidance on the use of certain methodologies (and optional alternatives), points to emphasize, questions to ask and guidance on correct answers to cases, etc.
- **Key messages.** A list of the most important messages the trainer should convey during the session. Acts as a reminder and can be used to double-check knowledge and focus of the implementation envisaged by the trainer.

The **advanced training module** is aimed at Liaison Officers and Chiefs of Section. This module is intended to deepen the knowledge from the basic training and focuses on further identification processes by the CTU, the national referral mechanism (NRM) and referral therein. It follows the same structure as the basic training module.

- 3) **Background material.** The background material contains the relevant information and reading for the different sessions of both the basic and advanced training module, following the sessions numbering. It is a reference for trainers with regards to content that should be covered and facilitates building their sessions, e.g. by using the material to create a PPT presentation or for use on flipcharts.
- 4) **Handouts.** Handouts and supporting material are included in a separate chapter, following the overall numbering of the sessions. This facilitates easy printout of the handouts, which are either used for group work in the session, or are distributed for further reference to participants after the training.
- 5) **Annex.** The Annex contains all evaluation forms and a session planning format for trainers to plan their session individually as well the references used for developing the curriculum.

How to use the JEMPAS training curriculum for labour inspectors

The curriculum and its implementation guide assists trainers in conducting the respective training sessions in the two modules. It provides all details for the implementation of sessions, proposes methodology to be used and provides background material as well as cases and other supporting material, including specific handouts.

The training curriculum follows an interactive approach to achieve learning outcomes via a mix of input, examples, videos, interactive group work, flow charts, case studies, discussions and role playing, where applicable. Trainers are encouraged to adapt the proposed methodology, while taking into account adult learning needs, e.g. adapt the time required to the number of participants, use a different type of group work to match a smaller or bigger group etc. Regardless of alterations, it is the trainer's responsibility to ensure the methodology and the overall design of the session remain as interactive as possible.

The curriculum can be used by experienced and new trainers, ideally those that participated in a training of trainers' session. The material provided guides the trainer through the topics and sessions, however, a solid background on THB and labour inspection would be ideal. The training should be adapted to the needs and level of knowledge of participants. This can be done by reducing or increasing the complexity of a training session accordingly.

The training curriculum follows a modular structure which encourages adaptation to the needs of participants regarding content. Each module and the different sessions cover different topics. Basic and advanced training sessions from the two modules can be combined into a single training programme that caters to the unique needs of different training groups.

Overview of the JEMPAS training curriculum for labour inspectors

Module 1:

Basic training – Introduction to Trafficking in Human Beings and Trafficking for labour exploitation purpose

Session 1.0: Introduction

- Introduction of participants / expectations
 - Overview of the training
 - Methodology and approach, rules
-

Session 1.1: Trafficking in human beings - international concepts and definitions

- Introduction – why does it happen and how?
 - Definitions: Palermo Protocol, elements of the crime and ILO Forced Labour
 - Overview of international commitments
-

Session 1.2: Forms of Trafficking in Human Beings and other related crimes

- Forms of trafficking
 - Difference between THB and Smuggling of Migrants and related types of crimes
-

Session 1.3: Applying the concepts and definitions - cases

- Difference between THB and labour exploitation and smuggling of migrants in practice – case studies
 - Protecting the human rights of victims of trafficking
-

Session 1.4: National anti-trafficking legislation and institutional framework & relevant labour violations in Jordan

- Policy framework – THB and Labour law
 - Institutional responsibilities in the anti-trafficking response
 - Patterns and trends in Jordan & factors contributing to vulnerabilities – overview
-

Session 1.5: Indicators for a potential trafficking case for labour exploitation

- Indicators – general and specific for trafficking for labour exploitation (including case studies)
 - Related violations under labour law in Jordan
-

Session 1.6: Role and responsibilities of labour inspectors to combat THB for labour exploitation

- Mandates and responsibilities – how does it fall under the task of labour inspectors?
 - Referral process for (potential) cases of trafficking for labour exploitation in Jordan (flow-chart)
-

Session 1.7: Inspection and reporting of a possible trafficking case in practice

- Process of identification of potential cases as part of labour inspections and follow-up actions to take (role play)
 - How to write a labour inspection report, including a possible trafficking case (structure, language, template, information to include)
 - Potential dangers in identifying trafficking cases (threats by employers, violence, corruption)
-

Session E: Wrap-up and evaluation

- Wrap up of the training
- Evaluation forms and logistics
- Certificates

Module 2:

Advanced training – Further identification and referral of trafficking cases for labour exploitation

Session 2.0: Introduction

- Introduction of participants / expectations
 - Overview of the training
 - Methodology and approach, rules
-

Session 2.1: Multi-agency cooperation and referral process on trafficking in human beings for labour exploitation

- Definitions: Refresher (from Session 1.1)
 - Multi-agency cooperation for successful referral and the Jordanian National Referral Mechanism (NRM)
 - Handling of potential trafficking cases for labour exploitation and victims' needs – case studies
 - Process of referral, roles and responsibilities of different entities & communication
-

Session 2.2: Follow-up on referral of a potential trafficking case

- Follow-up on referral of potential cases by labour inspectors
 - Communication with victims in identification
 - Sharing of experiences and advice
-

Session E: Wrap-up and Evaluation

- Wrap up of the training
- Evaluation forms and logistics
- Certificates

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1 | How to train

The fundamental task of the trainer(s) is to create an environment and process whereby participants can learn, share experiences, apply knowledge to different situations and express their views for the benefit of all other participants.

The ideal number of participants is a ratio of one trainer/facilitator for every eight to fifteen participants. The trainer/facilitator should always be aware of their specific roles and responsibilities. You can also facilitate training sessions alone as a trainer for a larger group, however, ensure excellent knowledge of your tasks, the flow of each session, control over the situation, overview of all participants, and ensuring the involvement of all participants as well as all content in that case.

(Adult) Learning

Learning relates to acquiring new knowledge, skills and attitude. What we acquire with thinking about new information as a process, making sense of it and applying it eventually translate into changes. Those changes manifest in either what we (are capable to) do or how we do it. It might also change with whom we are doing things differently from then on. In doing and applying the new knowledge, we deepen our (newly acquired) competence.

There are several factors that influence our learning process, amongst them retention and motivation.

I. Retention

For training it is important to understand how people retain and absorb information they receive. Retention is a crucial factor in the process of how much new information will 'stick' and can therefore be translated into changes in knowledge, skills and attitude. The following graph 'Learning Pyramid' illustrates how forms of teaching/exposure affect retention levels. Although the percentages should not be taken as rigid numbers, it shows that the way information is transmitted and processed is crucial.

Training therefore needs to address different senses and facilitate identification and processing by the participants themselves. The graph illustrates that lecturing as a primary means of training does not support learning at all.



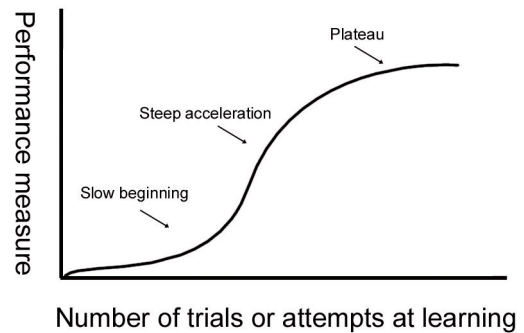
Source: National Training Laboratories, Bethel, Maine

Learning must also be motivating and therefore be designed as an active, interesting and dynamic process. If participants can relate their learning to their work and their individual context, the learning will be more intense and create motivation for further (implementation) progress.

Always think about how best to integrate different methods and get participants to discuss topics, to do it themselves and in the best scenario, to teach it to others.

II. Learning curve

Learning is a continuous process and happens in steps, deepened through repetitions and clarifications. Performance (e.g. through application of new competencies) increases with attempts or repetitions over time and often follows an S-curve, slower at the beginning (see following figure. Source and more detail: http://www.intropsych.com/ch07_cognition/learning_curve.html)



Thus, overall performance increases with repetition, use and application. It is not an automatic process however and might require repeated sessions, discussions and clarifications.

Considering these key factors, the form and format of sessions must address our different senses – hearing, seeing and experiencing – to facilitate effective learning. The participants need to discuss, process and apply what they have just heard or learned. Best, they should develop the knowledge themselves (e.g. with the help of handouts, discussions etc.) as part of the learning process, including applying knowledge to the analysis of different scenarios (case studies), or experiencing situations directly and applying knowledge practically (role plays).

Learning must be designed as an active, interesting and motivating process.

Preparation of the training

Venue / Training room

- Tables and chairs to accommodate groups, resource persons and materials (including a small table for storage of training materials);
- Flipchart stand (minimum 1, better 2, plus wall space to put up flipchart paper);
- Computer, projector and screen for presentations;
- Internet connection to access multi-media materials

The set-up of the room determines the learning atmosphere. Avoid class-room set-ups suggesting that you are the most important person in the room and will give lectures all the time. If possible, arrange chairs and tables with small work-stations, where groups of people sit together, facing the front with a flipchart stand to the side of the screen.

Training materials

- To visualize information and what participants said, you need the following training materials and tools:
- Flipchart paper (at least 2 reams per stand);
- Good flipchart markers (not whiteboard markers) in different colour sets, mainly

black, but also two additional colours, such as blue, red and/or green;

- Coloured cards (light colours), Post-it™ notes and spare A4 paper,
- Pin boards or walls and large (brown) paper you can hang up and write on
- Masking tape; Adhesive tape;
- Watch or timer;
- Any material for distribution, including printouts of the presentation (2 or 3 slides per page) or USB-sticks with all materials on for distribution at the end of the session;
- Digital camera or good quality phone camera - for capturing participants in action and to document all the flipchart pages for a possible report (ensure good light on the flipcharts etc., number the flipcharts each evening to keep the overview of the sequence).

For the participants, you need:

- Writing pads or paper for participants;
- Pens or pencils;
- Name tags and/or table name stands (you can also ask them to create one by folding a piece of paper and writing their name down in big letter).

Planning the training

- Plan all training sessions ahead. This includes planning for the different methodologies to be applied within one session, the equipment required, the time allocated for a session and preparing all materials required beforehand. These may be relevant presentations (e.g. using PowerPoint-PPT), prepared flipcharts and/or written cards.
- Ensure you have the required handouts (e.g. with cases or tables you need the participants to work with) printed out beforehand for distribution.
- A template provided in Annex 4 can be used for planning a single day/multi-day training or for a single session only. It helps to plan your message, the objective and the flow of the session as well as all relevant materials required.

Delivery of the training and training sessions

As a facilitator/trainer, you will want to think through the areas of delivery that will have an impact on your performance and effectiveness.

Introducing and moderating sessions

- Ensure timely beginning, end and breaks;
- Introduce the topic of each session, indicate its timeframe and general flow;
- Always establish a link with previous session(s);
- Provide enough time and possibilities for Q&A and discussion on a topic covered;
- Limit questions by referring questions unrelated to the topic to another time/ later session;
- Ensure that the general flow of the training course is maintained.

Group work

Each module that contains group work includes a suggested group format. The trainer(s) can however adapt the number of groups and/or method. You can, e.g., work with a different number of groups, with pairs or have a plenary discussion if the number of participants is small.

Forming groups

Groups can be formed in many ways, here are the basics:

- When forming four groups (as an example) ask the participants to count from 1 to 4 (and repeat), each number being assigned to one of the groups. This way you achieve mixed groups, particularly if people are seated next to colleagues they already know.
- Identify the number of groups you will need, divide the number of participants/ the number of groups, and write that many small papers with a respective group number of letter (1, 2, 3 or A, B, C...) and fold it (or do the same with different colour-paper, the colour representing the group). Let people choose a paper from a jar or hat.
- Divide the plenary into as many parts as you need groups (this works especially if people are not sitting next to those they already know and work with all the time). At the beginning of training you can also ask participants seat themselves next to a person they don't know or do not work closely with.
- If you need mixed groups, e.g. between regions/ institutions etc., 'fine-tune' after the initial selection by asking questions about the composition of the groups and move people from one group to the other. The same applies if you need at least one person with a specific profile and/or experience within a group.

Group work methodologies

There are a number of different methodologies that can be applied for effective group work and in order to make sessions more interesting. The following is a (non-exhaustive) list of methodologies that can be applied to support the participants' learning process:

- **Discussions:** direct questions asked to participants in plenary or moderated discussions with experts or even selected participants (panel, interview, questions & answers panel). In plenary discussions, ensure the involvement of most participants, including the quieter one by directly addressing or encouraging them.
- **Buzz groups:** small, quick discussion groups of 2-4, assign the immediate neighbours for quick grouping.
- **Brainstorming:** in groups or in plenary is helpful in gathering multiple, different and creative ideas and opinions from the participants. Ask participants to state the idea or opinion and document it in their group. In plenary the trainer (or a nominated participant) may document the suggested ideas/opinions on a flipchart.
- **Audiovisuals:** short movies etc. to trigger joint discussions, analysis or be the basis for group work with specific questions asked.

- **Presentations/input:** can be done with the support of a PowerPoint presentation or flipcharts, pictures etc., to provide an introduction to a topic or add further to group work results.
- **Group work:** a task assigned to the group on a specific topic, e.g. the analysis of specific information provided through handouts or cases to facilitate a learning process and discussion in a group etc. Requires preparation of group work results and debriefing to the others (presentation).
- **Stakeholder maps, flow charts, mind maps:** depicts stakeholders involved in a certain process and their relationship to each other. Can be used either as part of an input, jointly developed with participants in plenary as part of a structured discussion process or can be a method for structured group work.
- **Case studies:** as another method for structured group work. A case or case study simulates a real-life situation that participants have to examine. It facilitates analysis and application of (newly acquired) knowledge based on questions asked, e.g. to identify certain aspects in a case or problem solving. A case can help to demonstrate how theory can look in practice and to facilitate and structure a discussion. It can be used for group work or discussion in plenary.
- **Role play/Simulation:** (re)creation of a specific situation or scenario to facilitate experiential learning. Either involves the participants or not. Can be used for group work, observations, joint discussions, etc. Particularly suitable for situations people assume they know everything about, to bring them into analysing good and bad practices and the behaviour/interplay of themselves and others in a specific situation.

The trainer must always visualize (and make participants visualize) discussions and results!

Group work presentations

- If all groups worked on the same topic/task, instead of listening to presentations by each group (requires a lot of time and tires participants easily) ask one group to present first and then other groups to add to their presentation with any further (new) information. This also saves time.
- Other possibilities are so called walking galleries, where all group work results (e.g. flipchart), are put on one wall or next to each other and either
- The trainer with the group goes quickly from one flipchart to the other, highlighting the most important points, or
- The trainer asks each group to move from one flipchart to the other as a group, noting down their observations, which are discussed afterwards jointly. The trainer in this case should ensure rotation in front of the flipchart, e.g. every 1-2 minutes.

While the training methodology should be interactive and make the participants work and think on their own, all group discussions, group work, plenary discussions, cases and role-plays should be balanced by input from the trainer. The trainer must steer and correct what is said, particularly, if the participants don't get it right.

Training and facilitation style

There are four key facets that are paramount in training: **voice, eye contact, body language, and appearance.**

- **Voice:** control the volume and tone of your voice so that people want to listen to you. Engage people with melody and changing tones and paces, underlining important messages.
- **Eye contact:** establish eye contact with every participant to enhance your rapport and increase motivation.
- **Body language:** Display a straight, engaged and active posture, it shows that you are confident and you care about what you are doing. A good posture additionally opens your chest and helps you to speak more clearly and effectively. **Do not speak with your back turned**, looking at the floor or ceiling. Even while writing on a flip-chart it is important to stand half-way turned back to the participants and to turn your head to face the participants frequently to keep them engaged. Smile. It opens people up, transmits happiness, friendliness, warmth, and liking.
- **Appearance:** Dress for the audience and culturally appropriate, not drawing too much attention through your style and/or clothes.

General tips for the trainer/facilitator

- Be confident: be clear, enthusiastic, breathe and talk with an understandable, clear and loud voice.
- Be funny, humorous and use stories and examples that directly relate to the participants' work.
- Establish what you are going to do and give clear directions during sessions. The following applies to presentations but also to trainings: tell them what you are going to tell them, tell them, tell them what you told them.
- Always open a working session or training with saying/establishing what it is about, deliver the training and wrap it up by summarizing what has been done.
- Use/produce visually appealing handouts and flipcharts – they help to grasp and memorise the information and add to the practical material the participants leave your training course with.
- Use a variety of media sources (including videos).
- Prepare your exercises – including all relevant materials, e.g. group flipcharts, workspaces, handouts etc.
- Manage the time – your time and that of the group, particularly during exercises and group work. Let participants know 1-2 times how much more time they have left.
- Clearly explain group tasks - provide the instructions in writing (flipchart, PPT, prepared). Be prepared for questions, observe the different groups and, if necessary, provide further assistance to the groups.
- Observe individual participation and involvement during exercises - entice participants to take part, e.g. through direct eye contact and/or specifically addressing them.
- Be aware of individuals that are not participating and find a sensitive way to re-integrate them into the group and the 'action'.

- Evaluate the needs of the group (ask them how they are doing when closing the day, whether they found the day interesting and learned something, encouraging their feedback, etc.), to see what you can change for the next day.
- Reflect on your experience and performance as a trainer: write down notes for future trainings and your own references and learning.

Evaluation of the training and participant progress

- Evaluation provides feedback on the success of the training to the trainer and the Ministry of Labour, specifically the Human Resources and Training Department, allowing both groups to understand if the overall learning outcomes have been met and if there is a need to adjust content, materials, organisation etc.
- Evaluation also provides an opportunity to check and confirm the knowledge gained by participants, and allows participants to reflect on their progress and build confidence with the subject matter.
- Finally, a summary overview of participants' performance during the training provides information to senior management and Human Resources officials in the Ministry of Labour on future training needs and capacity development within the ranks of operational labour inspectors.

The evaluation approach chosen for the training puts the participants' self-reflection in the centre and creates an opportunity for them to compare their learning and knowledge **pre- and post-training**. Evaluation is thus deliberately designed as a 5-step process, as outlined in figure 1 below.

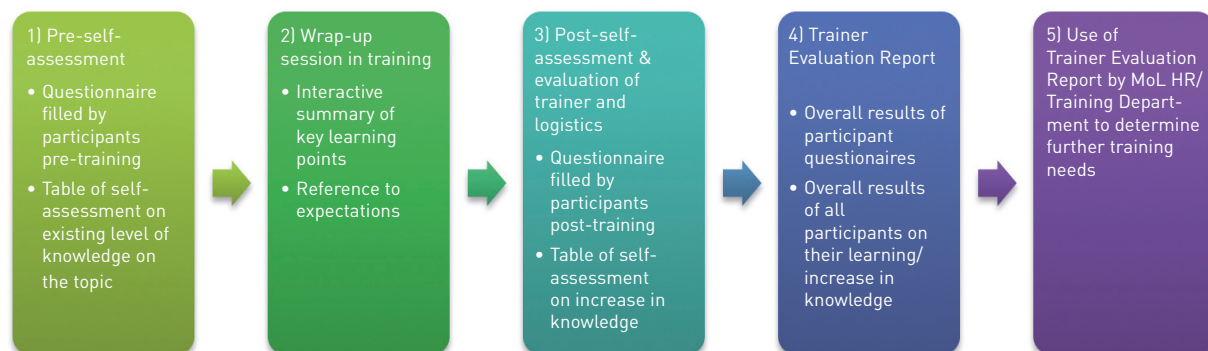


Figure 1: 5-step Evaluation Process

The 5-step Evaluation Process contains:

1. **A Pre-Self-Assessment** should be completed by participants at the beginning of the training (Annex 1).
 - Trainers should instruct participants to complete the pre-training section of the self-assessment (including section A in the table) during the registration process, or set aside 5–10 minutes in the Introductory Session for participants to complete the form.
 - Once participants have completed the Pre-Training section, they should keep the

forms until the end of the training.

- The **purpose** of the Pre-training Self-Assessment is to provide a baseline for participants to compare with the post-training evaluation in order to suggest the degree to which knowledge on the selected topics has changed during the training.
2. **A Wrap-up and Evaluation Session** at the end of each module, as learning continues during a well-designed **wrap-up** of training. As part of the wrap-up, the trainer and the participants review (in an interactive approach) a) the contents covered, b) their learning and insights through key learning questions and c) share their thoughts and emotions.
 3. **A Post-Training Self-Assessment** to be completed at the end of the training course as part of the Wrap-up and Evaluation Session.
 - Participants assess their own knowledge on the topics covered by the training, as well as the organisation and format of the training, highlighting where further information would be needed in future.
 - The evaluation asks participants to re-assess this pre-training knowledge level, as often an individual's awareness of the true extent of their prior knowledge only becomes apparent after receiving more information on the training topic. When participants complete the self-assessment table, trainers should explain clearly that Column B refers to the knowledge level they believe participants have now, the moment the training has finished. Column C refers to the knowledge level participants had before the training began.
 4. **A Trainer Evaluation Report** informs the MoL HR/Training Department of the overall evaluation results: Once trainers collect the training evaluations from participants, they collate all the responses into a single report providing an overview of all relevant information on the training. This should include the following:
 - List of participants
 - Training agenda
 - Collected scores from the evaluation reports
 - Any other comments on the training, participants' behaviour or recommendations for future trainings.

In collecting the evaluation scores, trainers may express that, e.g., 'after the training 15/20 participants assessed the training as excellent'. A template for a training report is provided in **Annex 3**. The trainers should also submit the original evaluation forms of the participants, along with other originals usually required, such as the participants list, etc.

5. **The HR/Training department of the MoL** will process and use the information to determine further training needs, possible changes to the training and trainers, keep records of which labour inspector have already participated in a THB training.

Templates for both pre- and post- self-assessment forms and the trainer evaluation report are provided in Annex 1-3 to be used or adapted as needed for each training.

2 | Training Sessions

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2 | Training Sessions

Module 1

Basic Training Introduction to Trafficking in Human Beings and Trafficking for labour exploitation purposes

Session 1.0

Introduction

Learning outcomes

After this session, participants:

- ✓ Know each other and know the trainer.
- ✓ Have voiced their expectations and needs.
- ✓ Are aware of the overall structure of the training and its general envisaged learning outcomes.
- ✓ Are aware of the evaluation process and their role in it.

Session outline

	Topic	Time	Methodology	Materials
A	Welcome & introduction	25'	Presentation, interaction with and among participants, sociogram;	Projector, screen (wall), laptop, PPT
B	Expectations	25'	Input from participants, visualisation, discussion	Coloured cards, pin board or (brown) paper on a wall, masking tape
C	Overview of training, evaluation process and ground rules	10'	Presentation & explanation, discussion	Agenda on PPT or flip-chart, ground rules flip-chart, markers
	Total duration	60 min	(the timeframe depends much on the number of participants and activity chosen for introduction)	

Implementation of the session

Ensure that all participants have filled the self-assessment (Annex 1) as part of the registration process. If not, dedicate a few minutes before you start the session to this!

The beginning of a training is key to its success. Prepare the room with a welcome flipchart or slide on PPT, create an open atmosphere, establish a connection with your participants, be inviting and open.

A. Welcome and introduction

Methodology: Presentation, group discussions

1.0

- Plan for a short welcome, either by you or a representative from the MoL/CTU. **Present** some basic information about yourself (name, position, working area, expertise etc.).
- Discussion:** Depending on the size of the group, ask participants to shortly introduce themselves or talk to their neighbour and then introduce the neighbour to the group (this is especially relevant if you have a training that lasts longer than a day, as you also need people to get to know each other).
- Optional:** You can also encourage a more personal introduction to participants by adding a personal question to the introduction section, e.g. tell us one thing you absolutely love doing/ you are good at.
- Exercise - Sociogram:** Activate participants by asking them to get up, gather at a place with some space, in the room or even outside. Ask them to find their place in a line to be formed (indicate what 'value' the right or left refers to, e.g. left high, right low). Questions can be, e.g. how many years have you worked as a labour inspector; how many inspections have you conducted; have you ever referred a case to the CTU (yes/no), etc.

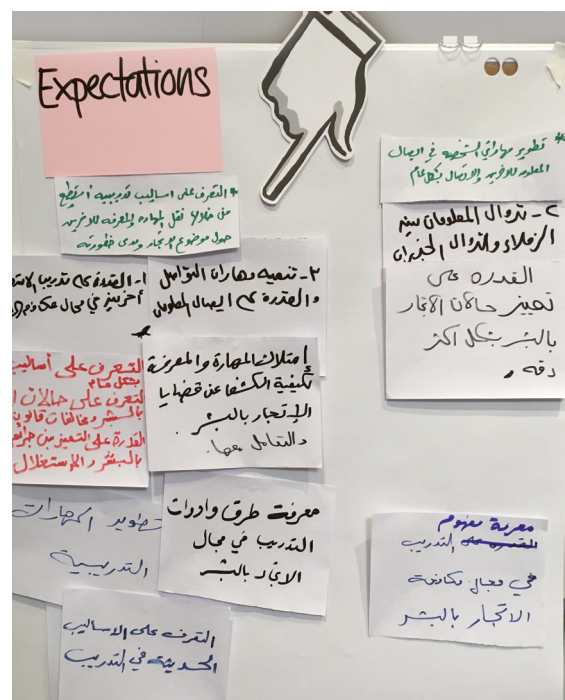


B. Expectations

Methodology: Visualisation, input from participants, discussion with flipchart work

- Visualising **expectations** of participants helps to clarify if expectations match what a) the training promised or caters for, and b) you have prepared. Where necessary, you can adapt the training to participants' expectations by integrating a related topic you have not yet foreseen but can cover.
- Ask the participants to reflect on their expectations and name them.** You can do this in plenary discussion by asking them and **writing expectations** on a flipchart.

However,



- You can also **provide participants with cards and ask them to write down expectations**. This provides them with more thinking time and you might get more insight into their real needs. Then ask participants to come forward and pin the cards on a flip chart or wall while reading them out loud.

C. Overview of the training

Methodology: Presentation, trainer input, discussion and feedback from participants

- Introduce the overall learning outcomes** of Module 1:
“Targeting front-line labour inspectors with limited or no knowledge of trafficking in human beings (THB), at the end of Module 1 trainees are able to:
 - understand the definition of THB, and explain the differences between THB, smuggling of migrants, and labour law violations;
 - understanding the professional responsibility and role of labour inspectors to identify potential trafficking cases;
 - spot indicators of trafficking and report potential cases to the relevant authority;
- In preparation of the training **draw an agenda** on one or several flipcharts, highlighting the sessions you will cover and overall timings of the day (including coffee breaks and lunch). Use a combination of icons and written words. You can also present the agenda on a PPT or have one printed. If you have it on a flipchart and hang it up in the room, you can refer back to it throughout the training.
- Highlight** the different types of methodologies you will be using and tell participants that active participation is expected.
- Wherever possible, make a connection to the expectations voiced and point out where the expectations and the training match already (e.g. where content is covered, a certain methodology used, etc.).
- Clearly **explain** the overall **evaluation** process (see page 21 - 22). Introduce the evaluation steps and highlight it as an important part of the training and an opportunity for participants (see principles of evaluation in ‘how to train’). You can also use figure 1 (page 21) to explain the process.
- Accord **ground rules** everybody wants to see respected during the training with the participants and document them on a flipchart, such as: be on time, participate actively, put mobiles on silent, (see example). You can already prepare a flipchart with 2-3 rules and add what participants state on the spot.

Keep the expectations and ground rules hanging visibly throughout the training in the room. Refer back to them whenever suitable, e.g., if you added a topic to accommodate their expectations, you are beginning to cover a topic of specific interest for many, etc.

24 Apr 17	25 Apr 17	26 Apr 17
Introduction	9:00 Recap	9:00 Recap
How to train + I	Session delivery	Session 1.5
Planning a session	Session 1.1	Joint feedback
Preparing your session	Session 1.2	Session 1.6
	Joint Feedback	Session E
	Q&A w/ trainer	Joint feedback
	Session 1.3	Session 2.1
	Session 1.4	Session 2.2
	Joint feedback	Wrap-up
	Learning diary	Summary
		evaluation
		Certificates

KEY MESSAGES

- ▶ Trafficking in human beings is a serious crime and Jordan is highly committed to fighting it. The training for Labour Inspectors will contribute to increased identification of (potential) victims and thus further referral and investigation.
- ▶ The training should cater for your needs, so please express your needs and seek clarification on issues that are unclear to you (in the expectations and during the training).
- ▶ Your participation in the training and the impact of training on your knowledge and skills will be evaluated – by you and by the trainer. It is important to complete the pre- and post-training assessment forms to support this process. Evaluation is primarily for your own benefit, as it supports you in measuring your own (learning) progress and recognising your achievements.
- ▶ Only once participants have completed and handed in their evaluation forms at the end of the training will they receive a certificate of participation for the training. While the HR department will receive a concise report on the overall result and changes by the trainer, all individual questionnaires filled will remain anonymous.

Session 1.1

Trafficking in human beings - international concepts and definitions

Learning outcomes

After this session, participants:

- ✓ Know and have discussed the international definitions of trafficking in human beings and forced labour.
- ✓ Can explain the three elements of trafficking in human beings.
- ✓ Are aware of the relevant international commitments and which ones Jordan has ratified.

Session outline

	Topic	Time	Methodology	Materials
A	Introduction	15'	Video: Lured into a job	Projector, screen, laptop, Video, sound, PPT, flipchart, marker
B	Definitions: Palermo Protocol, elements of the crime, ILO Forced Labour.	25'	Input and interactive discussion	PPT, handout 1.1.1
C	Overview of international commitments	10'	Input with table	PPT - table, handout 1.1.2
	Total duration	50 min		



Handouts 1.1 - overview

The following handouts are used in the session
(see section (4) Handouts, page 121 - 122)

1.1.1 Definitions and Elements

1.1.2 International commitments

For more information: see background material, page 73

Consult and use the background material in preparing the session and be conversant with the different definitions and their differences yourself!

Implementation of the session

Open the session by providing a quick overview on the sessions' content and learning outcomes.

A. Introduction

Methodology: Video and discussion with flipchart

- **Ask participants** whether they have heard of trafficking in human beings and forced labour.
- Show the video "Lured into a job..." <https://www.youtube.com/watch?v=sOHq0MlN-3PY>
- Ask participants what they see. **Document what is said on a flipchart.** State that as a next step you will jointly look into the definitions of trafficking in human beings, forced labour and also smuggling of migrants.
- Make it clear that in reality a lot of criminal activity is hidden, thus not visible at first sight. More serious crimes than labour exploitation/labour law violations may occur, which cannot be observed openly. Trafficking therefore requires their attention.
- The participants do not need to identify a case during an inspection, but they do need to know what trafficking is (starting with definitions), to see potential signs - and act to refer a case. These aspects are covered in the subsequent sessions.

B. Definitions: Palermo Protocol, Elements of the crime & ILO Forced Labour definition.

Methodology: Presentation and interactive discussion

- **Presentation:** Prepare a presentation of the different definitions and information from the key messages and/or the background material.
- **Ask participants** in plenary if they are aware of the legal framework that defines trafficking in persons and forced labour, e.g. if they have heard about where it is defined. Ask them if they know the definition of THB and write down what they say.
- **Palermo Protocol.** Distribute the **Definitions and Elements of THB handout (handout 1.1.1)** either now or after you have introduced the definition to the participants. Add an additional explanation of the definition to what you documented on the flipchart, referring to your prepared presentation.
- **Read out** the definition from the Palermo Protocol (or ask participants to read some parts from the handout) and **show the table** of the elements of the crime: Acts, Means and Purposes.
- **Clarify** and **emphasize** that all three elements must be present to qualify as a case of trafficking. Ensure that the three elements are clear to all participants.
- **Underline** that the trafficking definition highlights the crime as a process – for the purpose of exploitation. Emphasize that while being exploited, trafficked persons are placed in a condition of servitude and are dependent on the traffickers.
- The Palermo Protocol is very specific on child trafficking: If a child is involved

(below the age of 18), it is a child trafficking case, even in the absence of the means.

- **Forced labour.** Introduce the definition of forced labour and emphasise that the Palermo Protocol includes forced labour as a form of exploitation.
- Trafficking can thus include forced labour (trafficking for forced labour). However, forced labour can also happen as compulsory labour that is extorted from somebody without the full process of trafficking.
- It is important to **distinguish between forced labour**, where forms of coercion and deception are used to retain a worker, and **sub-standard working conditions**, such as labour exploitation.
- **Labour exploitation.** Ask the participants if labour exploitation and trafficking (possibly for labour exploitation) is the same. Use the elements graph (**handout 1.1.1 or PPT**) to underline the difference.
- **Explain** that in labour exploitation cases the purpose is financial gain, which might result from mistreatment, substandard working conditions, insufficient pay, etc.
- The **difference** between labour exploitation and trafficking for labour exploitation is that trafficking occurs within the full process of **Act – Means – Purpose**, whereas labour exploitation is mainly the **Purpose alone (exploitation)**.

C. Overview of international commitments

Methodology: Presentation and interactive discussion

Presentation: Show and distribute the table of International Commitments (**handout 1.1.2**).

- Highlight that Jordan has signed and ratified almost all of these international instruments and with that has obligations to abide by them, translate the principles into national law or follow international law, where national law conflicts with the international instrument.
- **Close the session** by highlighting that it is important to know definitions and understand their context. The definition of the crime is internationally recognised, and Jordan has made an international commitment to combat it.

KEY MESSAGES

- ▶ Trafficking in human beings is a crime committed against an individual and can happen to anyone. It is a process that can result in slavery or slavery-like conditions or forced labour, and other abuses for a person.
- ▶ A case only qualifies as trafficking in human beings, if all three elements (act, means, purpose) are present.
- ▶ If a minor (international definition: below the age of 18 years) is involved, it is child trafficking, even if the 'means' are absent.
- ▶ The intent to exploit is at the core of the THB definition and consent is irrelevant if any of the means are used. This intent results in trafficking in human beings (which can be for different purposes) happening as a process applying the three elements.
- ▶ The delineation between forced labour and trafficking are difficult and often academic. Forced labour can be trafficking for forced labour - but also only forced labour. Both circumstances require initial identification as crimes that go beyond labour law violations and where victims require protection and assistance.
- ▶ Labour exploitation, labour law violations and trafficking can all be present in a case.
- ▶ Labour law violations and poor working conditions, hinting towards an exploitation of workers do NOT automatically qualify as a trafficking case. They are also NOT to be confused with forced labour.
- ▶ Jordan has signed the major international commitments related to human trafficking, human rights and forced labour. The only major commitment not signed is the International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (2003).

Session 1.2

Forms of Trafficking in Human Beings and other related crimes

Learning outcomes

After this session, participants:

- ✓ Know and have discussed the different forms of trafficking covered by international definitions;
- ✓ Can distinguish between and name the main differences between people smuggling and THB.
- ✓ Can describe different crimes that might be associated with trafficking cases.

Session outline

	Topic	Time	Methodology	Materials
A	Forms of trafficking	15'	Interactive discussion, video, input from trainer, group work	(Video 'Open your eyes'), handout 1.2.1, flipchart, marker
B	Difference between THB and Smuggling of Migrants and related types of crimes	35'	Interactive discussion, Interactive development of „Differences...” table, Group work	Handout 1.2.2
	Total duration	45 min		



Handouts 1.2 - overview

The following handouts are used in the session (see section (4) Handouts, pages 123 - 124):

1.2.1 Differences between People Smuggling and THB

1.2.2 Related types of crimes

For more information: see background material, pages 80 –82.

Consult and use the background material in preparing the session and be conversant with the different definitions and their differences yourself!

Implementation of the session

Open the session by providing a quick overview on the sessions' content and learning outcomes.

A. Forms of trafficking

Methodology: Interactive discussion, video, input from trainer

- Ask the participants if they can distinguish different forms of trafficking, for different purposes, thus different types of exploitation.
- **Show the video:** Open your eyes https://www.youtube.com/watch?v=tE_lduB6bQc.)
- **Ask** participants to name the different forms of trafficking in relation to the video or the Palermo Protocol definition (i.e. for sexual exploitation, labour exploitation/forced labour, child trafficking, organ removal, forced begging, etc.)
- **Provide** any missing answers the group did not mention based on the list in the background material

B. Differences between THB and Smuggling of Migrants and related types of crime.

Methodology: Interactive discussion, Interactive development of “Differences...” table, Group work

- Ask the participants whether trafficking and people smuggling is the same. **Introduce the definition of smuggling** (see background material).
- Emphasise that there are significant differences and that distinguishing between smuggling of migrants and THB is important so that victims get the right services. If they know the differences, let them name them shortly.
- **Prepare an empty table** on Smuggling/THB differences on a flipchart and a **set of cards** (Based on handout 1.2.1). Elaborate the differences with participants by:
- **Individual input:** Asking participants to individually come forward to complete the table in front of the group. Use the prepared cards and correct, where necessary.

OR:

- **Group work:** Asking participants to discuss the differences shortly in six groups. Distribute the six topics to the groups. Ask the groups to share their answers and complete the table using the prepared cards. Correct the group answers where necessary.
- Distribute the Differences between People Smuggling and THB handout (**handout 1.2.1**) to the participants for their future reference.
- **Terminology.** Finish with a **brief explanation** of the different **terminology** used, based on the background material.
- Emphasise that sometimes the boundaries between different crimes are very difficult to distinguish. The most important issue is that such crimes are identified, investigated and prosecuted, and victims are assisted.



- **Present** the Related Types of Crime (**handout 1.2.2**) didactically or as group work:
- Ask them if everything they see as labour inspectors is trafficking (they will say no) and that as a next step you will be looking at what kind of crimes are related to the trafficking process.
- **Group Work:** Form groups. Distribute the Related Types of Crime empty table handout (**handout 1.2.2**) to each group and a flipchart and marker to each group. Ask them to fill the table in their groups (on a flipchart for better visibility). To save time you can instead form three groups and allocate each group one column in the process and ask them to determine the related crimes.
- Ask the groups to present their results. Present the information included in the completed table from the background material, adding any information the groups missed.
- **Close the session** by highlighting that it is important to know the differences between trafficking in human beings and labour law violations and smuggling of migrants. The definitions are clear, however, cases in reality often may not be. Stress that if in doubt that a crime is taking place, you must report it.

KEY MESSAGES

- ▶ Smuggling is different from THB relating to who the crime is against (state), whether borders are crossed (yes), consent is given (yes) as well as the relationship being a commercial one which ends with the service agreed (even though illegal) provided.
- ▶ Trafficking happens in different forms, for different exploitation purposes (labour exploitation, sexual exploitation, child trafficking, etc.). A long list of other crimes and offences usually occur as part of the trafficking process.

Session 1.3

Applying the concepts and definitions: Cases

Learning outcomes

After this session, participants:

- ✓ Can distinguish and identify cases of trafficking in human beings, child trafficking and cases of labour exploitation and smuggling of migrants.
- ✓ Can apply and identify the three elements of trafficking in human beings to cases.
- ✓ Are aware that potential victims of trafficking need protection and know how to react.

Session outline

	Topic	Time	Methodology	Materials
A	Difference between THB and labour exploitation and smuggling of migrants in practice	20'	Group work with cases	Projector, screen (wall), laptop, PPT
		60'	Presentations, discussion	Handouts 1.3.1 - 1.3.7 - cases PPT/flipchart, marker
B	Protecting the human rights of potential victims of trafficking	10'	Input, discussion (Optional: role play: understanding victims' needs)	PPT (Optional: print out optional handout 1.3.8 for volunteers)
	Total duration	90 min	(15' more time with role play for B)	



Handouts 1.3 - overview (page 106 – 115)

- 1.3.1 Case Domestic worker
- 1.3.2 Case Al Senaah
- 1.3.3 Case Iranian workers
- 1.3.4 Case Textile
- 1.3.5 Case Agriculture
- 1.3.6 Case Pakistani Workers
- 1.3.7 Case Zaatari II
- 1.3.8 Optional: Victims' experiences

For more information: see background material, page 68 – 72.

Implementation of the session

Open the session by providing a quick overview on the sessions' content and learning outcomes.

A. Difference between THB and labour exploitation in practice

Methodology: Case study, group work, presentation of results to group

- **Group work:** Form as many groups as you need, in line with the number of cases you want to use.
- **Explain the exercise** to the groups; to a) read the case they are given (either jointly or individually), b) discuss the questions (is this a case of trafficking or not?) and c) define for each case the act, the different means used, and the purpose. This will help to determine if it is a THB case or not. Ask them to document it on a flipchart, clustering along act, means, purpose (see example).
- **Remind them** to consult the elements table and what is present or not present. Also ask them to consider: is a child involved? And what does that mean? They have to be able to answer the questions on their case and justify their answer.
- **Set a clear time limit** for the task (i.e. 20 minutes), and **provide regular updates** throughout the task on how long is left.
- Confirm through questions that all participants understand the task. Once you are happy everyone understands, distribute the different cases to the groups (**handouts 1.3.1-1.3.7**)
- **Group work presentations and discussion:** Ask the groups to present their results and discuss their findings with them. Clear up any misinterpretations of the cases, correct and add information where necessary.
- **Refer to the notes on the cases provided in the background material for support debriefing the groups.**
- Highlight that it is not always possible to make a conclusive decision about whether a case is trafficking or not. The responsibility to determine which definition a case falls under ultimately lies with the courts. Stating that further information or investigation is needed for a case is a legitimate answer – remind participants that **THB is a hidden crime** and **evidence factors may be hidden** from view.
- Emphasise the difference between the THB cases, the child trafficking cases, forced labour, labour law violations and smuggling of migrants cases to participants. Remind participants of the discussion from the previous session on the difficulty of **determining terminology and definitions**.
- (Optional: **Do some background research** before the training on recent trafficking cases reported in the media in Jordan or surrounding countries. If appropriate, present the news reports of these cases to participants after they have finished the group work and facilitate a discussion. NOTE: be careful to avoid presenting news items that confuse terminology – i.e. smuggling cases that are reported as trafficking.)



B. Protecting the human rights of victims of trafficking

Methodology: Group discussion, trainer input, role play

1.3

- **Discussion:** Ask the participants if the victims in the cases would need protection in their view. Provide a short input (see background material) on the experience of victims of trafficking and their needs.
- **Discuss interactively** with the participants what they think these victims a) might have endured/experienced and b) fear. Document what they say on a flipchart divided into two columns. Based on the outcome, discuss what they can do to protect victims.
- **Role Play:** print out the Victims' Experiences handout (handout 1.3.8). Distribute the printout to selected participants. Ask those people to put themselves into the victims' shoes (allocate one victim per person) and to read out what is written on the handout (part a) for the different victims: Al Senaah boy/textile worker/domestic worker.
- Ask participants to compare the flipchart answers they gave before with what they heard from the role players. Ask them if they have any experience of working with vulnerable or traumatised people. Ask them if they would know how to deal with one of the victim's experiences described.
- **Input:** Provide a **brief input** based on the background material to emphasise that labour inspectors, as frontline officers, protect victims through first level identification: they detect that something is wrong and refer the case through their hierarchy to the CTU. Only on that basis can identification occur, which allows victims to be referred to protection and assistance services.
- Highlight that a later session will cover victim referral, looking at the Jordanian National Referral Mechanism (NRM) and Standard Operating Procedures (SOPs). Further information on this is provided in Session 1.5, 1.6 and 1.7.
- **Close the session** by highlighting the key learning outcomes and key messages from this session.

KEY MESSAGES

- ▶ Trafficking in human beings is also described with other terms, such as modern-day slavery or forced labour. The different cases depict the vast possibilities of how trafficking might happen and in which forms and types it can present itself.
- ▶ Trafficking cases can, and mostly do, also include labour law violations, but go further than that.
- ▶ Labour law violations, such as withholding the passport, long working hours or not paying the accorded salary (or not on time), if occurring as single occurrences and not in conjunction with an act and means for the exploitation (purpose), are pure labour law violations – and are to be treated under the Labour Code. (Relate to Iranian worker case)
- ▶ However, for labour inspectors it is important to be aware that a closer look is required in order to report cases where a number of labour law violations come together and people seem controlled, deprived of their rights and movement, etc. so that these are further investigated.
- ▶ Smuggling does not involve an ongoing exploitative process as trafficking. But it is important to keep in mind that a smuggling case can easily also turn into a trafficking case, due to the increased vulnerability.
- ▶ Victims might not identify themselves as victims and might, due to several reasons, not come forward.
- ▶ Labour inspectors should not jeopardise the safety of a potential victim during an inspection.

Session 1.4

National anti-trafficking legislation and institutional framework & relevant labour violations in Jordan

Learning outcomes

After this session, participants:

- ✓ Can state the respective instruments of the national legal framework relevant to THB and labour exploitation and related specific coverage of the main instruments.
- ✓ Are aware of the institutions involved in referral for victims of THB and their specific responsibilities.
- ✓ Are aware of patterns and trends for THB in Jordan & factors contributing to vulnerabilities to trafficking.

Session outline

	Topic	Time	Methodology	Materials
A	Policy framework - THB and labour law definitions	35'	Buzz groups, input, discussion (optional: quiz)	Projector, screen (wall), laptop, Flipchart, marker (PPT), handout 1.4.1 (printed)
B	Institutional responsibilities for THB and referral	20'	Input, (optional: group work), discussion	Handout 1.4.2a / handout 1.4.2b (printed)
C	THB patterns and trends in Jordan & factors contributing to vulnerabilities	25'	Input and discussion (optional: expert interview or discussion of collection of current news articles)	PPT (Optional: expert, PPT or printouts with current news articles)
	Total duration	90 min	(allocate more time if using optional exercises)	



Handouts 1.4 – overview (pages 116 – 118)

1.4.1 National legislation and policy on THB and relevant labour violation in Jordan

1.4.2a Stakeholder map

1.4.2b Stakeholder map – to be filled

For more information: see background material, page 73 – 82

Be conversant with the different laws applicable and draw the line that trafficking is a criminal offence prosecuted under the Anti-Human Trafficking Law 2009.

A. Policy framework - THB and Labour law, definition

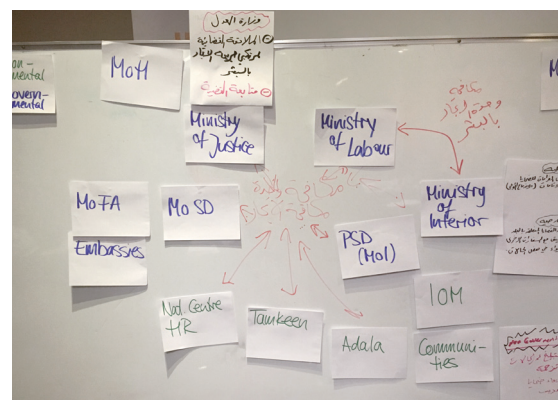
Methodology: Discussion in buzz groups, quiz

- **Discussion, buzz groups:** Ask the participants to get together with their immediate neighbours to form small 'buzz groups' and to discuss and determine in those groups which Jordanian laws are relevant for THB, which labour law articles relate to related crimes (including child labour, etc.) Ask them to write them down on their notepads. Give them 5-8 minutes.
- **Ask** the participants to tell you what they have identified. **Write** it down on a flipchart.
- **Presentation:** Add from a short presentation (prepare a short input and overview on the relevant laws from the background material). Highlight that the difference in trafficking in human beings and labour exploitation (in the sense of labour law violations) is also apparent in the different laws applicable (THB: Anti-Human Trafficking Law 2009 and Labour Code 1996 and its amendments)
- Distribute the Overview of National legislation and policy on THB and relevant labour violations in Jordan (**handout 1.4.1**).
- **Quiz:** Prepare and deliver a short quiz to the participants (based on the background information) on the different aspects of the labour law and regulations that are required for them to inspect.
- While quizzing them, discuss circumstances that might be present in a trafficking/forced labour case such as withdrawal of passport, inadequate accommodation, withholding of wages, etc.
- Emphasize that if the offences amount to trafficking and were designed as a process for the purpose of exploitation under slavery-like conditions it is a trafficking case and will be tried under the Anti-Human Trafficking law 2009.

B. Institutional responsibilities in the anti-trafficking response

Methodology: Trainer input, plenary discussion with flipchart, group work

- **Trainer input:** Highlight the existence of exploitation and trafficking in Jordan, including vulnerabilities that might be exacerbated by the crisis in Syria. As in other countries, this issue requires a governmental response.
- As trafficking occurs in different sectors and requires the protection of victims, a multi-agency approach is required.
- This means different (governmental and non-governmental) agencies involved in the prevention of trafficking, protection of victims of trafficking and prosecution of perpetrators must work together.
- **Ask** participants, which agencies or individuals they think are involved and write it down on a flipchart or create an overview on a white board, wall or pin board (see example).



- **Group Work:** after having discussed and determined the different institutions involved in referral and interacting with each other and the CTU, form groups and distribute the empty stakeholder map (handout 1.4.2a).
- **Ask the groups to determine the tasks of the different institutions.** Allow approximately 10 minutes for the group work.
- Bring the groups back together and ask them each to present their answers. Ask each group to describe the task of one institution and how it works with other institutions.
- Finish the exercise by **distributing the completed stakeholder map (handout 1.4.2b)** and go through the institutions first, highlighting those that were forgotten and then the different tasks of each institution.

C. THB Patterns and trends in Jordan & factors contributing to vulnerabilities – overview

Methodology: Trainer input, discussion, optional exercises

- Invite participants to discuss patterns and trends that contribute to vulnerabilities to trafficking in Jordan (see background material).
- **Presentation:** Provide a short input on patterns and trends in Jordan, including vulnerabilities, prepared based on the background material.
- Ensure to cover the overall situation of Jordan as a source, destination and transit country, as well as the specific situation facing at risk groups, including Syrian refugees.
- [Optional a: invite an expert, e.g. from academia or an NGO working in the area, or from the CTU for a short interview on the patterns and trends as part of this session, but manage the time! Prepare well, e.g. clear interview questions that you provide to the expert beforehand. Allow participants to ask questions].
- Example questions: How would you define trafficking trends in Jordan? Can you tell us something about the QIZ/ agriculture/ domestic work sectors? What is the biggest challenge in Jordan currently to combating trafficking cases? Do you have some advice for labour inspectors on how they can contribute to stopping THB cases?
- [Optional b: present/use articles from national press and media on THB cases to demonstrate new trends on how trafficking manifests in Jordan. Be careful to ensure the articles do not confuse terminology, e.g. trafficking vs smuggling or point out when labour exploitation is labelled as trafficking. However, combine it with a short overview of the trends in any case to cover all aspects.
- **Close the session** by highlighting the key outcomes and key messages from this session.

KEY MESSAGES

- ▶ The Jordanian legal framework on THB reflects the international commitments Jordan has made to combat THB.
- ▶ The Anti-Human Trafficking Law (9) of 2009 is the national law under which trafficking cases are tried.
- ▶ Labour law violations in Jordan fall under the Labour Code of 1960 with its amendments. The different articles labour inspectors need to check compliance with are referenced in the inspection checklist used by the Ministry of Labour. Some of these violations might also be present in a trafficking case – but then the case is tried under the Anti-Human Trafficking law 2009 (criminal proceedings)!
- ▶ Migrant workers, particularly irregular migrants, are vulnerable to labour exploitation and trafficking, also after they have already arrived in Jordan.
- ▶ Syrian refugees fall amongst the most vulnerable, particularly women and children within this group.
- ▶ In Jordan, the anti-trafficking response involves several different government institutions (e.g., Mol, PSD, MoH, MoSD, etc.) and non-governmental entities.
- ▶ **Prevention, protection, prosecution, and partnership** – the four P's of the international fight against trafficking, make an inter-institutional approach in the fight against trafficking at national (and international) level indispensable. Different agencies, including the non-governmental sector can provide different services to (potential) victims of trafficking and at different stages in the process.

Session 1.5

Indicators for a potential trafficking case for labour exploitation

Learning outcomes

After this session, participants:

- ✓ Know what indicators for a potential trafficking case refer to and how they should be used for first level identification.
- ✓ Are aware that indicators require special awareness and attention to be spotted.
- ✓ Can name different indicators for a potential trafficking situation.
- ✓ Can identify and name indicators from a case.
- ✓ Know how to use indicators to refer a potential case for further investigation.
- ✓ Can name violations of labour law that can indicate a trafficking situation.

Session outline

	Topic	Time	Methodology	Materials
A	Indicators – general and specific for trafficking for labour exploitation	10'	Video 'open your eyes'	Projector, screen (wall), laptop, Video & sound
		15'	Group work with cases	Handout 1.5.1 (or other cases), flipchart, marker,
		45'	Presentations and discussion, introduction of indicator list	handout 1.5.2 indicator list
B	Related violations under the labour law in Jordan	20'	Input and discussion	PPT (table with laws) / flipchart
	Total duration	90 min		



Handouts 1.5 - overview (page 119 – 131)

1.5.1 Indicators for labour inspectors for the preliminary identification of potential victims of trafficking in human beings in the labour market in Jordan

1.5.2 Case: Textile (or other cases from handouts, session 1.3) for identification of indicators

For more information: see background material, pages 83 – 86.

Implementation of the session

Open the session by providing a quick overview on the sessions' content and learning outcomes.

A. Indicators – general and specific for trafficking for labour exploitation

Methodology: Video, discussion with flipchart, case study exercise in groups.

Video: Show the movie spot UN GIFT – “Open your eyes”.

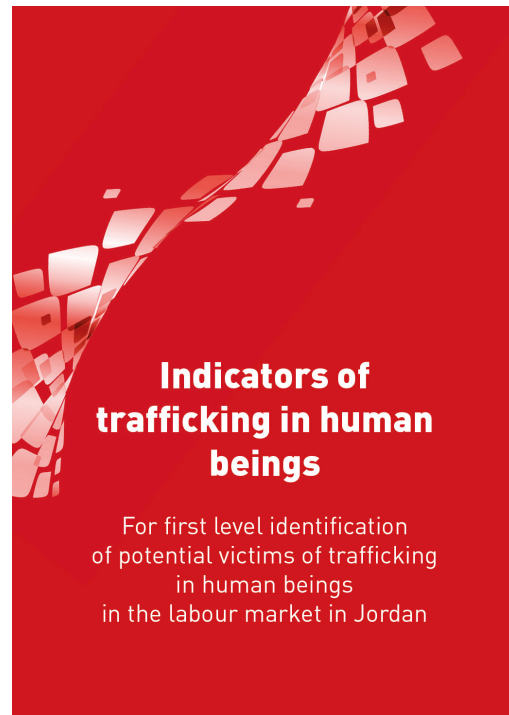
- Ask the participants what signs of THB they observed in the movie spot.

Document their responses on a flipchart, distinguishing between the signs and the forms of trafficking (see flipchart example below).

- Ask them if the man was aware of what was going and saw all the signs they saw.
- Highlight that the man in the video seems to be a tourist and is not aware of the parallel realities. You can point out that at some point he smiles at the man who then starts behaving violently to the two younger boys sitting on the ground.
- Emphasise to participants that even though they could see signs of THB, the man in the video did not see them. It is therefore important to know what signs of THB look like, and be aware enough of surrounding situations to spot them.

Explain that indicators are signs that something is not as it should be, signs that draw attention to a situation which might require further investigation and goes beyond labour law violations only.

- These signs show frontline officers, such as labour inspectors, the need to refer a suspicious case to the CTU in order to a) protect the victim and b) combat the crime.
- Emphasise that indicators are not intended to provide a conclusive decision on whether a case is trafficking or not. Indicators provide a list of **common characteristics found in trafficking cases**, and are intended to support labour inspectors **make a structured decision about whether further investigation is needed**.



Present and distribute the Indicators for First Level Identification for Labour Inspectors. (handout 1.5.1).

Explain the overall structure of the document. Highlight and discuss how labour inspectors can and should use the indicator list:

- Consult it before your go on an inspection to be reminded of what to look for and also the kind of questions you might want to ask when in doubt.
- Take it with you on inspections (like the inspection checklist) and consult it when in

doubt about a situation.

- Use it when writing a (referral) report (see also session 1.7).

Explain that these indicators are based on internationally defined indicators, such as those from ILO and UNODC (see references in background material) but were adapted to the Jordanian context. They were developed in February 2017 by a group of representatives from various Jordanian institutions represented in the NRM (including the MoL, CTU/Mol, MoSD, IOM, Tamkeen, etc.).

Allow 10 minutes for participants to read the indicator document. Invite any questions or debate from them once finished.



Case study group work: Explain that the case study exercise is intended to allow them to practice applying the indicators to trafficking cases in a structured way.

Form groups based on the total group size. Explain the task:

1. Read the case thoroughly individually or jointly in the group.
2. Identify any indicators in the case by underlining them.
3. In the group, discuss the indicators and determine if they are an indicator for Act, Means or Purpose and document the indicators on a flipchart. (Write the instructions on a flipchart, see example)

Distribute copies of **Textile Case part 1 and part 2 separately (handout 1.5.2)**; (Participants can also work on their previous case from session 1.2 or you can use any cases that were not used in session 1.2.)

Group presentations and discussion: Ask the groups to present their findings. Add and correct their findings based on the case notes (background material)
Highlight that different indicators can be observed in relation to the different elements of the trafficking crime. The indicators in the cases suggest the presence of crimes that go beyond labour law violations.

B. Related violations under labour law in Jordan

Methodology: Presentation and discussion with flip chart

- **Presentation and discussion:** Indicators in the list also relate to several labour law articles in Jordan. Indicators are only a suggestion of whether a case is trafficking in human beings or a number of labour law violations. They do not provide conclusive evidence of exactly what type of case/ law is applicable.

- **Ask the participants** to name potential violations under labour law (such as passport confiscation, withholding of wages, no contract or altering of contract), that can indicate both a labour law violation and a trafficking situation.
- **Document on a flipchart.** Emphasize that indicators are only surface signs of potential offences and abuse. The situation is always inconclusive until it has been formally investigated. This is why labour inspectors must refer suspected cases based on indicators that are spotted during inspection activities.
- **Close the session** by highlighting the key outcomes and key messages from this session.

KEY MESSAGES

- ▶ There are many different indicators for trafficking, but they will not necessarily be visible on first sight for labour inspectors.
- ▶ Effective identification of trafficking cases requires labour inspectors to be aware that trafficking is a crime and look for potential signs during their professional duties. It is easy to overlook or miss these signs (as in the “Open your Eyes” video).
- ▶ Indicators can be visible, non-verbal (thus communicated through body language, for example) or communicated by potential victims.
- ▶ The list of indicators for labour inspectors and related questions is to be used by labour inspectors as a tool for reference in the inspection process and for writing the referral report. It is not conclusive and there may be signs of trafficking not included in the list.
- ▶ During an inspection, if indicators are encountered that suggest a situation of restriction of movement, slavery-like conditions, control over a person (means), or any of the other indicators included in the list, then inspectors must refer the case for further investigation. This is of utmost importance!

Session 1.6

Role and responsibilities of labour Inspectors to combat THB for labour exploitation

Learning outcomes

After this session, participants:

- ✓ Are aware of the necessity of increased awareness during inspections and to look for signs beyond labour law violations.
- ✓ Are aware of the exact role and responsibilities of labour inspectors to identify potential trafficking situations encountered during labour inspections.
- ✓ Can interpret their job description with regard to their role to identify indicators of a potential trafficking situation during inspections.
- ✓ Can outline the referral process and their role and required actions in reporting on a potential trafficking case.

Session outline

	Topic	Time	Methodology	Materials
A	Responsibilities for the preliminary identification of a possible trafficking situation	10'	Video: Awareness test (1:08), introduction,	Projector, screen (wall), laptop, PPT, handout 1.6.1
		30'	Group work, presentation and discussion	
B	Referral process for (potential) cases of trafficking for labour exploitation in Jordan (flow-chart)	20'	Interactive plenary session	Flow-chart, printed or on PPT / flipchart, marker, handout 1.6.2
	Total duration	90 min		



Handouts 1.6 - overview (page 132 – 134)

1.6.1 Job Description of Field Labour Inspectors

1.6.2 Flow chart referral

For more information: see background material, pages 87 – 90.

Implementation of the session

Open the session by providing a quick overview on the sessions' content and learning outcomes.

A. Responsibilities for the initial identification of a possible trafficking situation

Methodology: “Awareness test” video, group work, discussion

- Start by asking participants what they would be doing if they were not at the training? Connect their responses to the question of what their responsibilities and mandates are. They will most likely state, to apply and enforce the labour code, to protect workers against mistreatment. Document on a flipchart, do not necessarily comment.
- **Show the video** “Awareness test” (<https://www.youtube.com/watch?v=Ahg6qc-goay4>), announcing that you want to test their awareness on the job. Should your participants not know sufficient English, translate the task of the test of the video at the beginning to them, so that they know what to focus on.
- **Explain** how the video “Awareness test” relates to THB and victims of THB - It is easy to miss something you’re not looking for. Trafficking victims are largely invisible.
- Highlight that we usually focus on what we know, or what our task is. Seeing potential signs or indicators of THB requires prior awareness of what trafficking is and the forms it can take.
- Highlight that nobody will protect victims if potential signs and indicators are overlooked.
- **Group work:** Form groups. Introduce that you want participants to reflect, based on the knowledge acquired in the past sessions, where in the different stages of an inspection they may spot signs of a potential trafficking situation and how this relates to their tasks and responsibilities.
- **Introduce** the following table with the two headings and ask each group to fill the table, starting from the ‘location’ column first. Ask participants to use the indicator lists (**handout 1.5.1**) from the previous session to analyse where different indicators will most likely be encountered in each location across the three categories (verbal, non-verbal, and physical indicators).

Where might you spot indicators for a potential situation of trafficking?	As a labour inspector, in order to detect labour law violations and potential trafficking situations, you check for/observe:
Factory/workplace: working environment	Verbal, non-verbal and physical indicators
Interviews with workers	Verbal, non-verbal and physical indicators
Interview with employers/supervisors	Verbal, non-verbal and physical indicators
Factory premises, facilities, production halls	Verbal, non-verbal and physical indicators
Employer administrative documentation (HR records.)	Verbal, non-verbal and physical indicators

Where might you spot indicators for a potential situation of trafficking?	As a labour inspector, in order to detect labour law violations and potential trafficking situations, you check for/observe:
Accommodation of workers	Verbal, non-verbal and physical indicators
Medical records (clinic) / interview with doctor, nurse	Verbal, non-verbal and physical indicators

1.6

- **Group presentations:** Ask all groups to hang up their flipcharts. Ask the first group to present their results and the rest of the groups to add other aspects they have come up with. Add to and correct the answers where necessary
- **Distribute the job description (handout 1.6.1)** of labour inspectors. Ask the participants to determine with their neighbour the tasks and responsibilities in their job description that relate to spotting and reporting THB/forced labour.
- **Discussion:** If not mentioned by participants, highlight that the job description of labour inspectors does not directly refer to THB. Emphasise the link of observation and sharing information to the 'reporting' and 'communication' tasks and duties in the job description, as well as the general mandate of labour inspectors to uphold the law.
- **Discuss** with participants what the mandate of a labour inspector with regard to combating THB does not include (e.g. further investigation, decision on the case, direct protection of victims through shelter). Prepare an overview on PPT (bullet points) at the end to summarise and highlight missing points.

B. Referral process for (potential) cases of trafficking for labour exploitation in Jordan

Methodology: Presentation, discussion, optional interactive flow-chart development.

- Ask the participants, when they should communicate their observations and suspicions about a potential trafficking situation, and to whom.
- **Presentation:** Present the flow chart (**handout 1.6.2**) and distribute the handout.
- Stress the need to take immediate action for (potential) cases where imminent harm to an individual is suspected. Immediate action = referral via phone to CTU, and contacting local police.
- Talk through the process of submitting a report of a potential THB case to the CTU.
- **Discuss** and clarify any questions. Highlight that the observations they include in their report or the information provided directly via phone becomes part of further actions within the overall national referral mechanism (follow-up actions by the CTU on the case, assistance to victims, investigation and prosecution).

- Optional: If the audience appear to be familiar with the referral process, develop the flow chart with the participants in plenary as a refresher/ test, using coloured cards and a flipchart.
- Ask participants initially: who is involved in the preliminary identification, where does the report go from there?
- Develop the flowchart as the discussion develops. At the end you can present and distribute **handout 1.6.2** to fill in any gaps.
- **Close the session** by highlighting the key outcomes and key messages from this session.

KEY MESSAGES

- ▶ The labour inspector is the frontline officer and has the duty and opportunity to discover a potential trafficking situation. It requires him/her to go beyond focusing on isolated labour law violations and observing the full picture.
- ▶ Labour inspectors have the responsibility and the mandate to detect any violations of labour law and human dignity, including signs for a potential trafficking situation during inspections.
- ▶ When encountering potential indicators of trafficking, labour inspectors must analyse the wider environment and situation and take a decision if further investigation is needed.
- ▶ Labour inspectors must report potential trafficking indicators to the Counter Trafficking Unit (CTU). This is done through a written report to the Chief of Section, or in urgent cases, via phone.
- ▶ Observations recorded by labour inspectors as part of their report or the information provided directly (via phone) are the foundation of all further actions within the overall National Referral Mechanism (NRM): the CTU will follow-up on the case, assistance will be provided to victims, the case presented to the prosecutor.

Session 1.7

Inspection and reporting of a possible trafficking case in practice

Learning outcomes

After this session, participants:

- ✓ Have experienced and gained insights into how to look for hidden information that might indicate a possible trafficking situation during a labour inspection.
- ✓ Have seen the importance of and practiced asking direct and indirect interview questions.
- ✓ Know how to effectively report on signs indicating a possible trafficking situation.
- ✓ Are aware of potential dangers in identifying trafficking cases – which also relate to labour inspections in general.
- ✓ Know where and how their observations are referred for further action.

Session outline

	Topic	Time	Methodology	Materials
A	Interviewing potential victims of trafficking	25'	Trainer input, group exercise	
B	Process of identification of potential cases	45'	Role play and discussion on key learning points	Handout 1.7.1 situational description, Handout 1.7.2 Role player descriptions, Handout 1.7.3 Case description textile flipchart, marker
C	How to write a labour inspection report	35'	Group work, walking gallery/ voting and discussion	Handout 1.7.3 Case description textile – further information, Handout 1.7.4 Report template
D	Potential dangers in identifying trafficking cases	15'	Brainstorming, interactive discussion	Flipchart, marker, voting dots
	Total duration	120 min		



Handouts 1.7 - overview (pages 135 – 139)

- 1.7.1 Situational description for labour inspectors,
- 1.7.2 Role player Instructions
- 1.7.3 Case description

1.7.4 Report template structure

For more information: see background material, pages 91 – 93.

Implementation of the session

Open the session by providing a quick overview on the sessions' content and learning outcomes.

A. Interviewing potential victims of trafficking

Methodology: Trainer input, Group exercise

- **Instruct** participants that this session is focused on looking at the practical skills needed to identify a victim of trafficking in an inspection environment.
- Relate to the previous session's discussion on the role of labour inspectors, and the stage of the inspection when inspectors interview workers.
- **Highlight** that interviewing workers is an opportunity for inspectors to uncover indicators of trafficking during their inspection, and make an assessment on whether additional investigation is required.
- **Discussion:** Ask participants to provide examples of challenges they may face when attempting to interview a potential victim during a labour inspection. Document answers on a flipchart.
- **Input:** Introduce the concept of Open and Closed Questions based on the background material. Ask participants to suggest how different types of questions might be used in an interview.
- **Group exercise:** Ask for two volunteers to sit at the front of the group in two chairs facing each other. One person is the interviewer, the other is the interviewee. Set the interviewer the task of finding out a piece of personal information from the interviewee. It can be what they had for lunch or dinner, what they do in their spare time, a fact about their family, or how they got their job as a labour inspector.
- **Run the interview twice** in front of the group. The first time, tell the interviewee they may only use closed questions to try to find out the information. The second time, tell the interviewer they can use a combination of open and closed questions.
- **Ask** the group to comment on how the first and second interviews compared with each other. Which interview style produced the most information?
- **Emphasise** that inspectors should mainly use open questions during their inspections in order to get as much information as possible within the limited time allowed for interviews. They can use closed questions when they want to confirm their understanding of a situation, or get a very precise piece of information.
- **Invite** participants to re-read the Verbal Indicators and suggested questions from the Indicator List (**Handout 1.5.2**) and think about the type of questions they can ask during an inspection.

B. Process of identification of potential cases as part of labour inspections

Methodology: Role Play

- **Role Play:** Introduce the role play by emphasising that practical experience of identifying potential victims and conducting interviews is far more valuable than theoretical explanation. The purpose of the role play is to provide a practical demonstration of this, and to assess if the correct approach in the scenario was followed.
- **Preparation of the role play:**
 - Ask for 5 volunteers to act as role players. (If possible, approach volunteers earlier in the training and ask them to participate.)
 - Provide the volunteers with the **Case description (handout 1.7.3)** and **Role player instructions (handout 1.7.2)** and remove them from the room. Instruct them to read both documents.
 - Divide the remaining members of the group into pairs, and distribute the **Situation description for labour inspectors (handout 1.7.1)**.
 - Inform the pairs that they are all labour inspectors. Instruct them to read the situation analysis and plan how they will conduct their inspection together.
 - Go to the role players, and instruct them on how to play their roles. Ask them to repeat their roles back to you to confirm understanding.
 - Bring the role players back into the room. If possible, set up the room to resemble a factory floor or working environment. This may be achieved by moving tables/chairs around, or bringing a number of props to the training. Ask the role players to use their imagination to help you create a believable situation.
 - Select two volunteers to act as the labour inspectors conducting the inspection. Assign observation roles to everyone else, ask them to look at; quality of questions asked; control of the situation by inspectors; observations of indicators of trafficking; suspicious behaviour by any of the role players. Begin the role play
- **Running the role play:**
 - The role play should not last longer than 10 minutes, by which time most of the learning points should have been demonstrated and available for discussion in the debriefing.
- As a trainer, look for;
 - Did the inspectors control the situation, separating the employer and supervisor from the workers;
 - Did they use a combination of open and closed questioning and appropriate behaviour toward the workers;
 - Did they ask key questions;
 - How did you get this job?
 - Where is your passport?
 - When did you last have a day off?
 - How many hours do you work a day/ week?
 - How much are you paid and how do you receive it?
 - What do you do in your free time?

Debriefing the role play:

- **Ask** a volunteer to document the answers given during debriefing on a flip-chart.
- First, ask the **labour inspectors** to explain what their plan was for handling the interview, assess how effective they thought it was, and describe the challenges they faced.
- Second, ask those that played the **Employer, Supervisor and Worker** roles to explain their roles based on the Role Play Instructions they were given and how they felt during the exercise.
- Finally, ask observers for their comment on how they think the labour inspectors handled the situation and explain how their plans for the inspection had been different. They should also provide details or ideas for handling the challenges the labour inspectors mentioned.
- Finish with a **group discussion** on key skills and areas to consider when conducting interviews. Focus on: improvements in the process, different way of asking questions, identifying indicators (visible, non-visible), controlling situations and multiple individuals.
- Ask participants what they should do if they encounter a suspicious case such as this during an inspection:
 - Report it to the CTU through the correct channel
 - By phone if there is risk of imminent danger to any individual
 - Written report submitted to the Chief of Section, to be passed to the CTU.

C. How to write a labour inspection report, including a possible trafficking case

Methodology: Trainer input, Group exercise

- **Introduction/discussion:** Introduce to participants that the next step after the inspection is the reporting. Discuss with them the nature and characteristics of the report vs. the labour inspection check-list.
- Ask questions such as: what is it (checklist / special report)? Why do we need the special report? What criteria makes a good report?
- **Notes** on quality reports to be mentioned in the discussion. Good quality reports will be achieved by:
 - Providing all relevant information (encourage inspectors to follow the non-binding labour inspection report template/structure handout 1.7.4 for comparability)
 - Using concise language, describing (factually) what you observed.
 - Mentioning the potential indicators observed (consult the list of indicators handout 1.5.1)).
 - Indicating required urgency of follow-up.
- **Group work:** Provide participants with the role play case description (**handout 1.7.3**). Tell them to think of the role play. The task of the group work is to write a report to the CTU based on the case and the role play.
- Form groups of 5 and provide each group with the report template (handout 1.7.4), flipcharts and markers. Ask groups to write a report on the flipcharts, following the structure of the report template. Ask the participants to report on their observations and tell them that they will vote on the best report written. Allow 15 minutes to complete the task
- **Group presentations/walking gallery:** Ask the groups to hang up their flipcharts

(report) on one wall and give the groups time to study the 'reports'. Tell every group to rate each flipchart (report) and make observations about what is good or could be improved.

- **Discuss** reasons for their voting and add your own judgement by highlighting good practices across the different groups and giving tips and hints.
- **Confirm learning by asking them** what happens to the report once they have finished writing it. Answer: it is submitted to their respective Chief of Section, who refers it via the Head of the Inspection Directorate in Amman to the CTU for follow up investigation.

D. Potential dangers in identifying potential trafficking cases

Methodology: Buzz groups; plenary discussion with flipchart

- **Buzz groups:** Ask the participants to form small 'buzz' groups with their immediate neighbours to the left and right to quickly discuss (and document on their notepads) which dangers they might face when observing and asking for more questions on a potential trafficking situation.
- **Table / Discussion in plenary:** Prepare a table on a flipchart introducing the categories, physical integrity, psychological integrity, professional integrity (see example). Draw participants' attention back to the plenary and introduce the categories. Ask if they have any further categories to add. Ask them for the points identified, adding them to the categories while moderating the inputs provided.
- Add and/or correct where necessary (see following notes).



Notes for 'Potential dangers for labour inspectors' flipchart:

- a. Physical integrity
 - i. Physical violence, such as beatings
 - ii. Seemingly unrelated attacks/accidents (to intimidate)
- b. Professional integrity
 - i. Offers of items, visits, money... (even if not directly related to a favour at that point in time)
 - ii. Appeals to the long-term friendship one maintains
 - iii. Hints towards possible professional repercussions due to a high ranking 'friend'
- c. Psychological integrity
 - i. Fear, intimidation (hindering professional integrity)
 - ii. Threats to the family
 - iii. Panic attacks
 - iv. Burnout, depression

- After finishing the list, shortly **discuss** with the participants, what to do (e.g. de-escalate the situation, refuse any offers for invitations to luxurious trips or products, money to look to the side or not fine somebody) and where to turn to in case they experience such situations.
- [Optional]: encourage participants to share situations they have experienced and how they have (successfully and within the law) dealt with them. Be aware of potentially sensitive issues and do not force anyone to say anything they are not comfortable sharing with the group.
- **Close the session** by highlighting the key outcomes and key messages from this session.

KEY MESSAGES

- ▶ The labour inspector must triangulate the information provided by the employer/managers and employees with what s/he observes (verbal, non-verbal and physical indicators) as well as findings during interviews.
- ▶ Uncovering trafficking cases requires attention to detail, awareness - and further investigation. It is the responsibility of the inspector to consider this during inspections.
- ▶ Inspectors must not alert or informing the employer/manager of suspicions about potential trafficking cases. This is important to protect the potential victims and avoid damaging subsequent prosecutions.
- ▶ When encountering potential trafficking cases, labour inspectors must write a report containing all relevant information and a precise and clear (factual) description of the situation, highlighting signs observed for a potential trafficking situation.
- ▶ The report is submitted to the Chief of Section in the field, who is responsible for passing it on to the CTU.
- ▶ In case the situation requires immediate action to protect potential victims, the labour inspector can also directly contact the CTU by phone and inform the Chief of Section as well.
- ▶ Ask for assistance and help as a labour inspector if you are threatened at any time and do not put yourself in unnecessary danger.

Session E

Wrap-up and evaluation

Objectives

After this session, participants:

- ✓ Have reviewed the main contents of the training.
- ✓ Had the opportunity to test their knowledge.
- ✓ Have provided feedback.
- ✓ Received their certificates.

Session outline

	Topic	Time	Methodology	Materials
A	Wrap-up of the training	20'	Interactive answering of key questions (quiz)	Flipcharts, markers / PPT
B	Evaluation questionnaires	15'	Filling the questionnaires	Printed questionnaires (Annex 2)
C	Certificates	10'	Handover ceremony & group picture	Prepared certificates, camera
	Total duration	45 min		

Implementation of the session

A. Wrap-up of the training

Methodology: Quiz; trainer input

- (Refer to the section on Evaluation under 1-How to train)
- **Start** the session by telling the participants again that we all learn with repetitions. Therefore, you will wrap the training up jointly by quickly going through the content and the key learning points.
- **Quiz:** Go through the agenda (PPT or the flipchart prepared for Session 0) and, in an interactive, quiz-like atmosphere, ask key questions (see below) for the participants to answer. Ensure that each participant answers at least one question. If not entirely satisfied with an answer, ask for additions from other participants.
- After that, **relate back to the expectations**, ask if overall the group feels you have met and covered the expectations, tick off the clusters of expectations that were covered and/or remind them why certain expectations were not covered/not foreseen etc.
- Ask the participants to provide you with a quick summary on how they feel at the end of the training.

B. Evaluation form

- **Hand out** the evaluation form (**Annex 2**) and ask the participants to fill it in and collect, face down, in one place. Provide assistance with the forms, where required, without influencing.

C. Certificates

- **Hand out** certificates to the participants that have handed in the filled evaluation. In case you want to have a quick handover for all participants one after the other in one go, wait until you have collected all evaluations. Take a 'family' picture with the certificates.

After the training, develop the overall trainer report and submit the full set of materials to the contact indicated (see Annex 3).

KEY QUESTIONS

Example key questions to ask (please adapt/expand accordingly):

- ▶ Where is THB defined (international and national legal framework)?
- ▶ Which three elements have to be present for a case to qualify as trafficking in human beings?
- ▶ What is the difference in case involving a child (below the age of 18, international definition)?
- ▶ What are main differences between smuggling and trafficking?
- ▶ Which law(s) are applicable to trafficking in human beings in Jordan?
- ▶ What are signs for a potential trafficking situation?
- ▶ Is labour exploitation (in the sense of labour law violation) and THB the same?
- ▶ What does a labour inspector have to do, when spotting indicators for a potential trafficking situation? Where and how should it be reported?
- ▶ Which process does the report of the labour inspector follow? Who is involved and what happens after the labour inspector submits the report?
- ▶ Who is involved in the Jordanian National Referral Mechanism (NRM)?
- ▶ What is 'referral'?
- ▶ What are SOPs?
- ▶ How will you apply the knowledge from this training in your job? Will anything change?
- ▶ Will you – and if so, how, explain what you have learned to your colleagues?

Module 2

Advanced training – Further identification and referral of trafficking cases for labour exploitation

Session 0

Introduction

Please refer to Session 0 of Module 1 and adapt accordingly to the number of participants, their level of experience and the overall learning outcomes for module 2, etc.

Introduce the **overall learning outcomes** of Module 2 as:

After this session, participants:

- ✓ Detail the theoretical importance of multi-agency cooperation;
 - ✓ Explain the referral system in Jordan, including specific roles and responsibilities and processes applicable;
 - ✓ Draw the process of referral and name all relevant actors from first level identification up to formal identification;
 - ✓ Distinguish good and bad handling practices of cases of trafficking in human beings as part of preliminary identification and referral;
 - ✓ Learn from exchanged experiences with their peers and examples of follow-up on referrals.
- **Ask participants** to approach you to tell you about experiences they want to share or difficulties they have encountered and would like to discuss for Session 2.2 so that you can choose and prepare to include their experiences in training material.
 - Optional alternative for interactive presentation of participants: Ask the participants to shortly get up and come to the front (or to a place in the room with some space). Ask them to form a line based on: a) the number of years of their personal involvement working on the identification and referral of trafficking in human beings. Tell them that the extreme left of the line is for somebody with a very short time of involvement, and the extreme right of the line is for those with a lot of years. Observe where the participants place themselves, encourage them to communicate amongst each other to find their spot.
 - Start on one side of the line and **ask participants** to share their name, position and how many years of involvement and whether they have participated in a training of module 1. This all gives you an indication of their potential level of knowledge for the training and their introverted or extroverted personality. The timeframe for this activity depends on the number of participants - calculate around 30 sec-1min / participant.

Session 2.1

Multi-agency cooperation and referral process on trafficking in human beings for labour exploitation

Learning outcomes

After this session, participants:

- ✓ Have refreshed their knowledge on definitions of trafficking
- ✓ Know the different roles and responsibilities of all multi-institutional actors in the process of referral and assistance.
- ✓ Have analysed and are able to state and distinguish good and bad practices in (multi-disciplinary) handling processes of potential cases of trafficking.

Session outline

	Topic	Time	Methodology	Materials
A	Definitions: Refresher	10–20'	Input, discussion (optional: video: legal definitions)	Projector, screen (wall), laptop, PPT
B	Multi-agency cooperation for successful referral and Jordanian NRM	30'	Buzz groups input and discussion	Sound, internet connection
C	Handling of potential trafficking cases for labour exploitation: needs of victims and cases	10' 20' 30'	Group work with cases: Role play - change of perspective Analysis of handling process (cases) Presentations, discussion	Cases (handouts 2.1.1-2 and 2.1.3 printed, flipchart, marker)
D	Referral and identification: the process & communication	20'	Joint development and discussion of flow chart Or analysis in buzz groups, interactive discussion	Flow chart (handout 2.1.4) printed) /
	Total duration	120+ min	(depending on the refresher and group work)	



Handouts 2.1 – overview (pages 140 – 144)

- 2.1.1 Case Al Senaah
- 2.1.2 Case Zaatari
- 2.1.3 Victims' needs
- 2.1.4 Flow chart referral

For more information: see background material, pages 94 - 97.

Implementation of the session

Open the session by providing a quick overview on the sessions' content and learning outcomes.

2.1

A. Definitions: Refresher

- **Determine** the need for a refresher on definitions, e.g. as part of the introductory session or by directly asking if participants would like to have a refresher on definitions. Add information on the Jordanian Anti-trafficking Law No. (9) of 2009 and the Jordanian definition from Session 1.3 in an overview.
- [Optional: Video: to go deeper into the issue, watch the video "Discussing the legal definitions of human trafficking, forced labour and slavery" (ILO): <https://www.youtube.com/watch?v=4p8zLlhea1Y> (3:51' - 10:59' or to 14:17'), spoken English only.
- If you watch the video (watch it before yourself several times to fully grasp the different content), ask the participants what they heard and what surprised them.
- **Short notes on the video:** The terms are clear to lawyers, but the terms also overlap. Concepts that were defined separately, such as slavery (Convention 1926), forced labour (Convention 1930), with a wide definition, are now included in the trafficking in human beings definition.)

B. Multi-agency cooperation for successful referral and Jordanian NRM

- **Discussion:** Ask the participants to get together with their immediate neighbours and discuss the following:
 - ○ Why is multi-agency cooperation important in dealing with trafficking in human beings – for whom and why?
- **Ask** the participants for their opinions: 'why is it important?'
- **Document** their answers on a flipchart divided into two columns: for whom / why.
- Provide a short **input** on the importance of multi-agency cooperation:

Multi-agency cooperation is important for:

- **Victims:** in order to be referred to and receive the correct treatment and assistance they require. Assistance and treatment may come from a variety of providers.

Coordination between authorities and service providers is therefore necessary.

- **Government:** to increase the effectiveness of investigations and prosecutions, to share information between different actors, to avoid multiple-interviews of the victim; to avoid losing/ destroying evidence, victims may be more cooperative with investigations if assistance and support is effectively provided. Multi-agency cooperation and an effective NRM is the foundation for trans-national cooperation, which is also relevant to THB cases that cross national borders.

It is important that procedures and responsibilities for the referral of and assistance to victims are clear to everybody involved. The NRM is important as it clearly establishes responsibilities and standard operating procedures in a multi-agency setting for the identification and referral of trafficked victims.

- **Short input:** Ask the participants if they are aware of the Jordanian NRM and its status. If they are, build on what they tell you. Otherwise provide a short overview (using information from the background material in a PPT or explain it with support of writing on a flipchart).
- **Present** the SOPs as an overview (see background material) and either distribute or show the stakeholder overview from handout 1.4 on a PPT slide, as a reminder of the different agencies involved and their different roles.

C. Handling of potential trafficking cases for labour exploitation: needs of victims and cases

- **Presentation:** Inform the participants that they will analyse three cases from module 1 with regard to the further handling process that occurs following an initial identification. The aim is to analyse and identify the correct way of handling trafficking cases and to identify potential challenges. As well as the procedural aspects, understanding the particular needs of victims within the overall process is equally important, so that better assistance can be provided to them.
- **Exercise: victims' needs:** Form 3 groups, allocate each a case (handouts 2.1.1-2) and ask for a volunteer from each group to participate in the group exercise later. Distribute only the first part, the description of the case (not the handling process) and ask participants to read it.
- Arrange chairs in front of the group, assigning each chair the name of the victim of the case. Ask the volunteers to take up the role of their victim from the case by sitting on the chair. Ask them to actively put themselves into their shoes and to tell, what they would need to feel assisted and protected. Document what they say on a flipchart and add from the background material.
- [Optional: Ask the volunteers how they feel (changing perspective in such a way is often emotionally draining and results in the person really feeling like the victim).
- **Discuss interactively** with the participants what they think the victims from the cases a) might have experienced and b) need to be safe. Discuss shortly what can be done to protect victims. Also emphasise, that some victims might not come forward and discuss or present reasons for this (see background material).

- **Highlight** that referral and a multi-agency response in the NRM is important and that the next group work will look at.
- **Group work with cases:** distribute the **second part of the handouts**, the handling process. Ask the groups to follow the task descriptions on the handout and to document their discussion results on flipcharts. Allow 15 minutes to complete the task.
- **Group presentations:** Ask the groups to shortly present their results (5 min each). **Discuss** with the rest of the participants and invite questions and additions, i.e. concrete examples of cases on good handling of referral and cooperation from their experiences. **Ask participants** to consider if the handling of a case was sensitive to the needs of victims.

Notes on cases: handling process

Case Al Senaah

Good	To be improved
<ul style="list-style-type: none"> • Cooperation of different stakeholders in the case. • Referral to the CTU for further investigation. • Assessment and best-interest determination. 	<ul style="list-style-type: none"> • The boy should not spend the night at the police station. The CTU/ MoSD needs to contact an NGO to shelter the boy. • The boy should have been examined by a doctor as part of the investigation started by the CTU, to establish his overall health and psychological condition.

Case Zaatari I

Good	To be improved
<ul style="list-style-type: none"> • Correct referral from labour inspector to the CTU • Immediate contact to MoSD • Presence of social worker from MoSD and NGO when interviewed at police station • Referral of a victim to receive psychosocial support • Sheltering of girls at Al Karamah • Family Protection Department intervention with family 	<ul style="list-style-type: none"> • Medical examination – should happen ASAP (and did in reality. Changed for a learning point) • Unclear from case if UNHCR, the camp, was notified and how the cooperation worked

D. Process of referral, roles and responsibilities of different entities & communication

- **Flow chart development:** Based on the discussions from the handling process, develop a flow chart with the participants in plenary drawing the flow from first level identification through to the CTU to formal identification. Fill in any missing steps in the discussion (see **handout 2.1.4** for details on the process). You may also ask participants to develop flow charts in buzz groups with their neighbours to allow reflection on this first.
- [Optional: distribute **handout 2.1.4**. Ask the participants to analyse the flow-chart with their immediate neighbours (5 minutes). Afterwards, clarify questions first and then discuss the full flow-chart, highlighting the different actors involved in the different stages.)
- **Experience sharing in plenary:** When discussing first level identification, ask the chiefs of section if they have received reports of potential trafficking cases from labour inspectors in the past. Ask them to share their opinion and experience with the group on these reports asking questions such as: how do you use it and what do you do with the report? Does the way they are written make it easy to take action? What could be improved?
- Should improvements be suggested, agree with the participants what can be done and how this should be done. Agree and document a way forward with clear responsibilities.
- **Ask** the participants whether they have experienced challenges in referral in practice. Note the points on a flipchart. Discuss with the participants, how the named challenges can be overcome. For example; if communication is a challenge issue what needs to be done differently? Are certain people not following up or fulfilling their responsibilities? (please note that you might not have the solution but you are facilitating their discussion so that a solution can be found and possible steps can be agreed on).
- If participants state that they have not had any trafficking cases referred to them, explore the reasons why this may be the case, and what they can do to address this.
- **Close the session** by highlighting the key points that have emerged in this session.

KEY MESSAGES

- ▶ Multi-agency cooperation and coordination is important in (potential) trafficking cases. It benefits victims, who are referred to institutions who are skilled, competent and can adequately assist them. It also benefits the government, which can better provide the necessary evidence for a case (e.g. from medical examination), count on better cooperation by the victim, etc.
- ▶ The Jordanian NRM describes phases and responsibilities for identification, referral, assistance etc. of (potential) victims of trafficking. The different institutions that can render services and assistance in the process are detailed in the NRM and the related SOPs.
- ▶ Specific attention is required for child victims and a number of institutions must cooperate in this regard (i.e. the MoSD, NGOs, MoH with the CTU, Police).
- ▶ Victims might have needs and fears that officers are unaware of. Trying to change perspective can provide important insight into rendering better assistance to victims. Basic human rights, such as immediate access to food, water and medical assistance have to be guaranteed. Any kind of circumstances that can possibly trigger re-traumatisation must be avoided.

Session 2.2

Follow up on referral of a potential case of trafficking for labour exploitation

Learning outcomes

After this session, participants:

- ✓ Have deepened their understanding of victims' needs.
- ✓ Can apply open and closed question in interviewing potential victims.
- ✓ Are aware of the principles of communication with victims during identification and referral.
- ✓ Have shared experiences and received collegial advice.

Session outline

	Topic	Time	Methodology	Materials
A	Follow-up on referral of potential cases by labour inspectors	20'	Buzz groups: strategy Discussion in plenary	Projector, screen (wall), laptop, handout 2.2.1 printed
B	Communication with victims during initial identification	40'	Interview exercise (plenary example, optional: groups: exercise practice)	PPT
C	Sharing of experiences and advice	30'	Joint discussion (optional: interview with CTU-representative on experiences)	Flipchart, marker
	Total duration	90 min		



Handouts 2.2. – overview (pages 145 – 146)

2.2.1 Example investigation – follow-up on an inspection

Implementation of the session

Open the session by providing a quick overview on the sessions' content and learning outcomes.

A. Follow-up on referral of potential cases by labour inspectors – example investigation

- **Case exercise:** Provide participants with an account of the situation the labour inspector encountered in the case of the textile industry (**handout 2.2.1**), without going into any further details on the results (read out the first two paragraphs).
- **Buzz groups:** Ask the participants to plan how they would approach the situation with their immediate neighbours. Tell them to discuss: Do they think everything is ok? If not, where would they look? What would they do? Which lead to follow up? Give them 5 minutes.
- **Plenary discussion:** After the 5 minutes, ask participants to describe their plans. Discuss them shortly in plenary.
- Read the next 3 paragraphs from handout 2.2.1 and ask the participants to again discuss: What would they do? Where would they look? Which lead would they follow up?
- To close, read out / tell them what the labour inspector did and found or let them read the full handout. Ask them to comment, based on questions such as: what was the main evidence? What was done well in this case? What can we learn from cases like this?
- Highlight that sometimes a deeper look and 'thinking outside the box' is required.

B. Communication with victims during initial identification

- **Introduction:** Start by outlining the main principles to observe when communicating with potential victims of trafficking. Use the background material to prepare a short presentation. (page 98 – 100)
- Thereafter, ask the participants if they know what a free recall account or free narrative account is. If they don't, explain (see background material).
- **Interview exercises – Cup of Tea and Passing Control:** Ask what kind of questions they would use to start a free recall account (e.g.: could you please tell me what happened?). Emphasise the benefit of using 'open-ended' questions to prompt free recall. Run the "Passing Control" exercise demonstrated below, focusing on encouraging information flow during interview exchanges:
- **"Passing control":** Tell the class that 'passing control' is done all the time in general conversations, also in private conversations. Ask for examples. These might include things like "Where have you been?", "What did you do?", etc.
- Briefly explain the concept of the 'Maximum of Quantity'. This is to make your contribution to a conversation as informative as required, but no more than this. This is a basic tenet of conversation which we learn from a very young age and breaking it may be seen as rude. Unless told explicitly to give as much detail as possible, interviewees will tend to abide by the 'Maximum of Quantity' rule.
- Now ask for examples of phrases and sentences that indicate to the interviewee that they have control. Appropriate phrases could include: "I wasn't there. I don't know happened. You were there. Please tell me what happened." "Please tell me everything you can remember." "Don't leave any detail out. I want to hear it all." (ICMPD, 2015b)

- In order to demonstrate the level of detail required during an encounter, ask for one volunteer to come forwards and shortly introduce the 'cup of tea' exercise (see notes below).
- **Exercise 'cup of tea' - notes:** Ask a student to describe a common task – making a cup of tea, using a lift, etc. Once this description has been given, break it down into component parts which demonstrate the level of detail required.
- Using the 'cup of tea' example, the initial account might go something like "You boil the water, put the tea into a cup and pour the water over it." This might be developed by saying "You boil the water? Can you describe how you do that?" This may attract a response of "You put water into a pan. You put it on the gas, turn the gas on and it boils." This could then be developed further by saying "Where do you get the water from?" – "The tap" – "Where is the tap?" – "In the kitchen" – "Please describe the tap" and so on.
- This only needs to go on as long as it takes to make the point about the level of detail required. Alternatively, you may describe making a cup of tea yourself, going into detail in order to demonstrate how to 'report everything' and the level of information it can generate. Tell the group that this approach can be used to help demonstrate the level of detail required to interviewees.
- Optional: Depending on the level of expertise in the room (i.e., if all are experienced in interviewing, do not necessarily follow through with the exercise) ask the different groups from the cases to come together and try an interview by naming one as a victim, another as the interviewer and the rest as observers. Ask them to also discuss learning points. Go around the groups and observe. Correct, where necessary. Highlight that this is not a course for interviewing victims and therefore you can't go into more detail right now.

C. Sharing of experiences and advice

- **Introduction:** Tell the participants that you want all to benefit from the rich experience in the room and share experiences in order to learn from them. It is not about boasting about ones' performance but rather to offer insights into how things can be handled – or also go wrong.
- **Guided discussion / interview of case-giver:** Choose 1-2 volunteers to share their experiences and challenges to discuss with the group. Choose a setting where you can interview the 'case-giver' comfortably. Provide a 'safe space' for experience sharing and highlight from the onset that it is about joint reflection and learning. Apply the rules and get the participants' agreement that what is shared remains in the room and will be treated confidential by everybody, also afterwards.
- **Ask relevant questions** to present and clarify the issue to other participants. Once the challenge has been suitable explored, ask participants to contribute ideas and advice for a solution (you can also ask the person to just present the challenge and not how it was dealt with and only after the others have contributed how it was dealt with).
- Optional: Ask someone from the CTU or an experience practitioner in the group to share an experience from a complex investigation and referral process. Prepare key questions for the expert to develop the case in an interview with the expert, focusing on the 5 WH questions – the What, Who, Where, When and How. Focus on

and point out what was done well or could have been done differently.

- Encourage other participants to comment and/or share from their experience as part of the interview set-up, such as 10 minutes interview with 3 key questions, then open it up to the plenary.
- Thank the participants for sharing their experience and everybody else for their participation.
- **Close the session** by highlighting the key points that have emerged in this session.

KEY MESSAGES

- ▶ Labour inspectors need to be creative, obviously within the boundaries of the law, in order to identify THB. The electricity bill-case would otherwise have gone undetected.
- ▶ Communication with victims and interviewing victims requires their consent and awareness of general principles in compliance with their human rights.
- ▶ Ask clear questions – be aware of the different purposes of open-ended and closed questions! Open questions will provide you with more information to be triangulated with the opportunity to answer further specific questions. Also keep in mind that answers to closed questions can be easier rehearsed.
- ▶ NEVER rely on the interpretation of individuals found with the victim or in the same work venue to interpret – even if they claim to be a friend, etc.
- ▶ Share your experiences with colleagues and peers, if possible regularly. Learn from the successful approaches of others.

Session E: Wrap-up and Evaluation

Please refer to Session E of Module 1 and adapt accordingly.

KEY QUESTIONS MODULE 2

Example key questions to ask (please adapt/expand):

- ▶ Where is THB defined (international and national legal framework) and which three elements have to be present for a case to qualify as THB?
- ▶ What are specific needs of (potential) victims of trafficking?
- ▶ What are open, open-ended and closed interview questions and how can they help in the formal identification process?
- ▶ Which process does the report of the labour inspector indicating a potential THB case follow? Who is involved and what happens after the labour inspector submits the report?
- ▶ Which actors might provide important information on potential trafficking cases and to whom?
- ▶ Who is involved in the Jordanian national referral mechanism (NRM) for formal identification?
- ▶ Which specific SOPs have been agreed for Jordan?
- ▶ How will you apply the knowledge from this training in your job? What will change, will you do anything differently?
- ▶ Will you – and if so, how, explain what you have learned to your colleagues?

3 | Background material

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3 | Background material

Module 1, Session 1.1

Trafficking in human beings – international concepts and definitions

A. Introduction

Watch video: Lured into a job: <https://www.youtube.com/watch?v=sOHq0MLN3PY>

B. Definitions: Palermo Protocol, elements of the crime & ILO Forced Labour

Trafficking in human beings is internationally defined in the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention against Transnational Organized Crime (2000), also known as the 'Palermo Protocol'.

The Palermo Protocol defines trafficking as:

- a) "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;
- b) The consent of a victim of trafficking in persons to the intended exploitation set forth in subparagraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used;
- c) The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in persons" even if this does not involve any of the means set forth in subparagraph (a) of this article;
- d) "Child" shall mean any person under eighteen years of age." (Art. 3)

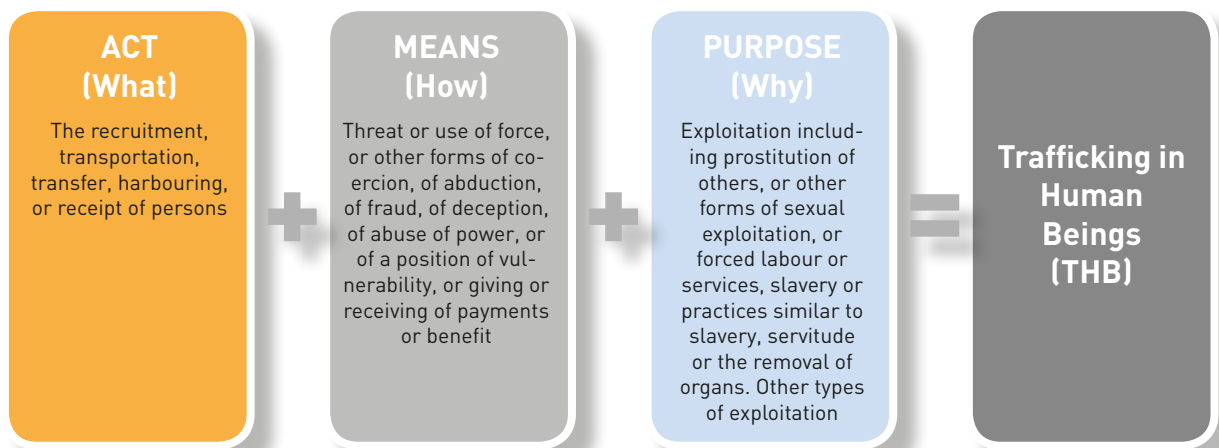
The Palermo Protocol definition has several aspects that reflect the reality of modern-day trafficking:

- It recognises **all forms of trafficking and includes sexual exploitation, forced labour, servitude, slavery-like practices and slavery**, each of which are defined in international law;
- It does not require that the victim cross an internationally recognised border, taking into account that persons are also being trafficked internally from one region to another within the borders of one country;

- Except in the case of persons under the age of eighteen years, it requires some form of distortion of the victim's free and informed will, be it by means of force, deception or abuse of power. In doing so, the definition respects the ability of adult persons to make self-determined decisions about their lives. At the same time it correctly protects individuals whose free will has been abused and recognizes that children cannot give their valid consent;
- Traffickers do not always apply brute force to get hold of their victims, there are also non-violent recruitment methods, and the abuse of situations, in which the person involved has no real and acceptable alternative but to submit to the abuse involved.

The Palermo Protocol is very specific on child trafficking: If a minor is involved (below the age of 18), it is a child trafficking case even in the absence of the means.

It is useful to break the definition into its various components and analyse them in some more detail. The definition of the crime of trafficking includes three different elements, **ACT, MEANS and PURPOSE**.



Exploitation is central to the trafficking definition as the **purpose**. However, exploitation needs to be further defined. The forms of exploitation that the Palermo Protocol associates with trafficking are defined in a series of international treaties. The **“exploitation of the prostitution of others”** refers to cases in which an exploiter takes all or part of the money that a client pays to a forced prostitute for an act of sex¹. Sexual exploitation refers to **commercial sexual exploitation**, e.g. exploitation in prostitution and the production of pornography, but also other situations, which are not explicitly identified by the Protocol. **“Slavery or practices similar to slavery”** and **“servitude”** refer to similar situations in which people are coerced to work for others, without necessarily being “owned” by them, notably **“debt bondage”**, the practice of requiring someone to work to pay off a loan when the value of their work greatly exceeds the value of the loan.² The **“removal of organs”** as a form of exploitation refers to cases of organ transplants that involve living donors who are paid money (or whose relatives take money on their behalf) in return for donating an organ, such as a kidney, or body fluids to another patient.³ (taken from ICMPD, 2013b: 75f)

1) Exploitation of the prostitution of others is the subject of the UN's Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others, 1949. 2) Debt bondage and others forms of "servile status" are defined and prohibited by the UN Supplementary Convention on the Abolition of Slavery, the Slave Trade and Institutions and Practices Similar to Slavery, 1956. 3) The World Health Assembly adopted guidelines in 1991 which prohibit trafficking in human organs for commercial gain. See WHO, Human Organ Transplantation, A Report on Developments under the Auspices of WHO (1987-1991). The UN Palermo Protocol, also in the case of the removal of organs as a form of exploitation, requires the act of e.g. recruitment or harbouring, etc., as well as the means of e.g. deception or abuse of a position of vulnerability, etc. to be present for the crime of trafficking in organs to be completed. National legislation, however, might define organ trafficking differently. UN, UN Palermo Protocol, Article 3, p. 40.

While being exploited, victims of trafficking are placed in a condition of servitude and may be dependent on the traffickers. Fear of reprisal or vulnerability vis-à-vis the law is a key element. At this stage the criminal intent of the traffickers – exploitation of the victims for financial gains – is fully realised.

Forced Labour is defined in the ILO Forced Labour Convention 1930 (No. 29) as:

'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**.' (Art.2).

Several elements in the definition (marked in bold in the ILO definition above), need further clarification (provided with the official definition):

1. "**All work or service**" encompasses all types of work, employment or occupation. The nature or legality of the employment relationship is therefore irrelevant. For example, while prostitution is illegal in some countries, it may still fall under the orbit of C. 29. Domestic work is often not regulated by labour law; however, forced labour as defined in C. 29 can take place in private households.
2. "**Any person**" refers to adults as well as children. It is also irrelevant whether or not the person is a national of the country in which the forced labour case has been identified.
3. "**Menace of penalty**" refers not only to criminal sanctions but also to various forms of coercion, such as threats, violence, retention of identity documents, confinement or non-payment of wages. The key issue is that workers should be free to leave an employment relationship without losing any rights or privileges. Examples are the threat to lose a wage that is due to the worker or the right to be protected from violence.
4. "**Voluntary**" refers to the consent of a worker to enter a given employment relationship. While a worker may have entered an employment contract without any forms of deception or coercion, he or she must always be free to revoke a consensually made agreement. In other words, free and informed consent has to be the basis of recruitment and has to exist throughout the employment relationship. If the employer or recruiter had used deception or coercion, consent becomes irrelevant. (ILO 2008: 4)

Forced labour often occurs as an outcome of trafficking in human beings. Almost all cases of human trafficking result in forced labour (an exception being trafficking for the removal of organs). It then involves the movement of a person, usually, but not necessarily, across borders, for the purpose of exploitation. It is, however, important to understand that not all forced labour is a result of human trafficking.

It is important to **distinguish between forced labour**, where forms of coercion and deception are used to retain a worker, and **sub-standard working conditions**, such as labour exploitation.

The lack of viable economic alternatives that makes people stay in an exploitative work relationship does not in itself constitute forced labour though it may constitute a position of vulnerability as defined by the Palermo Protocol. External constraints that can have an impact on free consent should therefore be taken into account. (ILO, 2008: 5)
Trafficking in human beings involves a process where the three elements come into play. **Labour exploitation** related to labour law violations has elements of exploitation but without controlling the other person, without applying the means and putting a person into slavery-like conditions.

C. Overview of international commitments

International commitments

Jordan has signed all basic human rights and other relevant conventions but one. The following table (**handout 1.1.2**) shows the main international instruments related to human rights, trafficking in human beings and forced labour. It specifically outlines instruments relating to the protection of children. Furthermore, it provides an overview of which instruments Jordan has ratified:

International legal framework instruments	Jordan ratified
UN Convention against Transnational Organized Crime, 2003 and its supplementing Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (Palermo Protocol), 2000	2009
International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, 2003	Not signed/ratified
ILO Abolition of Forced Labour No 105, 1957	1958
The ILO Forced Labour Convention, 1930	
“All work or service that is exacted from any person under the menace of any penalty and for which the said person has not offered him/herself voluntarily.”	1966
ILO Labour Inspection Convention No 81, 1947	1969
UN Convention on the Rights of the Child, 1990	1991
Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography, 2002	2006

ILO Convention No. 182 on the Worst Forms of Child Labour, 1999 “hazardous work is any work which is likely to jeopardize children’s physical, mental or moral health, safety or morals should not be done by anyone under the age of 18”	2000
Convention No. 138 concerning Minimum Age for Admission to Employment, 1973	1998

The primary **international legal instrument** dealing with human trafficking is the UN Convention against Transnational Organized Crime and its supplementing Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (usually referred to as Palermo Protocol, as the high-level political signing conference took place in Palermo, 12 – 15 December 2000). The Convention was adopted by the UN General Assembly in November 2000 and entered into force September 2003, while the supplementing Trafficking Protocol entered into force in December 2003.

However, the Convention and the Palermo protocol are not to be regarded in isolation, and a number of other international Conventions or protocols complement the overall legal framework. National governments are obliged to harmonise their legal framework with the national instrument they have ratified.



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Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children, supplementing the 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)

ILO Forced Labour convention C029 (1930)

UNODC, 2008. Toolkit to Combat Trafficking in Persons. Vienna, Austria.

Video: Antislavery International: Cotton Crimes: forced labour in Uzbekistan’s Cotton Industry: <https://www.youtube.com/watch?v=uZMU4AfoXX8>

Module 1, Session 1.2

Forms of Trafficking in Human Beings and other related crimes

A. Forms of trafficking

There are different forms of trafficking (and different terms are used). Following the Palermo Protocol definition, the main types and forms of trafficking are:

- Internal trafficking – happening within a country's borders;
- International trafficking – happening across international borders.

Forms of trafficking mainly follow the purpose and different types of exploitation. They can be distinguished in:

Trafficking for:

- sexual exploitation (including prostitution)
- labour exploitation
- domestic servitude
- Forced marriage
- Forced begging or criminal activities
- Exploitation in armed conflicts
- Irregular adoption
- Organ removal.
- Child Trafficking:
 - forced marriage
 - early marriage
 - domestic servitude
 - forced begging
 - commercial sexual exploitation (including in tourism)

B. Difference between THB and Smuggling of Migrants and related types of crime

- Per definition, following (Art. 3 of Protocol against the Smuggling of Migrants by Land, Sea and Air, Supplementing the United Nations Convention against Transnational Organized Crime (2000), Smuggling of Migrants is '(...) the procurement, in order 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'.
- In popular language -even in international media- smuggling and trafficking are often wrongly used interchangeably. They are two very different crimes, as the following table outlines.
- See table – Handout 1.1.2 Differences between People Smuggling and Trafficking in Human Beings

Terminology

A number of different terms are used when referring to trafficking, mainly trafficking in human beings (THB) and trafficking in persons (TIP, e.g. used by the US Department of State, also for its annual TIP-Report). Modern-day slavery, slavery, bonded and forced labour are also terms used, e.g. when organisations or the media relate to trafficking and related crimes, often as part of campaigns (example:, Anti-slavery http://www.antislavery.org/english/slavery_today/trafficking/, CNN Freedom Project <http://edition.cnn.com/specials/world/freedom-project>) in relation to trafficking.

Smuggling and trafficking are mistakenly used interchangeably, particularly by media, although they are different types of crimes.

The following details on the different terms are important to note:

- Trafficking in Human Being (THB) and Trafficking in Persons (TIP) refer to one and the same.
- Smuggling is not the same as trafficking (see more detailed explanations in Table below).
- Modern-day slavery and slavery as well as forced labour are often used when referring to trafficking cases. The terms focus more on a description of conditions which can be found in trafficking.
- Forced labour can be a subset of trafficking – trafficking for forced labour. But it can also exist as forced labour.

'We can spend a lot of time debating the connections or essential differences between the concepts of trafficking, forced labour, slavery and modern slavery, or slavery-like practices. Some insist that trafficking is a subset of forced labour, others the reverse. The arguments between academics, bureaucracies and even government agencies have often been vitriolic [...] A consensus has emerged that the boundaries of forced labour and labour trafficking are extremely difficult to define.' (Plant, 2015)

The most important issue is that such crimes are investigated and prosecuted and that victims are assisted – and this starts with initial, preliminary identification!

Related types of crimes

Always depending on the type of operations and organisation of trafficking, the list of related crimes, thus offences, traffickers commit in relation to trafficking is long. They happen at different stages of the process, as indicated in the below table looking at Recruitment, Transportation, Exploitation, and Other offences.

Offences committed at various stages of the trafficking in human beings process, and other related crimes

Recruitment	Transportation	Exploitation	Other offences
Document forgery	Document forgery	Unlawful coercion	Money-laundering
Fraudulent promises	Immigration law abuse / Smuggling	Threats	Tax evasion
Kidnapping	Corruption of officials	Extortion	Corruption of officials
False consent of the parent or guardian of a child	Damage to property	False imprisonment	Intimidation or subversion of officials
Recruitment to which the victim lacks capacity to consent	Withholding of documents	Kidnapping	
		Withholding/Theft of documents	
		Sexual assault	
		Aggravated assault	
		Rape	
		Death	
		Forced abortion	
		Torture	
		Labour law violations	

Table 1: Crimes related to trafficking in human beings

[Adapted from: UNODC, 2008: 112]

Module 1, Session 1.3

Applying the concepts and definitions: Cases

A. Difference between THB and labour law violations in practice

Trafficking in human beings is a serious criminal offence, whereas labour law violations are treated under labour law as a specific law governing or mediating employment issues, the relationship between workers, employers, trade unions and the government.

Labour law violations, such as withholding the passport, long working hours or not paying the accorded salary (or not on time), are single occurrences treated under the Jordanian Labour Code and dealt with directly by the Ministry of Labour.

A **case of forced labour or trafficking in human beings** may include a number of labour law violations, however these will be accompanied by an **act, means and purpose (exploitation)**. As THB is a hidden crime, it may be that what initially appears to be a labour law violation is in reality the tip of an iceberg, and further investigation can uncover the presence of all elements of a trafficking case.

For labour inspectors, it is **integral to understand the differences and links between labour law violation and THB** because they have the potential to identify cases of THB in the work place.

Labour inspectors must consider this during their inspection work, and if there is **any suspicion** that a crime greater than labour law violations is occurring, they must refer the case for further investigation.

Notes on cases for the trainer:

Case **domestic worker (handout 1.3.1)** is a **trafficking case for labour exploitation/forced labour**.

- The agency is involved in everything (trafficking as a process), hands her over and receives money on the spot for her, as a commodity (Acts, Purpose).
- The young woman is promised something different by the agency than turns out in reality (deception = means).
- She does not receive a contract, she is not getting her passport back, she is exploited and held in 'debt bondage' over exorbitant and arbitrary living costs (means and purpose).

Case **Al Senaah (handout 1.3.2)** is a child trafficking case. Ask the group:

- A Jordanian boy, in Al Senaah – it happens in Amman – is it still a trafficking case? (Yes, the boy is under the age of 18. And: for a case to be trafficking no border-crossing is required. It is internal child trafficking).
- Who is the trafficker in this case? (The father)
- If the father would not have beaten the boy (means), would it still be a trafficking case? (Yes, as no means are required if the person is below the age of 18)

Case **Iranian workers (handout 1.3.3)** is a pure **labour exploitation/ labour law violation case** (absence of the means and also the purpose as per definition of the Palermo Protocol)

- The workers were not paid, they have to perform different work than agreed to in Iran, the purpose is financial gain and there are labour law violations present, but not through forced labour, slavery like conditions etc., as they are free to go, not coerced, etc.
- We also do not know from the case who is aware that exploitation is taking place (both the agency and/or the employer?)
- The case does not mention whether the workers pursue their case through law enforcement to get their salaries. Labour inspections and related information provided to the workers might have assisted the labourers in this case.

Case **Textile (handout 1.3.4)**: the information indicates that parts of the workers are trafficked for forced labour/labour exploitation – **need for further investigation** and information to confirm.

Case **Agriculture (handout 1.3.5)** is a **non-conclusive case with regard to trafficking**. It involves **child labour** and **labour exploitation**. **The case requires more investigation to determine its full nature!**

- The family is not receiving fair wages and face hard conditions but from the text it is not apparent that they are held captive, their passports are seized etc.
- The children are underage and have to work the whole day on the farm (child labour).
- The women's intent to exploit seems to be there in the recruitment, the exact role of the farm owner is unclear.

Case **Pakistani workers (handout 1.3.6)** is a pure smuggling case.

The people are free to go after their arrival. There is obviously exploitation in this case, as they are not given the passports as promised, the route is not as promised etc. But: they are not being kept or exploited in slavery-like conditions afterwards or even en-route. The work the men find is not well paid etc., which might also be due to the lack of valid passports and visas. This increases their vulnerability to exploitation. However, the workers are not sold into exploitative work, it is not planned from the onset as such.

Case **Zaatari II (handout 1.3.7)** consists of trafficking for forced marriage.

- Diana is 15, thus under the age of 18. It is child trafficking for forced marriage.
- Traffickers: Couple recruiting and the father. Money exchanges hands.

B. Protecting the human rights of (potential) victims of trafficking

Experience of victims of trafficking and their needs

(Potential) victims of THB require particular protection – and their human rights and needs should be observed. The UN High Commissioner for Human Rights has issued ‘Recommended Principles and Guidelines on Human Rights and Human Trafficking’ (OHCHR, 2002). At the heart of these Principles and Guidelines is a victim-centred approach to identification and prosecution, taking into account their suffering and trauma. In practice this means that the victims’ needs and protection come first and stand above criminal prosecution proceedings at all times.

In order to understand the type of protection and assistance victims require, it is important that we all understand the impact of the trafficking process on victims.

Victims may have experienced a **single, highly traumatic event**, such as rape or torture, multiple events of an intensely traumatic nature, or a **series of less intense incidents over a prolonged period**. Domestic abuse, for example, may consist of a series of individual incidents which alone are not traumatic, however when taken together over a longer period of time can be intensely traumatic for the individual concerned.

The list of abuses victims have potentially endured – which can cause long-term mental health issues and trauma, may include:

- **Deprivation of liberty and privacy**, including no freedom of movement, being locked up, being put in isolation, being controlled all the time (including through cameras)
- **Physical abuse**, such as: beatings and other physical violence, torture, sexual abuse, rape, etc.
- **Psychological abuse**, such as: being controlled, threats and constant fear, blackmail (e.g. threats to harm family members or children or tell the family, e.g. about working as a prostitute and fear of subsequent loss of worth and social regard), degradation, humiliation, loss of dignity, treatment as a commodity
- **Betrayal and deception**, including from family members (including re-trafficking after a victim considered him/herself safe)
- **Subjection to drugs** (substance abuse and subsequent drug addiction of the victim)

Due to a number of reasons, potential victims might:

- Not see/ identify themselves as victims
- Choose not to act against their traffickers / exploiters.

There can be multiple reasons for both, including

- **Fear**, sometimes also mistrust of authorities, including labour inspectors, police etc..
- **Psycho-social pressure**, threats or threats against their families (including the threat of stigma, e.g. we will tell your family that you are a prostitute)
- **No viable alternatives** for income generation (e.g. for irregular migrants)
- **Long-term suffering** and discrimination (and therefore ‘acceptance’ of the conditions)

In understanding why (potential) victims might not just come forward to labour inspectors, it is important to recognise that the relationship between (potential) victims and their traffickers and/or those who employ them (who may not necessarily be their traffickers directly) is complex.

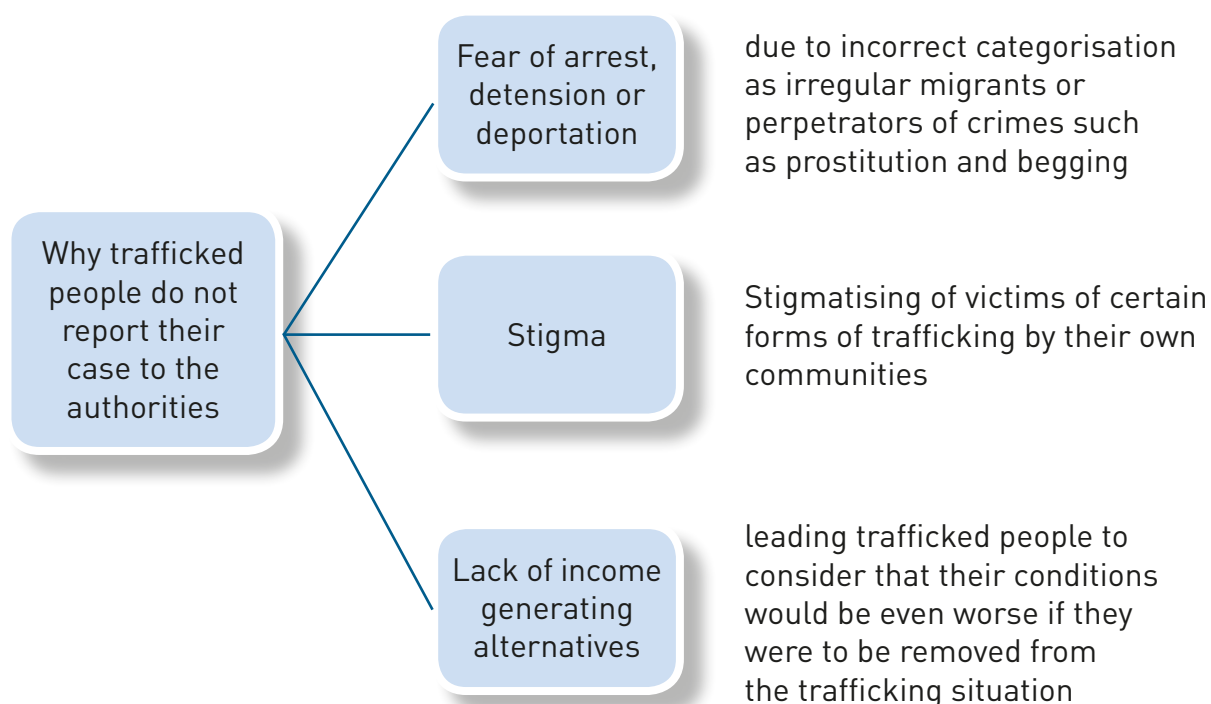


Figure 2: Reasons for non-reporting by victims (Source: ICMPD 2015a: 132)

Labour inspectors in Jordan do not usually provide direct assistance to victims and are not expected to do so. Nonetheless, it is the responsibility of everyone to provide support to victims and potential victims of THB from the moment a potential victim is encountered.

As labour inspectors do not aid victims directly or officially identify them, the main and crucial way to support and assist victims is by:

- Listening and observing carefully and avoid missing any potential signs of trafficking;
- Avoid making immediate judgements about potential victims characters, backgrounds or situation;
- Cross-checking information thoroughly;

Most importantly, however, inspectors have a **professional duty to report** suspicious and inconclusive cases or situations to their Chief of Section so that further investigation can be undertaken.

Referral of potential cases is the first step to providing assistance and meeting the needs of victims of THB. This assistance may include

- granting regularised immigration status;
- access to a translator;
- protection through shelter;

- medical examination and assistance;
- psychological counselling;
- legal assistance;
- protection during prosecution and law enforcement action against perpetrators.

Failure to protect victims

Many of the reasons that victims are not adequately protected during initial contact and identification phases are down to the approach and professional failures of individuals responsible for identification (including labour inspectors).

Avoid these failures:

- Accepting or believing allegations by employers that their workers are “thieves” or involved in other criminal activity without proper investigation;
- Accepting that reports of labour exploitation are due to a “contract dispute”, “difficult workers”, or a “misunderstanding by the worker/ employer.”
- Applying personal or prejudicial opinions about an individual’s situation based on age, race, sex, nationality or ethnic group. i.e. that they are “dirty/ lazy/ untrustworthy etc.” rather than noticing they are vulnerable people being exploited.
- Dealing with a case based on immigration status rather than examining how and why an irregular migrant came to that situation.
- Treating a potential victim as a criminal, or somehow responsible for the situation they are in.

1.3



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Module 1, Session 1.4

National anti-trafficking legislation and institutional framework & relevant labour violations in Jordan

A. Policy framework - THB, Labour law and other relevant legislation

Trafficking in human beings is a serious crime. Therefore, related legislation falls under criminal law or under separate anti-trafficking laws. In Jordan, the crime of THB is not defined within the criminal law as such but there is a separate Anti-trafficking Law No. 9 that prohibits THB. Other national laws and policies in the area of labour, regulation of employment agencies, immigration and refugee matters, child protection, prevention of crime including trafficking for the purpose of organ removal are in force and complement the trafficking act.

The labour inspector, as a frontline officer involved in first-level identification, is not required to make a decision on the actual application of the law to specific cases. The decision to apply the Anti-trafficking Law is part of the formal identification process and is taken by the prosecutor, who makes the decision about the nature of the case. The CTU hands over the evidence collected for a case once further investigated to the prosecutor. The final decision on a case of trafficking is taken by the judge.

Anti-Human Trafficking Law No (9) - 2009

In order to fulfil the obligations of ratifying the UN Protocol to Prevent, Suppress and Punish Trafficking in Persons (Palermo Protocol), the Jordanian government enacted the **Anti-Human Trafficking Law No (9) of 2009**⁴. The Jordanian Anti-Human Trafficking Law No. 9 consists of 17 articles. It prohibits all forms of trafficking in human beings, including for the purpose of forced labour and sexual exploitation and **broadly follows the international definition of trafficking in human beings.**

Article No. (3) of the Jordanian Anti-Human Trafficking Law No. (9) of 2009 defines crimes of trafficking in human beings as follows:

(A) Crimes of trafficking in human beings means:

1. The attracting of people, or transferring, or harboring, or receiving them by threat or use of force for the purpose of exploitation. Or other forms of coercion or abduction or fraud or deception or exploitation of power or exploitation of vulnerability, or the giving or receiving of payments or benefits to obtain the consent of the person who has authority over those individuals, or.
2. The attracting or transferring or harboring or receiving of those under 18 years of age when the purpose of that is to exploit them even if this exploitation is not accompanied with threat or use of force or other methods mentioned in item (1) of this paragraph.

⁴) Exploitation of the prostitution of others is the subject of the UN's Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others, 1949.

(B) For the purposes of paragraph (A) of this article, the word (exploitation) means exploitation of individuals in forced labor or work under duress and slavery or servitude or the removal of organs or prostitution or any form of sexual exploitation.

(C) The crime is 'transnational' in nature in any of the following cases:

1. if it is committed in more than one country
2. if it is committed in one country and is developed or prepared or planned or supervised in another country
3. if it is committed in any country using an organized crime group that commits crimes in more than one country
4. if it is committed in one country and its impact extends to another country

The Jordanian **Anti-Human Trafficking Law No. (9)** recommends penalties in form of fines between 1000D and 20,000JD and imprisonment (with or without hard labour) between 6 months and 10 years. These depend on the crimes applicable and are defined in Articles 8, 9, and 10.

Other legislation relevant to trafficking in human beings and/or related crimes

The primary legal framework referred to by labour inspectors in Jordan is provided by the **Labour Code No.(8) of the Year 1996** ⁵, read in conjunction with subsequent amendments, the latest being **Interim Act No. 26 in 2010**. The **Labour Code No.(8)** covers labour inspection, recruitment and employment of non-Jordanians, employment and vocational training contracts, collective agreements, remuneration, organisation of work, restrictions on employing children and young people, occupational safety and health, work injuries, the operation of trade unions, and the settlement of collective labour disputes.

The **Labour Code No.(8)** applies to workers in the agricultural, services, manufacturing and factory sectors of the Jordanian labour market but does not clearly reference human trafficking. The sectors the Labour Code applies to are often the same sectors with an estimated high occurrence of exploitation and human trafficking.

With increasing awareness of the links between human trafficking and labour exploitation in Jordan, the **Labour code was amended with Law No 48 of 2008**, to

- include all forms of **sexual abuse of a worker as a justification for employees** to leave work with no notification while still retaining access to his/her legal rights, and to
- **allow closure of an establishment by Ministerial decision in such cases** (Section 29).
- make it an **offence for employers to compel an employee to work by force, fraud or threat, including by confiscating his/her passport** (Section 77).
- Include the **protection of domestic workers' rights**.

⁵ For the Labour Code in English see: <http://www.ilo.org/dyn/natlex/docs/WEBTEXT/45676/65048/E96JOR01.htm>

The different articles/sections that labour inspectors need to check compliance with are referenced in the checklists of the labour inspectors distributed by the Ministry of Labour, e.g. for large enterprises and QIZ. The **main sections/articles of the Labour Code No. (8) that also hint towards a trafficking situation for the purpose of labour exploitation** are the following:

- Sections on child labour, 73-75 (see below),
- Sections on wages, 46, 47, 52, 59
- Sections on leave 61, 69.

A number of safety-related regulations and the regulation on dormitories for foreign workers in QIZ may also be relevant – in a trafficking situation most of the regulations may not be observed, or they will be observed but the victims is not given leave/ holidays, wages and they may be forced to work overtime without pay. Please consult the table of related crimes for an overview (Background material 1.1)

Regarding **sexual exploitation**, in addition to the provision in the Anti-trafficking Law No.(9) 2009, the **Penal Code, No. (16) from 1960 criminalises prostitution**, as well as the procurement, acting as an intermediary for prostitution and brothel-keeping (Art. 309-318). It also defines the crimes of rape (Art. 292,293), abduction (Art. 302) and others, including aggravating circumstances, which mainly relate to taking advantage of vulnerabilities, including persons with disabilities.

1.4 Legislation with regard to children in Jordan

Anti-Human trafficking Law No (9) of the Year 2009

Penalties are enhanced in case of victims being children, females or persons with disabilities (Article 9b).

Labour Code No 8 of the Year 1996 (and amendments)

- **Section 73:** Subject to the provisions relating to vocational training, no minor under 16 shall be employed in any form. (Up to the age of 16 education is compulsory)
- **Section 74:** No minor under the age of 18 shall be employed for work involving danger, hardship or health hazards.
- **Section 75:** The employment of minors shall be prohibited:
 - (1) in excess of six hours a day, and minors shall be granted a rest period of at least one hour after four consecutive working hours;
 - (2) between eight in the evening and six in the morning;
 - (3) on religious and official holidays and on weekly rest days.

Additionally, the **Ministerial Order of 2011**, concerning occupations that are **dangerous or tiring or harmful to the health of youth** (No. 5098) prohibits minors under the age of 18 years undertaking hazardous work, like physically hazardous works, psychologically or socially hazardous work, morally hazardous work, or chemical hazards or working on ships.

Physically hazardous work includes working with explosives, heavy machinery, working with chemical or industrial substances, working in gas stations, airports, high-altitude locations, in the security sector, fuel and gas industry, and any mechanical or electrical work.

Psychological or socially hazardous work includes domestic work, working in railways, highways and on the street, work requiring overnight stay away from family or home, working in the funeral/ undertaking business, any work related to violence, working in social centres caring for the elderly, disabled patients or recovering drug addicts or vulnerable people.

Morally hazardous work includes any work related to sexual issues, working in hotels, nightclubs, cafes (incl. internet cafes), working in shops selling alcohol or tobacco products, any job that requires working in isolation.

Chemical, physical and biological hazards includes working in environments at risk of causing harm to the individual i.e. working environments containing smoke, fibres, production of cotton, production or use of paints, metals, or allergens, continuous loud noises, pressurised gasses. Work, that by nature of the role, is likely to cause damage to the individual (i.e. lifting heavy weights, repetitive movements, using poorly designed equipment).

Others forms of hazardous work, such as working on ships and any further forms of hazardous work identified by the Minister.

Both the **1994 Education Act** and the **Jordanian Constitution** criminalise prostitution of children in Jordan; the solicitation of sex of boys under 18 (or females of any age) is prohibited. The **Penal Code 1960** forbids the solicitation of sex of males under the age of 18 and of females of any age as well as the procurement of girls under 20 for prostitution. (Government of Jordan, 1960 and amendments, Art. 294, 295)



Human rights apply to children as to any other human being and they shall be treated in full adherence with their fundamental rights, enshrined primarily in the UN Convention on the Rights of the Child (1989). The core principles of the best interests of the child, non-discrimination, the right to life, survival development, and participation are particularly relevant.

Handout 1.4.1 – National legislation and policy on THB and relevant labour violations in Jordan provides a table that summarises the relevant laws and regulations and the sections/ articles within these laws that are linked with THB.

B. Institutional responsibilities in the anti-trafficking response for labour exploitation

The existence of vulnerabilities, exploitation and trafficking in Jordan -as in other countries- requires a governmental response. As trafficking occurs in different sectors and requires protection of and assistance to victims, an inter-institutional, multi-agency approach to the **prevention, protection, prosecution and partnership** (four

P's) of combating trafficking in human beings is required. The fourth P- **Partnership** is a cross-cutting response in Jordan throughout the prevention, protection and prosecution efforts. Consequently several governmental and non-governmental agencies are involved in the fight against trafficking and in ensuring the four P's in Jordan. The National Referral Mechanism for victims of trafficking acknowledges that combating human trafficking requires a comprehensive response of multiple sectors and stakeholders.

Ensuring the four P's, particularly protection and prosecution, requires identification of potential trafficking cases and potential victims of trafficking in human beings as a first step. **No protection (and related assistance) can be provided to victims and no criminal justice can be sought without first identification of potential cases.**

The Jordanian National Referral Mechanism (NRM) distinguishes between three levels of identification:

- **First level identification** of potential victims of trafficking refers to the process that begins with the detection of signs suggesting a possible situation of trafficking. A whole range of stakeholder may be involved in first level identification, such as: front-line officers (labour inspectors, law enforcement), non-specialised professionals (medical staff, teachers, transporters), general public etc. It is about detecting a potential case and referring the case to the responsible authorities.
- **Preliminary identification** of victims of trafficking is a process to determine whether a person presumed to be trafficked shall be considered as a potential victim as soon as the CTU have the slightest indication that s/he has been subject to the crime of trafficking. The aim of the preliminary identification is to identify the immediate need for protection and assistance and facilitating referral to relevant services.
- **Formal identification** is a process to confirm that a person has been a victim of trafficking or was in the process of being trafficked. According to the Jordanian Criminal Law and practices, to identify an individual as a formal victim of crime is only possible if the perpetrator is identified, apprehended, prosecuted or convicted.

The identification process is part of the **National Referral Mechanism (NRM)** in Jordan. In the NRM several government and non-governmental agencies agreed on responsibilities for assistance and further referral of victims and cases of trafficking in human beings.

Labour inspectors operate as front line officers of the Ministry of Labour and play an important role for **first level identification**.

The MoL further manages another instrument for first level identification, a **multi-lingual hotline**, to receive complaints, information and reports on violations, amongst them potential human trafficking situations and/or labour exploitation cases, which, depending on the case, are either referred to the MoL (labour inspectors) or the CTU and/or the police.

In terms of the institutional set-up in Jordan, a specialised anti-trafficking branch was established within the Criminal Investigation Department in 2008, and the following year, the Ministry of Justice also opened a Department for Human Trafficking. The National Anti-Human Trafficking Committee, chaired by the Ministry of Justice, was established in 2010 as a supervisory body and the same year the Jordanian government adopted a National Strategy for Combating Human Trafficking (2010- 2012).

The Counter-Trafficking Unit was set up in 2013, comprising labour inspectors and staff of the Criminal Investigation Department, covering investigation, research, labour inspection and administration. The CTU plays a key role in **combating human trafficking and undertakes the preliminary identification**. Shelter Regulations were developed in 2011 and the first state run shelter for trafficking victims was opened in Amman in 2015. Also in 2015, the National Anti-Human Trafficking Committee put in place a National Referral Mechanism for identification, investigation and prosecution of trafficking in human beings.

The Government of Jordan is currently in the process of developing Standard Operating Procedures for identification and referral of victims of trafficking in Jordan in order to enforce the implementation of the **National Referral Mechanism (NRM)**. Key NGOs have also played a very important role in Jordan's fight against trafficking, including Tamkeen, the Jordanian Women's Union, ARRD-Legal Aid, as well as international organisations such as IOM, UNODC, ILO, UN Women and ICMPD.

A full overview of all agencies and institutions involved in Jordan's anti-trafficking response, as well as their tasks is provided in **handout 1.4.2b**.

1.4

C. THB patterns and trends in Jordan & factors contributing to vulnerabilities – overview

Patterns and trends

For the sake of this analysis, available official national data and independent studies will be used in order to present the most comprehensive body of information possible. Before 2009, official data on THB were scattered and very unreliable as there were no dedicated systems to record and trace cases. Since end-2010, the situation has changed with better registration methods of filed complaints, as well as data on investigations, prosecutions, and convictions of traffickers being gathered more systematically, although still incomplete. The establishment of the CTU in 2013 was a milestone in this process as the ministries relevant to combatting trafficking started combining much of their efforts into one centralised unit. As a consequence, the number of victim identifications soared from 49 and 24 in 2011 and 2012, respectively, to 92 and 165 in 2013 and 2014. According to the CTU, Jordan identified 595 victims of trafficking from January 2009 to August 2017.

Men, women, boys and girls alike have been victimised through domestic servitude (47.6% of the victims), sexual exploitation (13.4%), organs removal (9.2%), forced labour/labour exploitation (28.4%), and child trafficking (1.4%). The figures show three significant trends. First, more than 50% of the VoTs detected between 2011 and 2013 were male, which is unusual, but updated statistics from 2017 revealed that the

number of female victims has increased, and they now make up more than 57% of the total. Second, internal trafficking has notably amplified. Figures indicate that 25% of the victims from 2009 to 2017 were Jordanians, whereas they used to amount to just 10.9% by 2013. Third, the number of identified Syrian victims has dropped, despite the continuation of the conflict in that country. Data show that 2013 and 2014 were the peak years for the detection of Syrian VoTs, 71.4% of them being identified in that period alone ⁶.

Transnational trafficking remains the most frequent type of trafficking identified. Identified victims held 17 different nationalities, but the top five countries of origin of non-Jordanian VoTs have been Egypt (25.7%), Bangladesh (13.2%), The Philippines (9%), Indonesia (5.9%), and Syria (5.7%).

Syrian refugee girls and young women are additionally affected by **commercial sexual exploitation**, as reported in the governorates of Amman, Irbid and Mafrq, inside and outside refugee camps. Men from Jordan and the Gulf States resort to the services of “matchmakers” to arrange “temporary marriages” (muta’h or zawaj al-niqah) or “traveller’s marriages” (misyar) looking for sexual relations with Syrian refugee girls and young women ⁷. Furthermore, Unicef data show a significant increase in the proportion of girls among Syrian brides, from 12% in 2011, to 18% in 2012, further increasing to 25% in 2013, and to 31.7% in the first quarter of 2014. This steep upsurge may indicate incidence of child trafficking for forced, early or servile marriage ⁸.

1.4

Egyptians, Bangladeshis, Pakistanis and Syrians fall victim especially to labour exploitation in the agricultural and industrial sectors, (specifically in Mafrq Governorate and the Jordan Valley, Agwar area). Means of exploitation include excessive working hours or workload, withholding of passports, being forced into unpayable debts, wages below the legal minimum or payment delays, and verbal and physical abuse.

The largest provider of male migrant workers is also the primary country of origin of the identified male victims of trafficking. 43.7% of the identified trafficked men in Jordan by 2017 had come from Egypt, despite it being only one among the 17 countries of origin of all identified VoTs. Just one victim from Egypt was a woman. In other words, most men are trafficked for **forced labour/labour exploitation**. Women VoTs, on the other hand, are more likely to be detected in domestic servitude. CTU statistics show that 86.2% of the identified victims for domestic servitude between January 2009 and August 2017 were women. **Domestic servitude** victimising the highest number of identified victims, mostly women, ultimately explains why the majority of the known trafficked persons in Jordan are consequently also women.

⁶) Comparative results of the period 2009 - 2017 provided by the Counter-Trafficking Unit and the study report: ICMPD (2015). Targeting Vulnerabilities, the impact of the Syrian War and Refugee situation in Trafficking in Persons: a study of Syria, Turkey, Lebanon, Jordan and Iraq.

⁷) ICMPD (2015). Targeting Vulnerabilities, the impact of the Syrian War and Refugee situation in Trafficking in Persons: a study of Syria, Turkey, Lebanon, Jordan and Iraq. p. 156.

⁸) UNICEF (2014). A study on early marriage in Jordan.

Available at https://www.unicef.org/media/files/UNICEFJordan_EarlyMarriageStudy2014-email.pdf

Filipino nationals, preponderantly women, are reportedly deceived into **domestic work** in Jordan after arriving in the country with the promise of jobs in other sectors, such as customer service at hotels and restaurants. In other cases, they have been offered work in the Gulf States but have mendaciously ended up in Jordan.

Indonesians are frequently victimised for both **domestic servitude** and **forced labour/labour exploitation**. Some reported cases affected Indonesian children (between 13 and 17) whose dates of birth were illegally altered on their documents so to appear adults to work in Jordan. In yet other cases, Indonesian women, who used to work in Syria, were taken to Jordan by their employers, who in turn either eventually would abandon Jordan and leave their workers in an irregular status or transferred these workers to another employer without their consent and passports⁹.

As a conclusion, considering that the forms of trafficking that involve the most victims occur within the work environment, regardless of gender, any successful THB response will be largely contingent on strategies towards the protection of the workers' rights and the capacity of government officials to monitor domestic working conditions.

Further described occurrences of lesser extent, but not less severe, were trafficking for **begging and petty crimes**, in which vulnerable women, children and persons with disabilities from Syria, Egypt, Yemen and Iraq were recruited by organised begging networks¹⁰ and forced to beg and steal on the streets.

In 2016, the Counter Trafficking Unit (CTU) highlighted the **Qualified Industrial Zones (QIZs)** as sites of labour exploitation, primarily of women and children and sometimes also male victims. Companies operating in the QIZs reportedly take advantage of the vulnerability of foreign workers and hold them in slave-like conditions. The CTU also highlighted the role of recruitment companies in recruiting **domestic workers** who are subsequently exploited from Bangladesh, Sri Lanka and the Philippines, and to a lesser extent from Ethiopia, Kenya and Ghana. In addition to the domestic work sector, the International Labour Organisation (ILO) highlighted the **construction and garment industries** as high-risk sectors for labour exploitation.

The following sectors are those where labour exploitation and THB/forced labour are believed to be occurring in Jordan:

- **Industry**, with textile, agriculture and construction as those with most occurrence.
- **Services and catering** – services industry, including nightclubs.
- **Domestic work**.

⁹ ICMPD (2015). Targeting Vulnerabilities, the impact of the Syrian War and Refugee situation in Trafficking in Persons: a study of Syria, Turkey, Lebanon, Jordan and Iraq. p. 52, 66 and 67.

¹⁰ ICMPD (unpublished). Assessment of the impact of the Syrian war and refugee crisis on trafficking in persons.

Forms of trafficking and data



It is important to remember that forms of trafficking and their occurrence change over time, also depending on investigation efforts. The situation is not static. Forms and trends might change over time based on available information and data.

There is limited data available for prosecutions, convictions and identified cases. Data should always be presented with the disclaimer that statistics only relate to cases that were officially recognised as trafficking, and they do not necessarily give an indication of the scale of the trafficking phenomenon.

The following points might be made to illustrate this point:

- A large number of trafficking victims identified in a country may suggest that there is a large amount of trafficking occurring and/or the government response and capacity to identify trafficking is effective.
- A very low (or zero) number of identified trafficking victims may indicate that there is no trafficking occurring, and/or that the government response and capacity to identify trafficking is very weak/ not-effective.

Interpretation of trafficking data should therefore be done cautiously and only by experts. The below data is provided as a general overview of existing data available for Jordan, however it is always better to seek the latest up-to-date data from government authorities to present.

As reported by CTU, Jordan registered 222 cases since 2009, of which 35 were of organs removal; 130 of domestic servitude; 30 of forced labour/labour exploitation; 25 of sexual exploitation; and two cases of child trafficking. Despite forced labour/labour exploitation ranking second as the form of trafficking to involve the most identified victims, organs removal is the second most detected case of trafficking. To date, it has made 55 known victims, although no new case has been confirmed since 2015. The table below presents an overview of the identified cases, disaggregated by form, number of cases, number and gender of victims, and number and gender of traffickers.

Detected THB cases between January 2009 and August 2017¹¹

Form	Number of cases	Victims		Traffickers	
		Men/boys	Woman/girls	Men	Woman
Organs removal	35	50	5	71	5
Domestic Servitude	130	39	244	165	59
Forced labour/ labour exploitation	30	110	59	50	5
Sexual exploitation	25	9	71	58	21
Child trafficking	2	2	6	4	7

¹¹) Data shared by the Counter-Trafficking Unit of the Ministry of Interior.

The number of trafficked children is questionably low. There is no official record of child trafficking since 2009, which is an indication that this crime has been under-investigated and under-reported. There are also not enough independent assessments or scientific studies to present the actual extent of child trafficking and the vulnerabilities to which children are subjected. More than 66% of refugees, usually the most vulnerable population to trafficking, in Jordan by February 2017 were children¹². The inflow of children to Jordan has increased steeply since the breakout of the Syrian conflict, in 2011. Such facts mathematically reinforce the hypothesis that hundreds to thousands of children VoTs might have been overlooked in the past years. In part, this is because both before and after the adoption of the Law n° 9 child labour was and still is not considered a form of trafficking in persons. Child begging and child labour often present the elements of child trafficking¹³, namely facilitation of movement followed by exploitation. Reform of legal provisions and adoption of policies to increase child protection are, therefore, pressing issues also addressed in the Action Plan.

Protection of victims is the core goal of the fight against THB, but one must always associate it with effective proactive and reactive investigations, as well as prosecution and conviction of traffickers.

In 2016, the CTU investigated a total of 366 potential trafficking cases, 79.2% of which involving domestic workers; Of those possible cases, the CTU determined that 30, involving 51 suspected traffickers, met the criteria for potential trafficking crimes¹⁴. MoJ initiated the prosecution of 39 new trafficking cases in 2016 and continued prosecution of 19 trafficking cases initiated in previous years. Jordan convicted ten traffickers in the 26 cases concluded in 2016; in eight of which, offenders were sentenced from one to 15 years in prison, while offenders in two cases received sentences of six months. Additionally, of the cases concluded in 2016, six resulted in full acquittals and three in convictions for lesser crimes, including fraud and passport withholding¹⁵.

When looking at data for prosecutions and convictions, it is important to note that prosecutions by the specialised court take on average two years, meaning that a significant number of cases referred to the court since January 2013 (when the CTU started operating), are still under prosecution.

For the full year of 2015, the US Department of State TIP Report states that the **CTU investigated 206 potential trafficking cases**. The 28 forced labour cases referred for prosecution mainly consisted of **domestic servitude cases**, with two from the agriculture and construction sector (US Department of State, 2016: 221).

¹² UNICEF (February 2017). Syria Crisis Situation Report January 2017 - Humanitarian Results. Available at <https://reliefweb.int/sites/reliefweb.int/files/resources/UNICEF%20Syria%20Crisis%20Situation%20Report%2C%20January%202017.pdf>

¹³ ICMPD (2015). Targeting Vulnerabilities, the impact of the Syrian War and Refugee situation in Trafficking in Persons: a study of Syria, Turkey, Lebanon, Jordan and Iraq. p. 139

¹⁴ U.S. Department of State (2017). Trafficking in Persons 2017 Report: Country Narratives – Jordan. Available at <https://www.state.gov/j/tip/rls/tiprpt/countries/2017/271214.htm>

¹⁵ Ibid.

The role of vulnerability in THB in Jordan

Previous research has **identified Syrian refugees as a particularly vulnerable group to trafficking and exploitation**. Amongst them, female headed households and women and girls were identified as a particularly vulnerable group (see above).

In March 2017, UNHCR records show 657,000 active registered Syrian refugees (persons of concern) in Jordan. The war in Syria and the high influx of Syrian refugees into Jordan puts pressure on the local job market. The refugees face a lack of livelihood opportunities and are in dire need of work and money to support themselves. This increases their vulnerability to labour exploitation and trafficking in human beings and forced labour. Because of the situation, an increasing number of Syrians find themselves in situations of exploitative labour in Jordan. Particularly families in refugee camps, are in economically precarious conditions, contributes to their increased vulnerabilities, manifesting itself in believing traffickers, falling victim to trafficking or on their own behalf knowingly engaging in illicit activities. The phenomenon of Syrian girls and young women in Jordan who are sexually exploited in prostitution either by means of temporary muta'h marriages or through prostitution in nightclubs and brothels seems widely known (ICMPD, 2015a: 146 and representatives of the MoL and CTU as part of the needs-assessment for the training curriculum).

Several studies and assessments, including of NGOs in Jordan, further suggest that migrant workers in Jordan overall are vulnerable to labour exploitation and to trafficking for labour exploitation and forced labour. It can be assumed that, as is the case elsewhere, their vulnerability increases in case of an irregular migrant, as this provides opportunity and leverage for exploitation.



References for further reading

Government of Jordan, 2017. Standard Operating Procedures (SOP) for Victims of Trafficking in Jordan.

ICMPD, 2015a. Targeting Vulnerabilities. The Impact of the Syrian War and Refugee Situation on Trafficking in Persons. A Study of Syria, Turkey, Lebanon, Jordan and Iraq. Vienna, Austria.

ICMPD, 2016. Training Needs Assessment: Assessing the Training Needs and Capacity of Labour Inspectors in Jordan to identify and investigate trafficking in human beings for the purpose of labour exploitation. Vienna, Austria.

“Tamkeen” directs 86 reports to the Anti-Human Trafficking Unit during the year 2015: <https://www.business-humanrights.org/en/jordan-%E2%80%99tam-keen%E2%80%99d-directs-86-reports-to-the-anti-human-trafficking-unit-during-the-year-2015>

UNICEF & Save the Children, 2015. Small Hands, heavy burden: How the Syria conflict is driving more children into the workforce. Amman, Jordan

U.S. Department of State (2017). Trafficking in Persons 2017 Report: Country Narratives – Jordan

ILO: National Labour Law profile Jordan: http://www.ilo.org/ifpdial/information-resources/national-labour-law-profiles/WCMS_158905/lang--en/index.htm

Module 1, Session 1.5

Indicators for a potential trafficking situation for labour exploitation

A. Indicators – general and specific for trafficking for labour exploitation

What are indicators?

Indicators are signs and signals that act as signposts drawing our attention to a specific situation – or to investigate further. They are based on common characteristics that have often been observed in relation to trafficking in human beings cases in the past.

To spot indicators, we need awareness of the topic and must know what to look out for, even when we are not actively searching for indicators.

Indicators are important tools for frontline officers responsible for first-level identification, including labour inspectors.

Indicators vary in their forms. They can be:

- **Visible**, e.g. physical signs of abuse on a person, visible in the infrastructure, such as locked accommodation, workplace etc.;
- **Verbal**, thus communicated, e.g. directly communicated, or indirectly communicated as hints or in inconclusive information;
- **Non-verbal**, e.g. visible in the behaviour, body-language of a person (including vis-à-vis another person, such as the supervisor or employer)

Indicators should:

- Guide labour inspectors (and other law enforcement agencies and victim assistance organisations) to identify
 - possible situations of trafficking in human beings (and forced labour) and;
 - whether a specific worker should be considered a victim of trafficking in human beings;
- Help to distinguish poor working conditions from trafficking in human beings and forced labour.



Indicators often are non-conclusive, and a number of them are hidden. If a situation of trafficking or forced labour is suspected, labour inspectors are required to report their suspicions to the attention of the MoL/CTU.

‘Not all the indicators [...] are present in all situations involving trafficking in human beings. Although the presence or absence of any of the indicators neither proves nor disproves that human trafficking is taking place, their presence should lead to investigation’ (UNODC and UN.GIFT, 2013)

To support labour inspectors in first level identification, indicators were developed specifically for labour inspectors in a **consultative process** with input from the Ministry of Labour, CTU within the Ministry of Interior, Ministry of Social Affairs and Ministry of Justice, as well as NGOs and International Organisations working in Jordan. The indicators list is comprehensive (see handout 1.4.1), but targeted to labour inspectors in Jordan.

In **applying the indicators**, labour inspectors must look for a combination of signs that suggest trafficking may be taking place. A single indicator may not be a conclusive sign that trafficking is taking place. Rather, a suspicion of trafficking and decision to report the case should be reached by spotting an initial indicator, and then proactively looking for other relevant indicators to strengthen the case for reporting.

The labour inspector should use the list as a helpful tool

- a) **before** going on an inspection (to serve as a reminder what to look for and which questions to ask, when in doubt);
- b) **during** an inspection, when in doubt and;
- c) **after** the inspection, when writing a special report referring a potential case for further investigation.

The indicator list is structured firstly according to the **three elements of the trafficking crime**:

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ACT (of recruitment, transportation, transfer, harbouring, receipt of a person),

MEANS (by 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), and

PURPOSE (for sexual exploitation, labour exploitation, forced begging, domestic servitude, forced marriage, among other forms of exploitation.

Secondly, within each element, indicators are grouped into the three categories introduced above: **Visible, Non-Verbal, and Verbal**.

The **verbal indicator column** furthermore includes possible questions for the labour inspector to ask.



Further, the indicator list contains an indication in which sector (industrial, agricultural, service industry, domestic work) the indicators are likely to be identified.

The labour inspector must study the indicator list in detail and be aware of the cross-over with labour law violations, e.g. withdrawal of passports, wages etc.

Case Notes: Textile (to accompany Handout 1.5.1):

Case overall:

- **Act:** recruitment with deception (means) in the recruitment,
- **Means:** deception, threat and use of power, abuse of the position of vulnerability and abuse of position of power,
- **for the Purpose of:** labour exploitation (under slavery-like conditions).

Part 1 of case, from paragraph 5:

The manager **follows the inspectors closely** [indicates the manager is possibly anxious, wants to control the situation] the entire time they are talking to the factory workers, remaining within ear-shot of all conversations. The manager recommends the inspectors speak with certain workers [indicates the manager might have applied means: threatened and told workers what to say and some are more cooperative] because he says they are the only ones that speak Arabic or English, and that it is difficult to communicate with the other workers. All workers give exactly the same answer [Means: if threatened to state a certain thing, rehearsed answer] when asked by inspectors what their working hours are. When the inspectors ask if they have their **passports, the workers say the employer keeps them** [Means: withholding of passports, restriction of freedom of movement, if the workers cannot get it back], but they were told they can have them back at any time, if they asked.

One labour inspector notices that several of the workers appear reluctant to answer the inspector's questions, avoiding eye-contact and often give the same answer as their peers by **nervously glancing at the other workers**. The inspector also notices that these workers have dark circles under their eyes, and become nervous when the manager or their supervisor comes near them. In general, the atmosphere on the factory floor is subdued and workers do not appear to talk to each other.

[This paragraph again indicates that means might have been applied, non-verbal reaction to the manager/supervisor]

One inspector goes to look at the accommodation provided to the foreign workers, in an old building next to the factory. The building is old, and **several of the windows in the rooms are broken, although they all have bars over them**. The dormitory room the manager shows the inspector is basic but adequate, with beds and thin bedding. The inspector notices that there is a padlock on the outside of the accommodation door, and a security camera covering the corridor. On the way out of the accommodation building, one of the inspectors asks if they can use the restroom. The manager gives directions and says he will accompany the others and wait outside. As the inspector looks for the restroom, he notices an open door with a bolted lock on the outside. On quickly looking inside, he sees over 20 mattresses on the floor and personal items that obviously belong to some workers. There are multiple **signs that many people live together in the very small space with no window**. [Indicators of Purpose: labour exploitation (under slavery-like conditions)].

The inspector leaves the building and meets the manager and her colleague in the main factory building. They inform the manager the inspection is finished. When

leaving the premises, the labour inspector informs his colleague what he saw in the accommodation building.

Part 2 of case, from paragraph 2:

The workers were recruited in their home countries, primarily from South East Asia. As part of the recruitment process they were provided a contract stating that they would have to work in a textile factory in the industrial zone of Amman at different work stations. The **contract stated they would be accommodated in a house jointly with other workers and provided basic infrastructure, including furniture and a communal kitchen** and health facilities, including access to a doctor stationed at the factory. [Act: recruitment with Means: deception for the Purpose: labour exploitation (under slavery-like conditions)].

When the workers arrived in Jordan at the industrial zone, the employer collected their passports and stated that this was usual and a procedure in accordance with the law in Jordan and that they would get them back anytime they wanted. The workers were presented a new contract, stating 25% less of the pay than indicated in their original contract [Purpose: labour exploitation]. They were threatened with physical violence and told that their working visa would be invalidated should they not sign the contract. [Means: threat, abuse of the position of vulnerability and abuse of position of power].

The working hours stated in the contract were not observed. The workers had to work in shifts (day and night), often consecutive day and night shifts for 6 days a week. [Purpose: labour exploitation, slavery like conditions] When they complained, they were threatened with physical violence, some of them beaten [Means: threat, use of force]. Some female workers were regularly assaulted, including sexually [Means: use of force] at their work stations by their supervisors. When they complained to the employer they were laughed at and said they had provoked it. When workers were sick, they had to continue working without any medical attention or the possibility to consult a doctor. [Purpose: labour exploitation, slavery like conditions]

The accommodation provided was a factory building next to the main production site without insulation. In one big hall, all workers (male and female) were each assigned a bed. Linen and blankets were not provided but the employer offered them for large sums of money. [Means: deception] If the workers did not have sufficient money, the employer offered to deduct the amount with some interest from the next salary. [Means: debt bondage] It was not possible for workers to calculate how their wages, when they received them, were calculated. In the evenings, the employer locked the door to the accommodation block from the outside, and monitored worker's behaviour through the security cameras. [Purpose: labour exploitation, slavery-like conditions]

Several workers wanted to quit the job. When they announced their resignation to the employer, he told them they owed him the outstanding amount for the linen and blankets and a very high fee to be let go to get their passport back. The employer also told the workers that their immigration status was in question, and if they threatened him again he would report them to the authorities. [Means: debt bondage, abuse of position of power and abuse of position of vulnerability, threat]

Five of the workers were approached by the employer and asked to report on other workers (complaints, possible plotting and compromising information) and threatened with violence against their family members if they refused to cooperate. [Means: abuse of position of vulnerability, threat] These were the workers the employer recommended the inspectors speak with during the inspection.



References for further reading

UNODC, 2013. Human trafficking indicators: https://www.unodc.org/pdf/HT_indicators_E_LOWRES.pdf

ILO, 2009: Operational indicators of trafficking in human beings: http://www.ilo.org/wcmsp5/groups/public/@ed_norm/@declaration/documents/publication/wcms_105023.pdf

ILO, 2008. Forced labour and human trafficking. Handbook for labour inspectors. ILO Special Action Programme to Combat Forced Labour, Geneva, Switzerland.

- Video: 'Awareness Test': <https://www.youtube.com/watch?v=Ahg6qcgoay4>

- Video: 'Open your eyes': https://www.youtube.com/watch?v=tE_lduB6bQc

Module 1, Session 1.6

Role and responsibilities of Labour Inspectors

A. Mandates and responsibilities for the identification of a possible trafficking situation

The Legal Role of Labour Inspectors

The ILO Labour Inspection Convention No 81 (1947), ratified by Jordan in 1969, defines in Article 3, that the functions of the system of labour inspection shall be:

- a) To secure the enforcement of the legal provisions relating to conditions of work and the protection of workers while engaged in their work, such as provisions relating to hours, wages, safety, health and welfare, the employment of children and young persons, and other connected matters, in so far as such provisions are enforceable by labour inspectors;
- b) To supply technical information and advice to employers and workers concerning the most effective means of complying with the legal provisions;
- c) To bring to the notice of the competent authority defects or abuses not specifically covered by existing legal provisions.

Within the national legal framework, the roles and responsibilities of labour inspectors are defined in **Chapter II of the Labour Code of 1996** (and its amendments) and **Regulation No. 56 of 1996 (Regulation of Labour Inspectors)**.

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- A. Verifying the implementation of legal provisions that are related to work conditions and protecting the workers during their work
- B. Providing technical information and consultation to employers and workers regarding the abidance with the legal provisions.
- C. Encouraging cooperation between employers and their associations on one hand, and the employees and their unions on the other, in order to improve the humanitarian relations and to contribute in attaining the economic development.
- D. Assuring the vocational safety and health at work.
- E. Gathering information related to organizing the labour market, including workers' numbers, groups, training needs and any other issues concerning the terms of employment. (Government of Jordan, 1996a).

When carrying out inspections, labour inspectors have a number of legal rights and responsibilities, including access to work sites at any time within working hours and are, according to Section 9 of the Labour Code 1996 'vested with the powers of criminal investigators' (Government of Jordan, 1996b).



In accordance with national and international law, the most important role and function of a labour inspector is to ensure compliance with national laws and regulations in place. This includes reporting signs or suspicions of any further criminal wrongdoing in addition to labour law violations.

The Operational Role of Labour Inspectors in Jordan

The role of labour inspectors vis-à-vis trafficking in human beings is to **identify potential cases** of trafficking during inspections and refer cases to the CTU for further investigation. Inspectors are not required to play a role in investigating trafficking cases, beyond providing advice on where breaches of the labour law are relevant to the case.

Labour inspectors operate as front line officers of the Ministry of Labour and play an important role for **first level identification**.

Identification of a potential trafficking in human beings situation must take place within the regular course of inspectors' duties, specifically when they are conducting inspections of work places.

Labour inspectors report on any suspicious circumstances and potential cases of trafficking in human beings. Failure to correctly refer potential cases prevents further identification and investigation by the officers from the CTU.

The labour inspector **actively observes and reports any suspicious signs of criminal activity related to trafficking in human beings or forced labour** to the Ministry of Labour and CTU, so that they can undertake the criminal investigation.



Labour inspectors should not jeopardise the safety of a potential victim. For example, inspectors should not draw the attention of an employer or supervisor (who may be potential exploiters) to an inspector's suspicion/ awareness of potential trafficking situations, or highlight comments made by potential victims to the inspector in confidence.

Labour inspectors should inform workers about their rights in general and the possibilities to inform authorities, such as contacting the Ministry of Labour through the available hotline number.

To effectively fulfil their role in Jordan's anti-trafficking framework, labour inspectors working in the field, (those conducting inspection activities) need to be:

- capable of **identifying indicators of trafficking and submitting a special report** to their Chief of Section. The Chief of Section then passes the report to the Directorate of Inspection HQ, after which the report is passed to the CTU.
- prepared to assist the CTU with follow up investigations by providing input on labour law breaches and the original inspection where indicators were spotted.

During training, if necessary to justify why inspectors should play a role in identifying THB cases, the following arguments may be used:

In order to look at the **role of the labour inspector** within the system for the identification of a possible trafficking situation, it is important to look closely at the **job description of a labour inspector** (see handout 1.6.1).

The mandate of the labour inspector in its present format relates mainly to the labour law. However, the mandate to ensure the application of the labour law includes the mandate to identify other activities which could also fall under criminal law. The labour inspector might not be able to act upon criminal offences in the same manner they address labour law violations. In these situations the labour inspector must report and refer potential criminal activity to his/her Head of Section and this way to the CTU in case of THB/ forced labour.

Tasks in the labour inspector job description that also relates to potential trafficking cases are:

1. Verification of the application of the labour law
2. Carry out inspection visits to various institutions and ensure the application of labour law provisions with accuracy.
3. Work to resolve complaints by workers against employers. (Might indicate other underlying issues, can indicate forced labour or trafficking)
4. Follow-up working women's issues and child labour in line with the provisions of labour law. (Child labour can also indicate to child trafficking as a criminal offence)
5. Provide advice and guidance to employers and workers to abide by the provisions of labour law. (Reference to information of workers on their rights to prevent forced labour and trafficking)
6. Preparation of daily and monthly reports for the inspection visits and sending them the department head. (Special report in case of observations that are not covered by the inspection 'check list')
7. 10. Sharing knowledge within the work scope. (Share knowledge on indicators for forced labour and trafficking, situations encountered and how to deal with them).

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B. Referral process for (potential) cases of trafficking for labour exploitation in Jordan

The **referral process** for cases of trafficking identified by labour inspectors currently follows the same process of reporting on all other inspection activities:

- When an inspector identifies indicators of potential trafficking in a work place, he/she may write a report, providing details of the inspection, workplace and indicators of trafficking identified.
- The report is then passed to the **Chief of Section** in the local labour office, who will subsequently forward it to the **Directorate of Inspection HQ in Amman**.
- When a report of potential trafficking is received by the Inspection Directorate HQ in Amman, they will inform the **Counter Trafficking Unit (CTU)** and pass all documents related to the case to them for investigation.
- **In situations where risk of immediate harm to workers, or clear indications of abuse and exploitation are present, labour inspectors must immediately report this via phone to their managers, who then escalate the referral to the CTU.**

Task 9 of the labour inspector job description makes clear reference to these reporting lines:

“9. Preparation of daily and monthly reports for the inspection visits and sending them the department head.”

The referral process from field labour inspector to the CTU is demonstrated in the flow chart below:

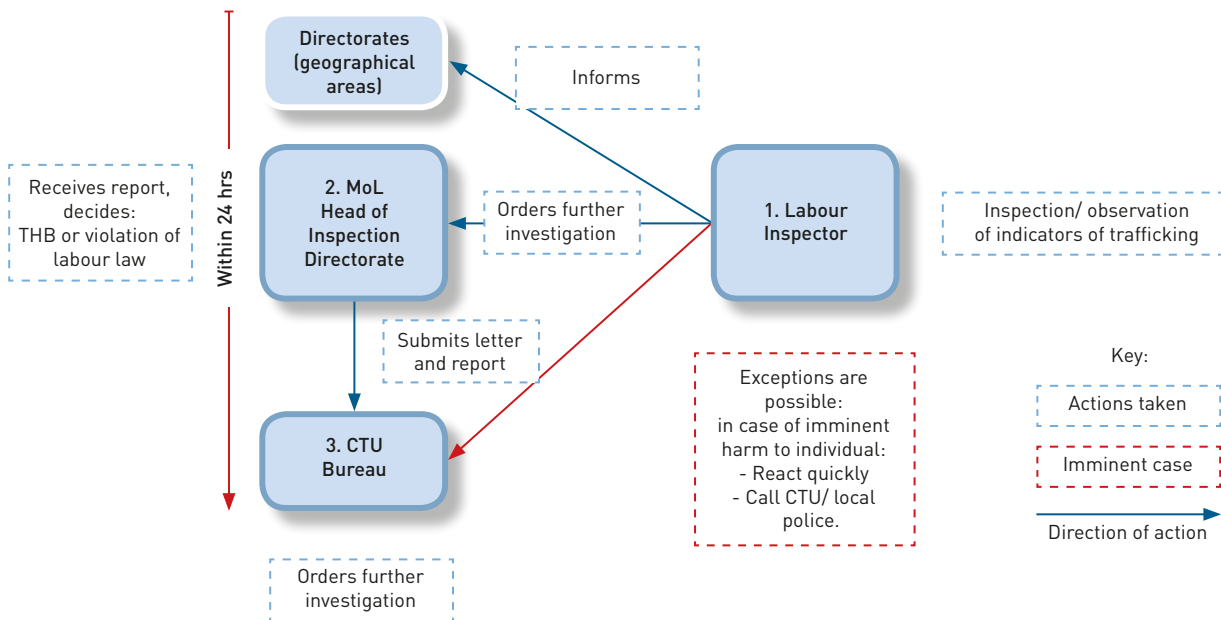


Figure 3: Flow chart: Referral of the report on a potential case of THB / forced labour



References for further reading

ILO, 2008. Forced labour and human trafficking. Handbook for labour inspectors. ILO Special Action Programme to Combat Forced Labour, Geneva, Switzerland.

Government of Jordan, 1996. Jordan. Labour Code, 1996, available online: <http://www.ilo.org/dyn/natlex/docs/WEBTEXT/45676/65048/E96JOR01.htm> (English)

Government of Jordan, 1996. Regulation No. (56) Of the Year 1996. The Regulation of Labour Inspectors.

Module 1, Session 1.7

Inspection and reporting of a possible trafficking case in practice

A. Interviewing potential victims of trafficking

Interviewing workers is an opportunity for inspectors to uncover indicators of trafficking during their inspection, and make an assessment on whether additional investigation is required. Interviews may take place during routine inspection activities, or following a suspected report of abuses.

Potential challenges faced when conducting interviews:

- **Time** for conducting an interview may be limited.
- **Location** of an interview is likely in a work environment such as a factory floor.
- **Privacy** may be limited. Linked with location, the interview is likely to take place in an environment surrounded by other workers, supervisors and employers, including potential traffickers.
- **Indicators** may be present but may be inconclusive. Making a decision based only on an interview might not be possible.
- **Honest** answers may not be given to questions. The reasons for this may either be an interviewee is being coerced or threatened into lying, or they are deliberately misleading the inspectors to avoid being discovered (as a potential trafficker.)

Open and Closed Questions

Open questions = Questions that allow the interviewee to provide any response they wish. Typically, these are understood as the “5 WH” – questions beginning with Who, What, Where, When, Why, and How.

Open questions are very good for gathering a lot of information quickly and require the interviewee to provide their own input, thus making it easier to spot deceptions

Closed questions = Questions that require a Yes or No answer.

Closed questions are good for confirming information or getting a very specific answer. They are risky as it is very easy for the interviewee to lie and there is a chance they give the answer they believe the interviewer is looking for.

Example: ‘When were you last paid?’ (Open question) provides much more information than ‘Are you paid regularly and on time?’ (Closed question)

B. Process of identification of potential cases as part of labour inspections and follow-up actions to take

The instructions and all relevant information for the role play on first-level identification as part of a regular inspection are provided in the description of the session and

- o Handout 1.7.1: Situational description for labour inspectors
- o Handout 1.7.2: Role player instructions
- o Handout 1.7.3: Case description.

The role play will provide key learning points on bad and good practices during a labour inspection, which will evolve as part of the role play and will be discussed jointly.

C. How to write a labour inspection report, including a possible trafficking case

In addition to the labour inspection checklist, a special report should be drafted and submitted in cases of other observations related to possible trafficking cases, e.g. suspicions of a possible trafficking case, identified indicators.

It is important to document observations and suspicions encountered during an inspection as soon as possible after the inspection is concluded. A written report may provide key evidence during subsequent investigation and prosecution processes.

Handout 1.7.4 provides a suggested template and structure for such a report, in order to provide comparability and facilitate a quick overview for the CTU. Labour inspectors are not bound to use this specific format.

The most important issue with regard to a good report is to provide:

- all relevant information, using clear language
- with a factual description and
- potential indicators observed (use the indicator list, handout 1.5.1).
- Indicating how urgent follow-up is i.e. urgent, as soon as possible.

D. Potential dangers in identifying trafficking cases

During ordinary and regular labour inspection activities, labour inspectors face potential dangers. However, as trafficking in human beings and forced labour are...

- a) criminal offences with high penalties and large fines, and
- b) often involving large sums of money, and
- c) possibly organised and run by criminal networks,

...labour inspectors might potentially face increased dangers in identifying THB / forced labour.

Categories of potential dangers are noted in the implementation guide, split between physical integrity, professional integrity and psychological integrity.

In case of any incident or attempt, the labour inspector should:

- remain calm
- deescalate the situation
- leave the premises as soon as possible
- and report the incident immediately to the relevant authority

Calm, correct and ethical behaviour in such situations can save lives!

How can unethical behaviour harm a (potential) victim?

‘Corrupt or unethical behaviour of labour inspectors in a situation of possible forced labour is particularly critical as it may endanger the life of victims. There have been cases where victims of forced labour and trafficking managed to escape from their abusive employers and were returned by corrupt law enforcement officials. This is unacceptable. The ILO has developed recommendations and a model Code of Ethical Behaviour that should form the basis for any inspectorate’s efforts to combat corruption and protect workers who are particularly vulnerable.’ (ILO, 2008: 20)



References for further reading

ILO, 2008. Forced labour and human trafficking. Handbook for labour inspectors. ILO Special Action Programme to Combat Forced Labour, Geneva, Switzerland.

ILO, 2006. A Tool Kit for Labour Inspectors: A Model Enforcement Policy, A Training and Operations Manual, A Code of Ethical Behaviour, edited by Annie Rice, Budapest.

Module 2, Session 2.1

Multi-agency cooperation and referral process on trafficking in human beings for labour exploitation

A. Definitions: Refresher

Refer to the description of Module 1, Session 1.1 and cases in Session 1.2. and to the additional video on a discussion of the legal definition of trafficking in human beings and overlaps with other definitions (in session description and additional references).

B. Multi-agency cooperation for successful referral and Jordanian NRM

A **National Referral Mechanism (NRM)** was established based on Law No. 9 which clearly indicates the role and responsibilities of stakeholders during the phases of identification, referral, protection and assistance, and rehabilitation of victims of trafficking. The CTU and Ministry of Justice are the primary stakeholders responsible for overseeing overall coordination of the NRM, although multiple stakeholders are responsible for individual roles across all phases of referral.

The Jordanian NRM is structured through 6 phases. The phases cover the entire anti-trafficking process from identification through to victim recovery and return, as well as perpetrator prosecution and conviction.

First level identification

Pre-phase: information on potential cases to the CTU (referred from labour inspectors, hotline, civil society, etc.)

Preliminary identification

Phase 1: Identification

Phase 2: Rescue and Referral

- Prosecution of a case
 - Conviction of perpetrators
- Formal identification

Phase 4: Voluntary Return of the victim

Phase 5: Reintegration of the victim

Phase 6: case file updated by the CTU

National Referral Mechanism (NRM) Jordan

The NRM is the mechanism that ensures the various stakeholders involved at each phase of referral remain coordinated.

Multi-agency coordination is important for a number of reasons detailed below:

- Adequate services and attention to (presumed) victims of trafficking in persons requires a victim-centred and human rights based approach in order to avoid re-traumatisation and re-victimization.
- A large variety of different stakeholders, with differing perspectives is likely to come into contact with a victim of trafficking (or potential victims) during the process of his/her identification, protection, assistance, criminal proceedings or return to a country of origin or third safe country. These stakeholders might include employees, practitioners and specialists from governmental institutions (GOs), non-governmental organisations (NGOs) and others. A non-exhaustive list, just for your orientation includes:

- Case managers;
 - Child guardians;
 - Counsellors;
 - Drop-in workers;
 - Intercultural mediators;
 - Interpreters;
 - Labour inspectors;
 - Law enforcement officers;
 - Lawyers;
 - Psychologists;
 - Public prosecutors and judges;
 - Shelter workers;
 - NGO/Service provider employees.
- To ensure that all of these stakeholder groups work in harmony, a coordinated approach is therefore necessary and also that
 - A) the integrity of a victim's physical and mental well-being and rights are protected, and,
 - B) data-sharing, evidence protection and effective law enforcement action is guaranteed to produce convictions.

For officials in the Ministry of Labour, it is important to understand that the actions they take are part of a much wider process that crosses multiple institutions. A blockage at the beginning of the process (identification), prevents all subsequent actions (both victim protection and offender prosecution). With this in mind, it is the duty of senior MoL officials and experts to familiarise themselves with their responsibility to communicate and coordinate with colleagues both within the Ministry and from other government departments and non-governmental organizations. This responsibility also extends to ensuring staff under their supervision understand the same points and engage productively with partners.

C. Cases with handling and needs of victims

See cases in the handouts 2.1. The aim of this activity is to analyse cases and spark discuss the importance of the involvement of the different stakeholders in referral in the Jordanian NRM.

In **handling a case** as part of **preliminary identification** and further investigation, it is paramount to:

- React quickly (however not endangering the life of victims).
- Observe the (potential) victims' human rights during the inspection, preliminary identification and related investigation process.
- Include the different stakeholders foreseen in the referral process, e.g. MoSD, NGOs etc. at the right point in time.

D. Process of referral, roles and responsibilities of different entities & communication

It is important to understand what happens after the **first-level identification** and how the initial stages of the NRM functions;

1. Following a first-level identification (which may be done by a wide range of institutions and individuals that come into contact with potential victims), the potential case is reported to the **competent authority for trafficking cases in Jordan; the CTU**.

- All institution reporting a potential case of trafficking to the CTU shall provide the information related to the case (what happened, when, where, how, who was involved), as well as the information related to the individual/organisation reporting the crime.

2. **Initial referral** will prompt a process of **rescue and initial screening by the CTU**; the rescue of the VoT and referral of a potential VoT to a shelter providing assistance.

- **In case the potential VoT is detected outside Amman** – at the regional level CTU officers will travel to the place where the VoT is seated and accompany him/her to the CTU premises in Amman. In case a potential VoT refuses to travel to Amman then referral to a local shelter is an alternative solution. In this case initial screening will take place at the local NGO/shelter.
- **If the potential VoT is not in a condition to start talking** to the CTU due to various reasons the CTU shall refer him/her to the NGOs or the shelter to allow more time for the person to stabilize.
- As soon as a potential VoT is believed to be a **child** a guardian should be immediately appointed **before** any other measures can take place. The guardian should accompany the child throughout the entire process and should closely work with the CTU and the shelter until a durable solution in the best interest of the child has been identified and implemented.

Note: If the identification measures cannot definitively determine the age of a potential VoT, then authorities and service providers must assume that the person is a child and provide the relevant protection and assistance measures accordingly.

3. The **initial screening** shall be conducted by a CTU officer and interpreter immediately after a potential VoT is referred to the CTU or placed in a shelter. The initial screening should not take longer than 1 hour and after that the potential VoT shall be referred to the shelter. In case the VoT refuses to participate in the interview, the VoT should be supported by psychologist at the shelter premises.

- The initial screening is the first conversation CTU has with a potential VoT in order to confirm that this is a case of trafficking. The CTU is making decision whether a person is potential VoT based on the list of indicators.

4. Following the initial screening interview, **the potential VoT will be referred to a shelter providing assistance**

- In case the potential VoT agrees to receive assistance and protection the CTU will refer the VoT to the shelter. The CTU informs the shelter beforehand that a potential VoT will be referred and provides the shelter with the information collected during the interview.
- Persons who, after the initial screening interview, are judged not to have been

trafficked, but report other crimes or face assistance needs or security concerns should be referred to the appropriate service providers. Following this process, a formal investigation will be initiated by the CTU, eventually leading to prosecution. In parallel, the potential victim will be supported and assisted through available services.

The below diagram demonstrates the number of stakeholders involved referral of a potential victim from the Ministry of Labour into the NRM. The importance of **regular communication** is central to ensuring effective outcomes for victim protection and prosecution.

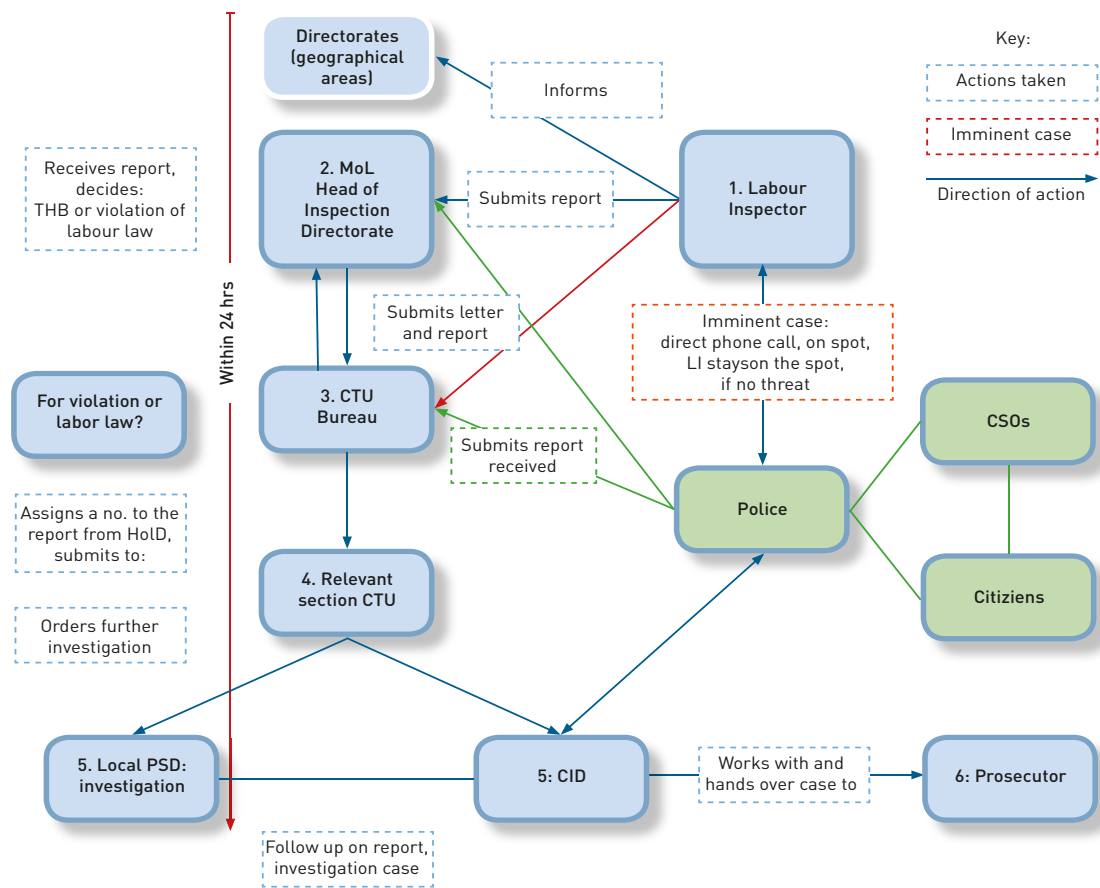


Figure 4: Flow chart of identification, referral and follow-up on a potential case of THB/forced labour



References for further reading

Plant, R., 2009. Trafficking for Labour Exploitation: challenges for criminal Law Enforcement. Statement at the Cambridge International Symposium on Economic Crime, Cambridge, United Kingdom, 2 September 2009. http://www.ilo.org/global/topics/forced-labour/news/WCM_041995/lang--en/index.htm

Standard Operating Procedures for Victims of Trafficking in Jordan (ICMPD/ Government of Jordan – unpublished, forthcoming)

Video: ‘Discussing the legal definitions of human trafficking, forced labour and slavery’ (ILO): <https://www.youtube.com/watch?v=4p8zLlhea1Y>

Video: Enhancing Transnational Cooperation on Trafficking Cases in South-Eastern Europe (TRM-II): <https://www.youtube.com/watch?v=Ne6U7C0N9bI>

Module 2, Session 2.2

Follow-up, identification and referral of a potential case of trafficking for labour exploitation

B. Communication with (potential) victims in the identification process

Communication with (potential) victims in the formal identification process must follow a number of principles. These include the following:

1. **DO NO HARM.** Treat each potential victim and the situation as if the potential for harm is extreme until there is evidence to the contrary. Consider if the situation of the victim might worsen in the short or longer term (e.g. through re-traumatisation). Children (with an appointed guardian by the Ministry of Social Development), should only be interviewed by somebody specifically trained in dealing with and interviewing minors.
2. **KNOW THE SUBJECT AND ASSESS THE RISKS.** Be aware of the risks associated with trafficking, gather information about the situation as far as possible beforehand, consider the potential fears of the potential victim.
3. **PREPARE REFERRAL INFORMATION – DO NOT MAKE PROMISES THAT CANNOT BE FULFILLED.**
4. **ENSURE ANONYMITY AND CONSENT.** Protect a respondent's identity and confidentiality throughout the entire process (including data protection).
5. **GET INFORMED CONSENT.** Never undertake an interview without the consent of the victim. Ensure that the interviewee understands the purpose of the interview as well as the intended use of the information. This also counts for recordings (audio or video). A clear and thorough explanation will have to be provided prior to seeking consent. Clarify, that there is the right not to answer, to terminate the interview at any time and to put restrictions on the use of information. In case of children, specially trained officers and/or the appointed guardian decide and protect the child.
6. **PREPARE TRANSLATORS.** Choose translators carefully and prepare them for potential distressing content, including only to translate, not to interpret or intervene. Additionally, ensure and cross-check the interpreter is not the potential trafficker or one of the traffickers, related to potential traffickers or an associate of the potential trafficker.
7. **DO NOT RE-TRAUMATIZE VICTIMS.** Only ask questions very carefully about what the victim has endured, with prior consent. Be prepared for emotional reactions. Do not put victims that have been locked up in a locked interrogation room, choose a location for the interview that does not distress the victim. Consult a psychologist or interview the victim with psychologist present. Provide breaks, whenever required. Adjust the pace to the victim and the situation.

(adapted from Zimmerman and Watts, 2003)

As outlined in Module 1, the **investigators/officer must not harm the safety of the potential victim**, particularly for the interview at the workplace, by exposing that they suspect them to be victims of trafficking.

Establishing rapport at the beginning of an interview with the victims is important and can help the outcome importantly.

When interviewing (potential) victims as part of the formal identification (or investigation) process, they should:

- Never be interviewed in presence of potential traffickers, perpetrators (safety is a primary concern!)
- Be treated as victims of a crime, not as criminals.
- Be asked about their health and safety (to establish physical/psychological ability and preparedness)
- Be asked for their consent to the interview and any recording
- Have access to a (professional, neutral) translator, if they do speak a foreign language
- Not be treated only as a source of evidence.

(ICMPD, 2013a; UNODC and UN.GIFT, 2009)

Interviewing techniques – types of questions¹⁶

In interviewing, the types of questions asked can be the difference between getting the right information (and information to cross-check with information from others), and no information.

2.2

Interviews should be opened, where possible, by asking the victim to give a free narrative account, also called free recall account. It is an uninterrupted account of relevant events in the victim/witness's own words. The experiences and the trauma victims have endured, including extreme loss of control, may mean they are more likely to comply or agree with an interviewer. (UNODC and UN.GIFT, 2009) Therefore the full account of events in their own words is important. Initial accounts should be developed by:

- Open-ended questions (allowing the interviewee to give an unrestricted response).
- Specific questions (direct question that develops, clarifies or adds to information) (UNODC and UN.GIFT, 2009).

Open-ended questions are often described as Who-, What-, Where-, When-, Why-, How-questions or 'the 5 WH questions'.

The exception in interviewing (potential) THB victims is that 'Why-questions' are generally not used, as they may be taken to imply that the victim is in the wrong.

¹⁶ This section uses text and exercises (Lessons 6) from: ICMPD, 2015. Human Trafficking - How to Investigate it. Training Manual for Law Enforcement Officers. ICMPD, Vienna, Austria.

Open-ended questions should be used to develop the 'free recall account', thus the version the victim remembers.

Open-ended questions are the preferred choice because they allow the interviewee to give any answer they wish, thus improving the chances that what they say is accurate and preventing later defence challenges.

Interviewers should focus in a structured way on points of interest from the free recall stage. For example, a free recall account in a THB account may have moved quickly from recruitment through transport to exploitation.

The account of the recruitment of the victim may be simply "I saw an advert on the internet, applied, and then came here." At this stage, the information is very superficial but contains points of great interest to the interviewer and which are of value to the investigation. Examples of open-ended questions that could be used to develop this account include:

- "Can you describe how you found the internet advert?"
- "What did it say?"
- "Can you describe what the internet page looked like?"
- "What were the instructions given to apply for the job?"
- "Where were you when you saw the internet advert?"
- "Which computer were you using when you saw the advert?"
- "When did you last see the man/woman involved?"
- "Where did you meet him/her?"
- "What did he/she say?"

Examples of other, general, open-ended questions include:

- "Can you please describe the room?"
- "Where are you from?"
- "What happened next?" "Who was there?" "When did that happen?"
- "How did he/she do that?"
- "Who hit you?" (This is assuming that the person has already said that they have been hit – this could also be a leading question if being hit has not been mentioned before.)

Specific questions

Specific questions can be asked in a non-suggestive way to clarify, develop or add to the information the witness has given. Specific questions should not unduly suggest certain answers to the witness, however, the problem is, that the more specific questions become, the easier it is for them to be suggestive (UNODC and UN.GIFT, 2009: Module 8: 34f).

Closed questions

Closed questions are questions to which there are only two possible answers – 'Yes' or 'No'. There are a number of dangers in using closed questions: Interviewees may give the answer s/he feels the interviewer wants to hear. 'Did he hit you?', for example; if

the person answers 'Yes', it may be difficult to know whether that person did actually hit them or whether the person being interviewed wants to say what s/he assumes the interviewer wants to hear.

Closed questions provide the interviewee with a limited number of alternative responses. Closed questions may help to focus a response but should be used with great care. (UNODC and UN.GIFT, 2009) Circumstances where you may use specific closed questions include situations where an interviewee does not understand or cannot respond to an open question. For example, if the question 'How big was the room?' went unanswered, it might be rephrased as 'Was it bigger than this room?' (ICMPD, 2015b)

A **leading question** implies the answer or assumes something is a fact. Leading questions should only be used very rarely if there is no alternative. Special interview techniques should only be used by people trained to use them.

At the end of an interview:

- Recapitulate or summarize the main points of the interview to check the victim-witness has correctly understood the main points of the account.
- Give the victim-witness an opportunity to ask questions about the interview.
- Try to ensure the interviewee leaves in a positive frame of mind.
- Give advice and guidance about further help and assistance that is available.
- The interviewee should be told what is going to happen next.
- Review for any new or changed risks the interview has revealed.
- Evaluate every time at the end of the interview regardless of the length of the interview.
- Assess the physical and mental condition of the interviewee after every interview and refer the interviewee to appropriate assistance and support if necessary.
- Review your initial objectives to see if they have been achieved.
- Identify further lines of enquiry (UNODC and UN.GIFT, 2009: Module 8: 46).

2.2



References for further reading

ICMPD, 2015. Human Trafficking - How to Investigate it. Training Manual for Law Enforcement Officers. ICMPD, Vienna, Austria.

UNODC, 2009. Anti-human trafficking manual for criminal justice practitioners. Module 8 and Module 11. United Nations, New York.

UNODC, UN.GIFT, 2013. Human trafficking indicators. Vienna, Austria.

ICMPD, 2013. Train Yourself to Train Your Colleagues. Curriculum on Standard Operating Procedures for Identification and Referral of Trafficked Persons in Lebanon. Vienna, Austria.

Zimmerman, C., Watts, C., 2003. WHO ethical and safety recommendations for interviewing trafficked women. Geneva, Switzerland.

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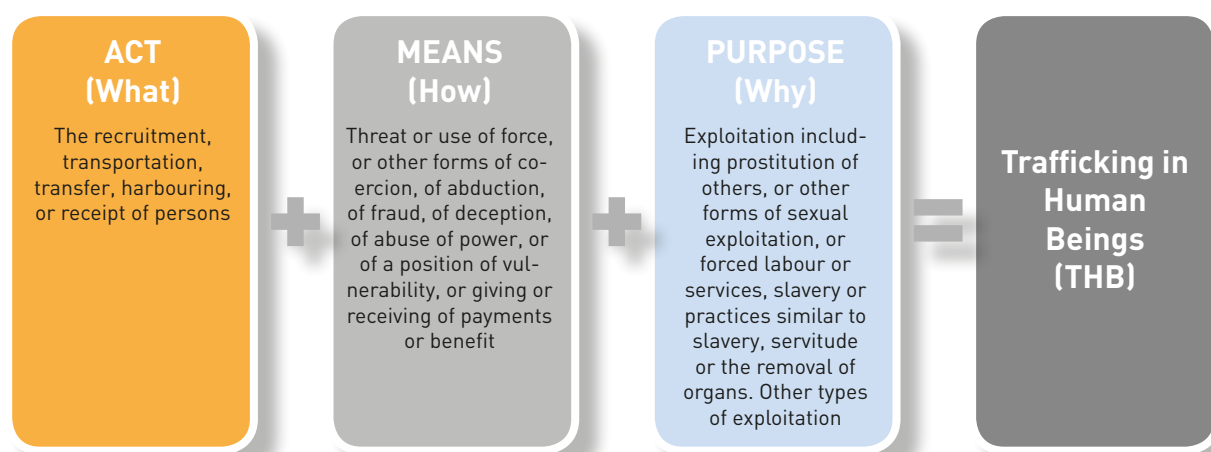
4 | Handouts

Handouts Module 1, Session 1.1 - Trafficking in human beings – international concepts and definitions

Handout 1.1.1: Definitions and elements

Trafficking definition in the UN 'Palermo Protocol':

- a) "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;
- b) The consent of a victim of trafficking in persons to the intended exploitation set forth in subparagraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used;
- c) The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in persons" even if this does not involve any of the means set forth in subparagraph (a) of this article;
- d) "Child" shall mean any person under eighteen years of age." (Art. 3)



ILO definition of Forced Labour, ILO Forced Labour Convention 1930 (No. 29):

'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.' (Art.2).

Handout 1.1.2: International commitments

International legal framework instruments	Jordan ratified
UN Convention against Transnational Organized Crime, 2003 and its supplementing Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (Palermo Protocol), 2000	2009
International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, 2003	Not signed/ratified
ILO Abolition of Forced Labour No 105, 1957	1958
The ILO Forced Labour Convention, 1930	
"All work or service that is exacted from any person under the menace of any penalty and for which the said person has not offered him/herself voluntarily."	1966
ILO Labour Inspection Convention No 81, 1947	1969
UN Convention on the Rights of the Child, 1990	1991
Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography, 2002	2006
ILO Convention No. 182 on the Worst Forms of Child Labour, 1999 "hazardous work is any work which is likely to jeopardize children's physical, mental or moral health, safety or morals should not be done by anyone under the age of 18"	2000
Convention No. 138 concerning Minimum Age for Admission to Employment, 1973	1998

Handouts Module 1, Session 1.2 – Forms of Trafficking in Human Beings and other related crimes

Handout 1.2.1: Differences between People Smuggling and Trafficking in Human Beings

Element	People smuggling	Trafficking in Human Beings
Type of crime	Crime against the State and civil order.	Crime consisting in the violation of the human rights of the individual.
Why do we fight it?	To protect the sovereignty of the state.	To protect the rights of individuals.
Relationship smuggler/smuggled person and trafficker/victim	Commercial relationship between smuggler and smuggled person ends after illegal border crossing achieved and fee paid.	Exploitative relationship between trafficker and victim continues in order to maximise economic and/or other gains from exploitation.
Rationale	Organised movement of persons for profit.	Organised recruitment/transport and (continuous) exploitation of the victim for profit.
Illegal border crossing	Illegal border crossing is a defining element, i.e. transnationality is a defining element.	Border crossing (legal or illegal) not required/part of the definition i.e. THB can also be national/internal.
Consent	Persons consent to illegal border crossing.	Either no consent or initial consent made irrelevant because of use of force or coercion at any stage of the process ¹⁷ .

Source: ICMPD 2013b

¹⁷ ICMPD's Training Guide 'Anti-Trafficking Training for Frontline Law Enforcement Officers' p. 25

Handout 1.2.2: Related types of crimes

Complete the following table with related types of crime that may be committed at different stages of the THB process:

Offences committed at various stages of the trafficking in human being’s process, and other related crimes

Recruitment	Tranportation	Exploitation	Other offences

Handouts Module 1, Session 1.3 - Applying the concepts and definitions: Cases

Handout 1.3.1: Applying the concepts: Case domestic worker

An advert is placed by a recruitment agency in a local newspaper in a town. It promises good wages for cleaners and domestic servants in Jordan. All visa and other migration requirements will be taken care of. A young woman applies. She is worried because she thinks she may have to pay a fee. She is told not to worry because all fees will be taken care of when she arrives at the destination. Reassured, she agrees to be flown to Jordan for the promised work. She is taken to the airport, provided with a passport and given instructions that she will be met at the other end by the agency's staff.

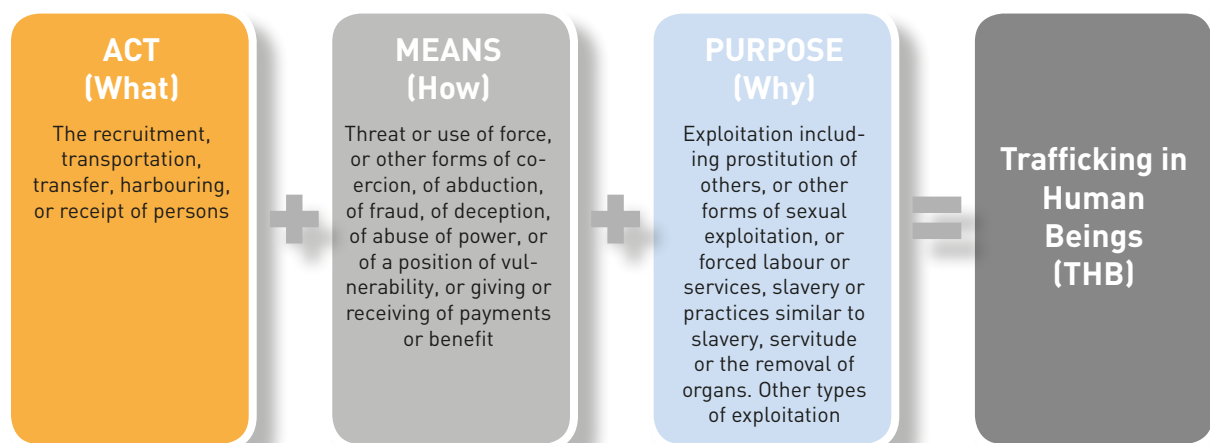
When she arrives in Amman, she is met by a man and a woman. After immigration, she is told she must hand over her passport. When she initially refuses, she is told it is following the Jordanian law and the passport is only kept as a security measure. She is driven to a large house where she is told she must work as a servant. Money is exchanged between the 'staff' from the 'agency' and her new 'employer'. Before the agency staff leaves, she asks them about a contract and her wages. She is told she will be paid a wage but will have to pay for accommodation and food. She asks about when she will get her passport back. She is then told she will get her passport back once she has reimbursed the employer for the costs of recruitment. She is further told it will be possible to save money from her wages to pay back the fee the 'employer' has paid and the transport costs. As the weeks go by, the amount 'owed' increases because she is paid little and the cost of food and accommodation is high. For every small mistake, she receives a slap. She has no alternative but to work for 14 hours per day, seven days per week.

(Source: adapted from: UNODC and UN.GIFT, 2009: 14)

Discuss and consider in your group:

- Is this a trafficking case, yes or no?
- Should it be a THB case, what type of trafficking is it? Should it not be a THB case, what other type of case is it?

Justify your answer by outlining which elements (and in which form they manifest themselves) are present and/or absent.



Handout 1.3.2: Applying the concepts: Case Al Senaah

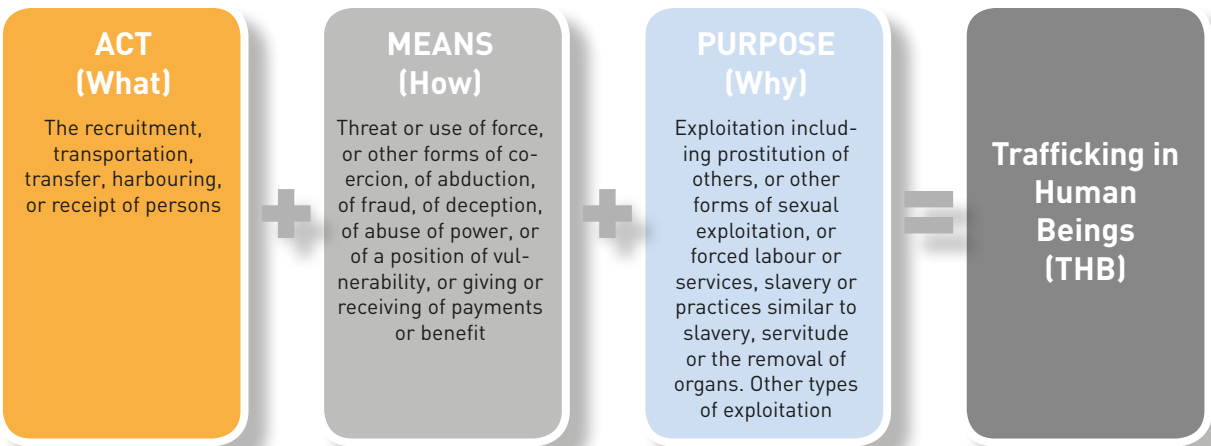
An off-duty labour inspector notices a child working in a mechanics workshop in Al Senaah. The child appears to be Jordanian, a boy, under the age of 15. He is very slim, with few clothes on, shivering from the cold. He seems to be familiar with the usual work processes in the workshop.

The labour inspector notifies the local police to look into the matter. When interviewed at the police station in the presence of an officer from the Ministry of Social Development, the boy states that his father was approached two years ago by a local businessman, the owner of the mechanics’ workshop in Al Senaah and sent his son with the man. When he refused, he beat him. He works every day for 8 hours in the workshop and sleeps at the workshop 5 days a week. When he gets home, he hands over the little money he is paid. His father beats him if he does not hand all the money over. The boy also states that his father is sick, divorced from the mother of the boy and that he did not see his mother in the past 3 years.

Discuss and consider in your group:

- Is this a trafficking case, yes or no?
- Should it be a THB case, what type of trafficking is it? Should it not be a THB case, what other type of case is it?

Justify your answer by outlining which elements (and in which form they manifest themselves) are present and/or absent.



Handout 1.3.3: Applying the concepts: Case Iranian workers

A group of 60 workers were recruited by a local employment agency in Iran to work for a well-known construction company in Jordan.

Once in Jordan the workers were told to perform different work than that which they had been hired for and were not told what their salary would be.

When they demanded their salaries after a month of work, the Jordanian construction company told them, the Iranian employment agency had to pay them. The Iranian agency said the Jordanian company must pay. After some efforts to resolve the situation, the workers realized that there was no way of receiving their pay and they decided to look for other opportunities instead.

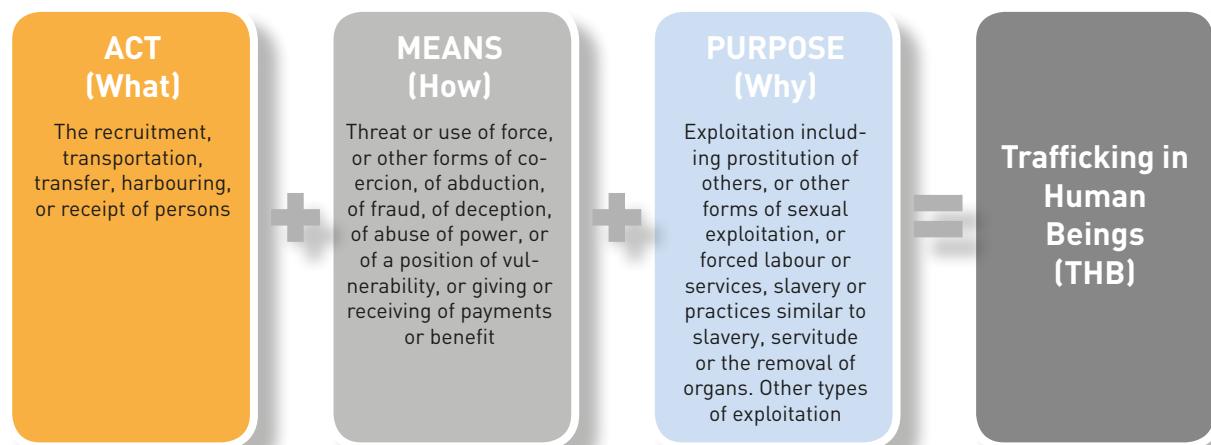
Those workers who were able returned home by their own means left, some stayed in Jordan and found other work, others left for Iraq and were detained there for illegally crossing the border as they had not applied for a visa beforehand.

(Source: adapted from Madler, 2010)

Discuss and consider in your group:

- Is this a trafficking case, yes or no?
- Should it be a THB case, what type of trafficking is it? Should it not be a THB case, what other type of case is it?

Justify your answer by outlining which elements (and in which form they manifest themselves) are present and/or absent.



Handout 1.3.4: Applying the concepts: Case Textile

Two labour inspectors conduct a routine inspection to a textile factory in Sahab Qualified Industrial Zone (QIZ). The factory produces clothing products for a foreign textile company. According to the Ministry of Labour records, the factory employs 550 workers. Approximately 150 of these are Jordanian citizens, the rest foreign citizens, primarily from countries in South East Asia.

The inspectors have approximately 1 hour to conduct their inspection. They plan to interview the owner, between 10-15 employees, and to check if various health and occupational safety standards are observed. They also plan to look at the accommodation and medical facilities provided on-site for the foreign workers, and cross-check a sample of administrative documents, such as worker contracts, HR statistics and payment records as part of their inspection.

The manager meets them on arrival and takes them to the HR office where he shows them the employment and financial records for the factory. He also shows them an example of the contracts signed by the workers, in Arabic, English and several different languages of the workers. After this, he proceeds to take them around the factory. The factory building is not modern; however, all the relevant health and occupational safety standards, such as fire evacuation plans and safety equipment for operating dangerous machinery appear to be in place. The workers are not wearing a uniform and some appeared to be dirty or wearing tattered clothing.

The manager follows the inspectors closely the entire time they are talking to the factory workers, remaining within ear-shot of all conversations. The manager recommends the inspectors speak with certain workers because he says they are the only ones that speak Arabic or English, and that it is difficult to communicate with the other workers. All workers give exactly the same answer when asked by inspectors what their working hours are. When the inspectors ask if they have their passports, the workers say the employer keeps them, but they were told they can have them back at any time, if they asked.

One labour inspector notices that several of the workers appear reluctant to answer the inspector's questions, avoiding eye-contact and often give the same answer as their peers by nervously glancing at the other workers. The inspector also notices that these workers have dark circles under their eyes, and become nervous when the manager or their supervisor comes near them. In general, the atmosphere on the factory floor is subdued and workers do not appear to talk to each other.

One inspector goes to look at the accommodation provided to the foreign workers, in an old building next to the factory. The building is old, and several of the windows in the rooms are broken, although they all have bars over them. The dormitory room the manager shows the inspector is basic but adequate, with beds and thin bedding. The inspector notices that there is a padlock on the outside of the accommodation door, and a security camera covering the corridor. On the way out of the accommodation building, one of the inspectors asks if they can use the restroom. The manager gives directions and says he will accompany the others and wait outside. As the inspector

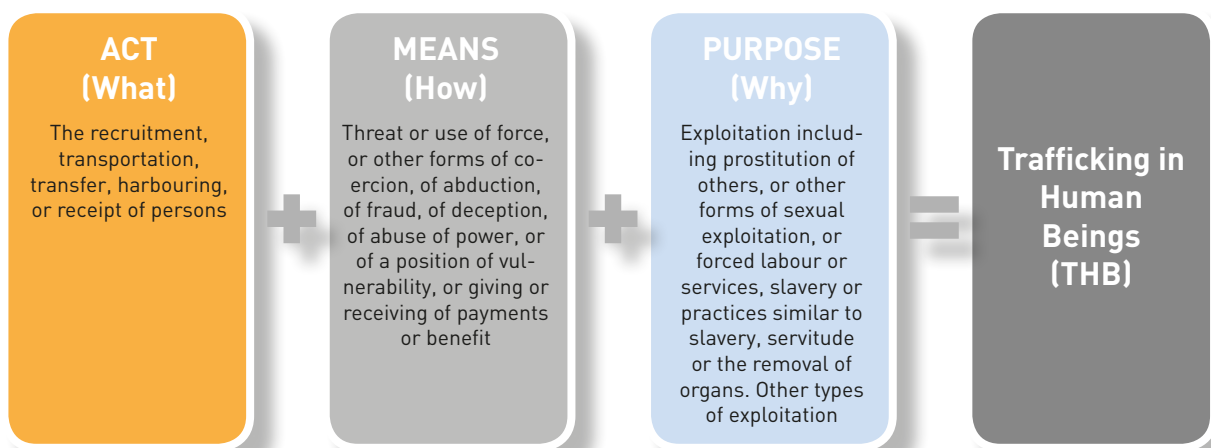
looks for the restroom, she notices an open door with a bolted lock on the outside. On quickly looking inside, she sees over 20 mattresses on the floor and personal items that obviously belong to some workers. There are multiple signs that many people live together in the very small space with no window.

The inspector leaves the building and meets the manager and her colleague in the main factory building. They inform the manager the inspection is finished. When leaving the premises, the labour inspector informs her colleague about what she saw in the accommodation building.

Discuss and consider in your group:

- Is this a trafficking case, yes or no?
- Should it be a THB case, what type of trafficking is it? Should it not be a THB case, what other type of case is it?

Justify your answer by outlining which elements (and in which form they manifest themselves) are present and/or absent.



Handout 1.3.5: Applying the concepts: Case Agriculture

A Syrian family, a father, mother, their 12 year old son and 9 year old daughter, fled from Syria in 2012 and settled in Jordan River Valley, Jordan. There they met other Syrians working on farms in the area. The farm workers told the father about a woman in her thirties that was looking for people to work on farms and that they should contact her for help with finding employment. The father contacted the woman, who told him that she could find work for the family, but that everyone, including the children had to work in order to get the job. She said it was a condition imposed by the farm owners.

The family had no other choice and accepted work on a local farm. The children were not able to go to school, and instead, with their parents, worked about 8 hours a day farming tomatoes, aubergines, broccoli and other vegetables. The conditions were difficult but the family accepted it. In return for their work, the Syrian woman paid them their salary from the farm, acting as an intermediary. The family was not able to calculate how their salary was calculated.

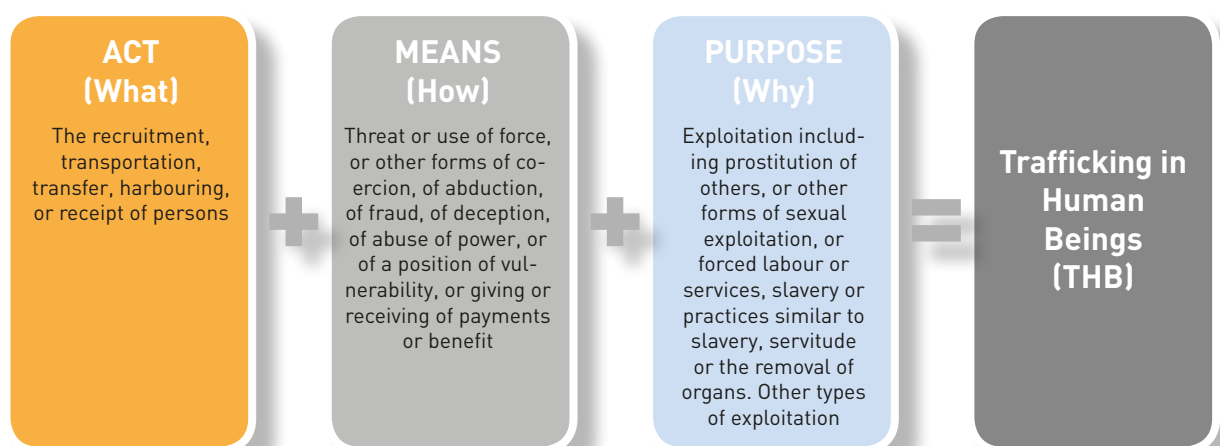
The family therefore spoke to a local NGO supporting Syrian refugees and complained that they are not being paid as much as they think they should. The NGO conducted further research in the local community and discovered that the Syrian woman was acting as an intermediary for farms to recruit workers. According to reports the NGO gathered, the intermediary made a deal with farms to recruit a Syrian refugee family to work on a farm, in exchange for which she demanded to be paid the entire wage of the children working in each family.

When the NGO approached the farmer to ask about this arrangement, the farmer said that the Syrian female agent had imposed upon them the condition of the hiring of the children, or else threatened to prevent any Syrian refugees working on their farms. The average wage of a child working on the farms was between 3 and 7 JOD per day.

Discuss and consider in your group:

- Is this a trafficking case, yes or no?
- Should it be a THB case, what type of trafficking is it? Should it not be a THB case, what other type of case is it?

Justify your answer by outlining which elements (and in which form they manifest themselves) are present and/or absent.



Handout 1.3.6: Applying the concepts: Case Pakistani workers

(Adapted from ICMPD, 2013)

A group of young men looking for work in Pakistan hear about an agency that can arrange travel to Jordan with good opportunities for agricultural labourers, factory workers, waiters and chefs. The group makes contact and are told the fee will be \$US 10,000. They will be transported by truck to Iran, from where they will be flown directly to Amman. All immigration documents will be provided. They take loans, work hard at any kind of job, collect money from their families and after 18 months get the money together. They pay the agency and set off on their journey. They are also told that should anything go wrong and they might be captured and send back on their way, they are guaranteed up to 3 attempts with the agency.

Travelling by truck with other people at first, they had to cross large parts of the journey by foot as well. When in Iran, they are surprised to find they are not going by air but further by road. They are told to hide in an old factory building to be picked up. Two days later, having lived on scraps of food from trash bins, a man contacts them and they are told to climb into a hidden compartment in a truck. The journey is slow and they often have to stop and hide in inadequate places, with insufficient food and water. The journey takes 5 weeks in total, the group stays together, but one man dies along the journey.

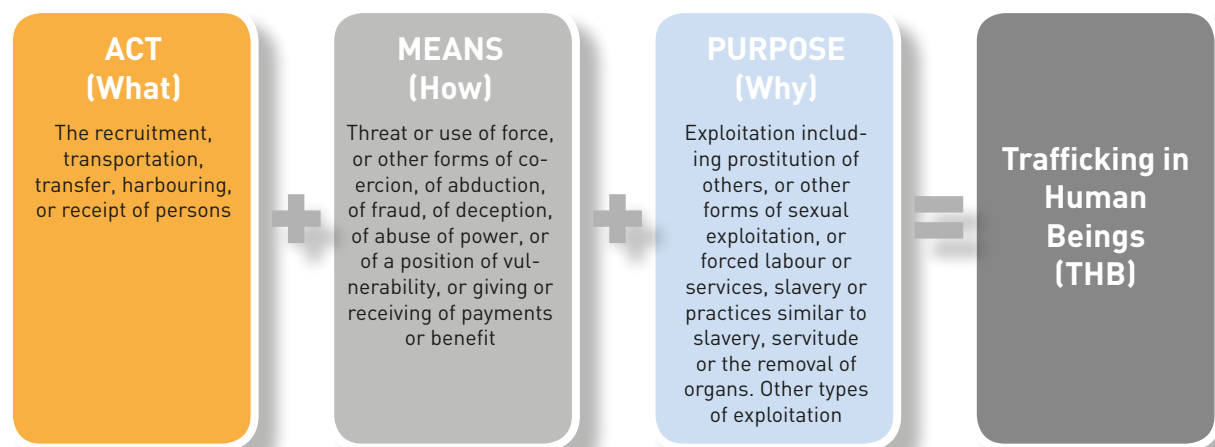
Eventually, after another journey in another vehicle, the truck stops. The back doors are open and they see they are in the middle of a city. They are told they have arrived and must get out. The men ask about the passports they were promised. They are told not to make trouble and now have to find their own way. The truck leaves, and the group disperses quickly into the city, which they find out is in Jordan.

Three days later, some of the group find work on a fruit and vegetable farm in the Jordan Valley. They are allowed to live in the farm buildings with other workers. They are paid very low wages by the standard of Jordan.

Discuss and consider in your group:

- Is this a trafficking case, yes or no?
- Should it be a THB case, what type of trafficking is it? Should it not be a TBH case, what other type of case is it?

Justify your answer by outlining which elements (and in which form they manifest themselves) are present and/or absent.



Handout 1.3.7: Applying the concepts: Case Zaatari

The sisters Cecilia and Diana live with their family in the Zaatari camp. The family fled the war in Syria already 3 years ago. Cecilia was recruited one day to work as a housemaid by a couple.

The sister, Diana, is 15 years old. The same couple that recruited Ceilia, saw Diana during their visits. After a while, they tell the parents that they know of an interested nice man to marry Diana.

The mother of Diana refuses the idea. However, the man continues to visit the father of Diana, telling him about the prospective groom, how wealthy he is, good looking and kind.

He says the groom would also want to show respect and support the family by paying them 8000JD. The father accepts the offer and promises to marry his daughter Diana off to the man. The daughter and mother, when told by the father refuse to obey and argue with the father, who says there is no alternative, that he has already given his word and that Diana will be taken good care of and will also support the family, as she is going to marry a rich man.

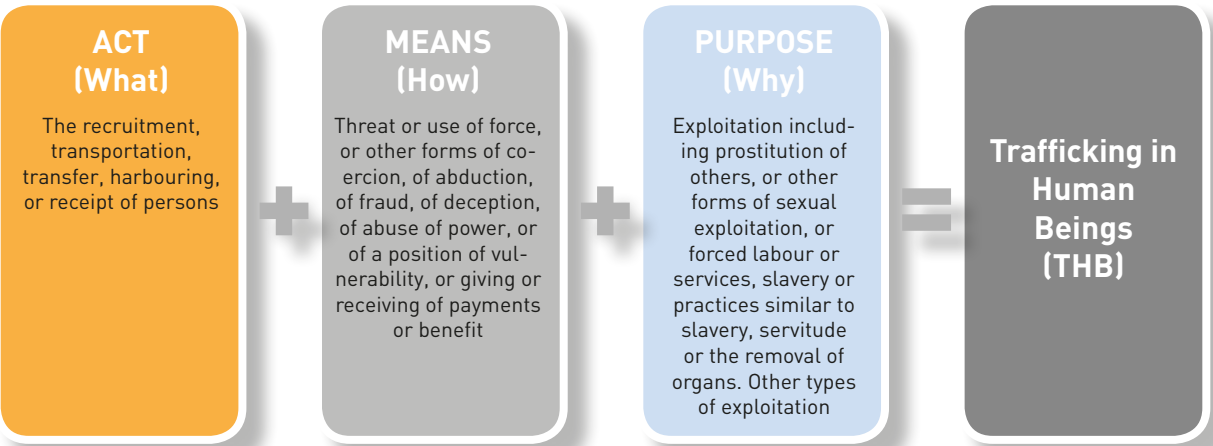
Several days later, a car comes to take Diana to the house of the prospective husband and the father is handed over 8000JD.

Discuss and consider in your group:

- Is this a trafficking case, yes or no?
- Should it be a THB case, what type of trafficking is it? Should it not be a THB case, what other type of case is it?

Justify your answer by outlining which elements (and in which form they manifest themselves) are present and/or absent.

1.3



Handout 1.3.8: Victims' experiences

o Al Senaah boy

- a) (experience): I go to the streets begging every day; I just want to play with my friends; I sometimes watch other children going to school in the morning and wish I was one of them; I have to hand over money to my father every day; he will get angry if I do not give him the money and beat me;
- b) (afraid of): I did nothing wrong, I am afraid of uniforms, I don't want to be put in an orphanage, my father is not a bad man, he is sick, I don't know where my mother is.

o Domestic worker

- a) (experience): I am so incredibly tired. I have to work all the time, I don't get enough sleep, people yell at me, they want things all the time. I don't like the master's son, he looks at me in a very disrespectful way, I miss my family back home and I don't understand how things work in this country.
- b) (afraid of): I don't know how I will ever get out of here. They tell me I need to pay them so much money as they are giving me food and accommodation. How will I ever leave without my passport? Nobody will believe me, they are influential people. I am so afraid to do anything wrong and be beaten. I am afraid the son will make a move on me one day and do things to me. It feels so terrible, what should I do?

o Textile worker

- a) (experience): I have to stay with all the people in this small room; there is no privacy; I am not allowed to go outside; the manager and superior wanted me to spy on my colleagues; they said they will harm my family; my mobile phone is my best friend as it is the door to my family and some freedom;
- b) (afraid of): I am afraid of being sent home, my whole family depends on the money I send back, who will feed them? I stayed in a detention centre once; I never want to go back there. I don't want to be beaten.

Handouts Module 1, Session 1.4 – National anti-trafficking legislation and institutional framework & relevant labour violations in Jordan

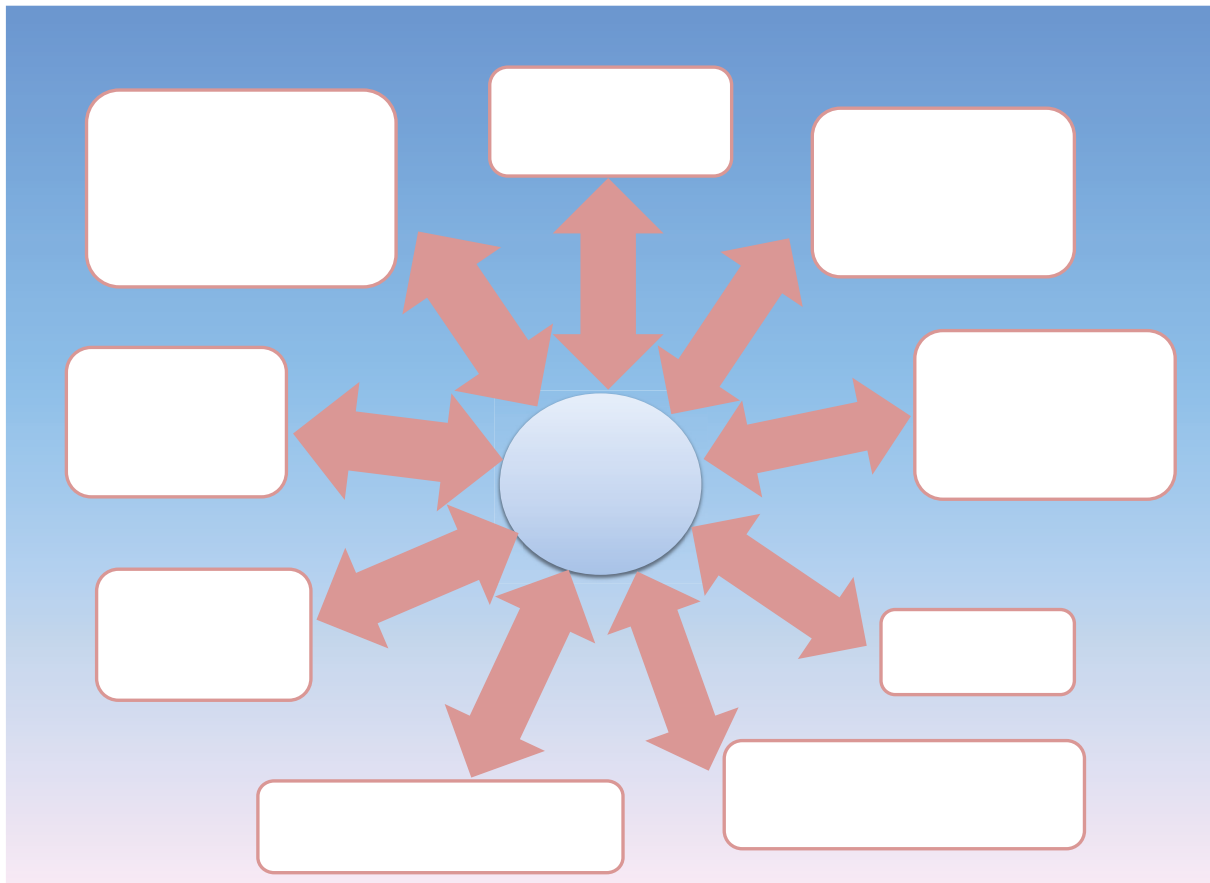
Handout 1.4.1 – National legislation and policy on THB and relevant labour violation in Jordan

Relevant legislation	Applicable sections/articles
Anti-Human Trafficking Law No (9) of the Year 2009	All. Art. 3: definition of the crime, Art. 8, 9, 10: detail penalties for certain aspects of the crime
Penal Code of the Year 1960	Children: Art. 295 (also Education Act 1994 and Jordanian Constitution)
Ministerial Order of 2011, concerning occupations that are dangerous or tiring or harmful to the health of youth (No. 5098)	Children: Prohibits hazardous work under 18
Labour Code No. (8) of the Year 1996 (and amendments)	Section 46, 47, 52, 56, 59 (wages/payment of wages) 61, 65, 60, 70 (Leave) 80 (protection from the dangers of fire) Children: mainly section 73-75
Regulation pertaining the workers' dormitories	Art. 1-12 (QIZ)
Regulation of Protecting the workers of the dangers of the work environment	Art. 11-20 (QIZ/large enterprises)
Regulation of Protection and Safety from Industrial Tools, Machines and Work Sites, No. (43) of the Year 1998	Art. 3-8 (QIZ/ large enterprises)
Regulation of Preventive and Therapeutic Medical Care for the Workers in Establishments (No. 42) of the Year 1998	Art. 3-8 (QIZ/ large enterprises)
Regulation of Committees Formation and Supervisors of Occupational Safety and Health No. (7) of the Year 1998	Art. 4-9 (QIZ/ large enterprises)

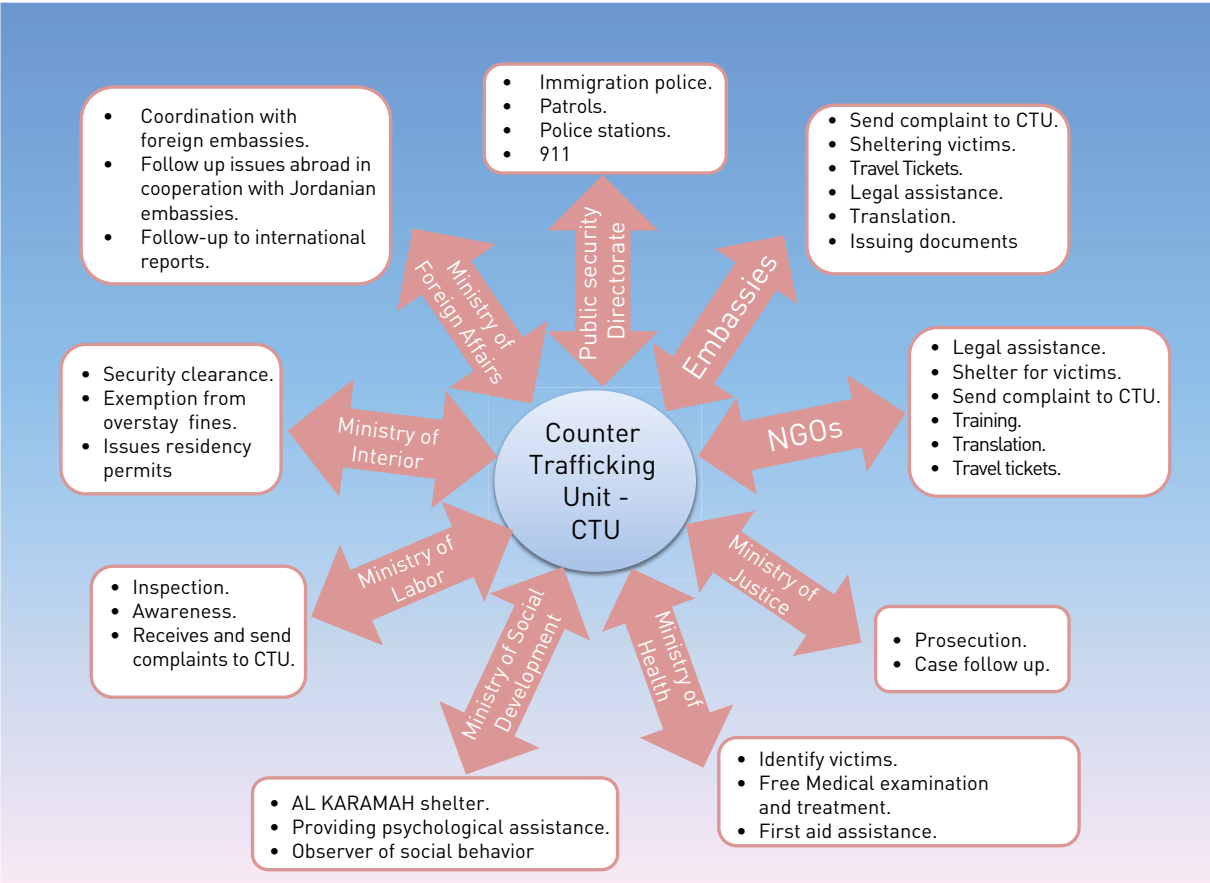
Handout 1.4.2a: Stakeholder map (empty) – Assistance and referral of trafficking victims – to be filled

Group task:

Please fill the different tasks, responsibilities or services in support of potential victims of each of the institutions outlined below interacting with the CTU in referral.



Handout 1.4.2b: Stakeholder map (completed) – Assistance and referral of trafficking victims



Handouts Module 1, Session 1.5 – Indicators for a potential trafficking situation for labour exploitation

Handout 1.5.1: Indicators for labour inspectors for the preliminary identification of potential victims of trafficking in human beings in the labour market in Jordan

Indicators for labour inspectors for first level identification of potential victims of trafficking in human beings in the labour market in Jordan

Introduction:

The indicators for labour inspectors for first level identification of potential victims of trafficking in the labour market in Jordan were developed through a **consultative process** that gathered input from the Ministry of Labour, Counter Trafficking Unit within the Ministry of Interior, Ministry of Social Affairs and Ministry of Justice, as well as NGOs and International Organisations working in Jordan. ICMPD acted as a facilitator in the process of guiding the Jordanian stakeholders to develop the indicators. The Jordanian stakeholders mentioned above contributed to developing the content of these indicators.

Purpose of indicators:

The purpose of the indicators is to support labour inspectors in making a **first level identification** of a potential trafficking case. First level identification refers to the point of first contact between a labour inspector and a potential victim of trafficking and the process of detecting signs suggesting a possible situation of trafficking. These indicators are intended to provide guidance to labour inspectors on (a) spotting potential signs of trafficking, and (b) reporting suspicious cases for further investigation.

Using the indicators:

The indicators are designed for use by labour inspectors in the sectors of the Jordanian labour market that they have direct access to during the course of their duties, and where trafficking in human beings may take place. The indicators provided are those that may be uncovered by an inspector during the brief period of first contact with a potential victim, which is likely to occur during a regular labour inspection visit to a place of employment. For each indicator, guidance has been provided on which sectors of the labour market it may be observed in. The indicators cover trafficking for labour exploitation (including domestic servitude) and sexual exploitation across all relevant sectors. Sectors covered are:

- **Industrial:** including manufacturing, textile factories, construction, and businesses operating inside the Qualified Industrial Zones (QIZ).
- **Agricultural:** including farms, livestock breeding and shepherding.
- **Service Industry:** including nightclubs, bars, cafes, restaurants (in-particularly non-touristic restaurants), and hotels, retail, cleaning services, catering, car washes, garage/ mechanics, manual trades (carpentry, pottery, brick making),

- **Domestic work:** including work in private residences.
- **Medical sector** including Nursing (in-particularly nursing in domestic spaces and work “accompanying the elderly”), massage centres (including centres registered as physiotherapy and physical rehabilitation centres). Certain private medical centres and private hospitals, where doctors or nurses are recruited from foreign countries.

In **applying the indicators**, labour inspectors must look for a combination of signs that suggest trafficking may be taking place. A single indicator may not be a conclusive sign that trafficking is taking place. Rather, a suspicion of trafficking and decision to report the case should be reached by spotting an initial indicator, and then pro-actively looking for other relevant indicators to strengthen the case for reporting. The indicators list can therefore be used by the labour inspector a) before going on an inspection, to serve as a reminder what to look for (and which questions to ask, when in doubt), b) during an inspection, when in doubt and c) after the inspection, when writing a special report referring a potential case for further investigation.

Structure of the Indicators:

The indicators are grouped according to the three elements of the trafficking crime as set out in the international definition of trafficking (of adults):

ACT (of recruitment, transportation, transfer, harbouring, receipt of a person), **MEANS** (by 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), and **PURPOSE** (for sexual exploitation, labour exploitation, forced begging, domestic servitude, forced marriage, among other forms of exploitation.)

Within each element, indicators are further grouped into three categories: Visible, Non-Verbal, and Verbal.

- Visible indicators refer to signs that may be physically observed by an inspector, and may cover everything from the environment they are looking at, and the physical condition of a worker to the presence of correct records, documents and licenses.
- Non-verbal indicators refer to signs that may be observed in the behaviour of individuals, including workers, potential victims of trafficking, manager, supervisors, employers and potential traffickers.
- Verbal indicators refer to signs that may be detected through a conversation between a labour inspector and potential victim of trafficking, or between a labour inspector and an employer or their representative. The verbal indicators listed here are complemented with a list of questions a labour inspector may ask a potential victim to gather more information on their situation and uncover further indicators of trafficking.

Note: Most indicators apply to all potential victims, whether Jordanian or foreign citizens. Those indicators that only apply to foreign citizens are marked with

“(For Foreign Citizens)”. Separate indicators for children, to be applied in addition to the indicators provided for adults, are provided at the end of the document. The indicators listed here are not intended to be an exhaustive list of signs of a potential trafficking case. They are designed to be used for first level identification and may be taken as a starting point for identifying signs of THB in potentially relevant sectors and circumstances. They may be combined with other more specific indicators to support the first level identification of potential trafficking cases.

Acts (WHAT):

Recruitment, Transportation, Transfer, Harboring or Receipt of Persons

*There are other types of Act that may be present in a potential trafficking situation, such as transportation, transfer, harbouring or receipt of persons, however these are not apparent during the first level identification phase and are usually only uncovered during a formal identification and investigation process.

Visible (physical)	Non-verbal
Not applicable	Not applicable
Verbal / communicated	Questions for LI related to verbal – communicated indicators
Employment/ recruitment happened through an unregistered agency or an individual (All sectors)	How did you learn about the job? Where did you apply? What was the name of the recruitment agency or individual?
Worker did not sign a first contract in the country of origin (For Foreign Citizens)	Did you sign a contract in your country? (For Foreign Citizens)
Worker did not sign a valid contract in Jordan (All sectors)	Did you sign a contract in Jordan?
Worker is unaware of the content/ conditions of his/her contract (All sectors)	What does your employer give you or what was promised as part of your contract? What are the exact conditions stated in your contract (salary, working hours, vacation, provision of accommodation or food etc.)? Is the contract in a language you understand?
Worker paid a recruitment fee (All sectors)	Did you make any payment to the recruitment agency or individual organizing your job? Who did you pay? How much? What for?

Worker has to 'repay' any fees or any services with regard to the contract/ work to the employer or the recruitment agency (All sectors)	Do you owe anybody money for the recruitment / the job? To whom? How are you repaying it (conditions of payment, timeframe)? Have the terms of repayment changed from the original agreement?
Working conditions/sector of work are different from what was stated in the contract or promised verbally by recruiter (All sectors)	Is your employer fulfilling your contract conditions? Have the conditions stated in the contract changed? Has your contract been changed? Did you have to sign another contract stating different conditions? Did you sign it voluntarily? Were you threatened or put under any sort of pressure to sign the new contract?"
Worker was under 18 years of age when recruited / fraudulent documents or legitimate passport with false age information (All sectors)	Which year did you sign the contract? When were you born? How old were you when the contract was signed? Who organised your passport?

Threat or use of force/other forms of coercion/abduction/fraud/deception/abuse of power or of a position of vulnerability/giving or receiving of payments or benefits to achieve the consent of a person having control over another person

*There are other types of Act that may be present in a potential trafficking situation, such as transportation, transfer, harbouring or receipt of persons, however these are not apparent during the first level identification phase and are usually only uncovered during a formal identification and investigation process.

Visible (physical)	Non-verbal
Workers are subjected to violence (Workers have signs of physical violence, bruises, cuts, unhealed or recently healed injuries) (All sectors)	Manager/ supervisor/ employer behaves aggressively towards workers (such as grabbing workers physically, uses a raised voice, is aggressive or rude when communicating with workers) (All sectors)
Workers are kept under constant supervision or guard (surveillance cameras in work place and/or accommodation) (All sectors)	Workers are overly submissive around managers/ supervisors/ employer (All sectors)
Workers' movement is physically restricted: There are bars or locks on windows and/or locks on doors in the place of work and/or accommodation; there are guard dogs or guards stationed in the place of work or accommodation. (All sectors)	Workers change their behaviour significantly when in the company of managers/ supervisors/ employer (All sectors)
	Workers display fearful/ anxious body language such as lack of eye contact, hesitancy to answer questions or communicate. (All sectors)
Salary payments in cash or by bank transfer are not recorded in employer's bank statement or balance sheet (All sectors)	Workers behave as though they do not trust / are afraid of government authorities (All sectors)
Worker is performing different job/ role to what is stated in the contract (All sectors)	One worker appears to speak on behalf of an entire group. (As a favoured member of the employees by the manager, may be operating in supervisory role over exploited workers) (All sectors)
Visible (physical)	Non-verbal

(For Foreign Citizens) The employer cannot show to an inspector a valid work or residency permit for a worker. (All sectors)	Manager/ supervisor/ employer follows inspector throughout visit and/ or attempts to intervene in inspector's tasks. (All sectors)
The employer cannot show to an inspector a valid employment contract for a worker. (All sectors)	Manager/ supervisor/ employer insists on excessive hospitality towards the inspector before the inspection begins (as a means to interrupt/ delay inspection) (All sectors)
Workers hide when authorities visit the premises. (All sectors)	During inspection, manager/ supervisor/ employer repeatedly mentions names of senior government officials, tribal figures or Ministers in order to influence inspector. (All sectors)
An indicator system is operating (green light/ red light) telling workers to hide or continue working when authorities visit the work place. (All sectors)	
Workers are frequently moved from workplace to workplace (in particular individuals that do not have an employment contract) (All sectors)	
Workers are always accompanied by somebody, appear to be escorted and controlled by someone (Service industry and domestic work)	
The employer or their representative abuses, neglects, or exploits workers with mental or physical disabilities, and uses the situation that they may not be able to defend themselves or tell anyone what has happened. (All sectors)	
Tattoos or other marks (may indicate "ownership" by their exploiters) (All sectors)	

Verbal / communicated	Questions for LI related to verbal – communicated indicators
Workers themselves are subjected to threats of violence/Members of a worker's family are subjected to violence or threats of violence (All sectors)	Has your employer or their representative ever threatened you or your family? Does your employer or their representative ever contact your family members?
Workers are subjected to sexual harassment, sexual violence or threats of sexual violence (All sectors)	Has your employer or their representative ever threatened you with sexual violence? Has your employer ever sexually harassed you? Has your employer made sexual advances to you or asked you to provide sexual services?
Workers have been threatened with withholding of wages (All sectors)	Does your employer ever threaten not to pay your salary or to pay less than your agreed salary? Are you aware that it is a criminal offence for your employer to withhold your salary?
Workers are subject to physical punishment if they make mistakes or work "too slowly" (All sectors)	How does your employer/supervisor treat you? Have you ever been beaten or injured by your employer/supervisor?
(For Foreign Citizens) Workers have been threatened with deportation or with being reported to the authorities by the employer (All sectors)	Do you have a valid residency permit? Have you ever been threatened with being returned back to your country of origin by your employer? Have you ever been threatened with being reported to the authorities by your employer? Are you aware of your residency rights in Jordan?
Workers have been threatened by the employer with non-release from their employment at the end of their contract. (All sectors)	How long is your current contract until? Do you know that you are free to leave your employer as soon as your contract finishes?
Workers have been threatened by the employer with being falsely accused of committing a crime (such as stealing something or breaking something). (All sectors)	Has your employer ever accused you of doing something you did not do? What is your relationship like with your supervisor/ manager? Are you treated fairly by your supervisor/ manager?
Worker is working on an expired contract (to make the employee more vulnerable due to his/her irregular employment and/or immigration status) (All sectors)	Do you have a valid contract /work permit? If not, why hasn't your contract/work permit been renewed? Does somebody use this situation against you? Are you being threatened?

(For Foreign Citizens) Workers' passports are withheld (All sectors)	Do you have your passport? Where is it? Can you get it back?
Workers do not have a contract or were forced to sign a new contract or additional agreements/ promissory notes with different terms than those of their original contract. (All sectors)	Did you sign a contract with your employer? When did you sign your contract? Did you get a copy of your contract? Has your employer asked you to sign any additional contracts besides the original one you signed? Are you aware that it is illegal for your employer to make you sign additional contracts or agreements beyond your original contract?
(For Foreign Citizens) No valid work visa / 'No work allowed' in worker's passport (All sectors)	Who organised your visa/paperwork? What type of visa do you have? Until when is your visa valid? Who had your passport when you travelled?
Worker is convinced by the employer that the authorities are corrupt (All sectors)	Has your employer/their representative ever warned you about the Jordanian authorities? Have you ever been threatened by another law enforcement officer or labour inspector? Are you aware of the labour law in Jordan, including your obligations and rights under it? Are you aware that you have the right to submit a complaint against your employer in case of abuse? Do you know how to make a complaint and who to contact?
Workers' movements are restricted by employer. (All sectors)	What do you do in your free time? When are your days off and where do you spend them? When did you last take leave/holidays from work? When you leave the work site/accommodation, who do you go with?
Accommodated in shared flats controlled by the employer and regularly moved to different flats (Service industry)	Who provides your accommodation? Who lives with you? Have you ever been sexually harassed, threatened with violence, or physically or sexually abused by the owner?

Worker is receiving salary in alternative currency to JOD.* (All sectors)	Do you receive your salary in a currency other than JOD? Do you receive evidence of the exchange rate used? Do you exchange the salary yourself or are you accompanied? Has your employer explained to you how your salary is calculated?
Domestic worker is paid in fake currency (cash) (Domestic work)	
(* Under Jordanian law, employment contracts must state the salary in JOD, however payment can be made in any currency at the equivalent exchange rate. Employers may hold/ pay workers' salary and deceive them on the exchange rate used).	

Purpose (WHY):

exploitation, at a minimum, for the purpose of 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*;

*The following indicators do not include indicators for the removal of organs, as the removal of organs is unlikely to manifest in the sectors of the labour market under inspection by labour inspectors.

Visible (physical)	Non-verbal
Workers' clothing is damaged or dirty or unsuited to the weather/conditions (All sectors)	Workers seem anxious, fearful, distressed, uncomfortable (All sectors)
Workers are wearing unsuitable clothing for work being performed (e.g., lack of safety equipment, gloves, safety goggles, etc.) (Industrial and agricultural)	Individual worker behaving differently from the rest of the group (due to being in disadvantaged position / being exploited compared to the others) (All sectors)
Workers appear malnourished (All sectors)	Worker gives signs that s/he wants to talk to the labour inspector away from the manager, or encourages another, specific worker to talk to the labour inspector (All sectors)

Workers appear tired/exhausted/ sick/ have cuts or bruises/have an unhealthy appearance/ sweating/shivering/weak (All sectors) Workers have skin diseases/herpes/ warts/etc. (All sectors)	Attempt by the employer to bribe or influence the labour inspector (All sectors)
The working environment is unsafe, such as unsuitable working conditions for pregnant women or for workers with mental or physical disabilities. (Industrial and agricultural)	Women or girls demonstrating sexually suggestive behaviour in a bar/ restaurant, especially those from countries/ nationalities known to be vulnerable to THB. (Service industry)
Lack of space for workers to rest (All sectors)	
Unsuitable accommodation: overcrowded/no ventilation/no air-conditioning/no heating/no individual cupboards/lack of sanitation/not enough restrooms/ conditions of accommodation for workers do not match conditions set by License provided by Committee of Vocational Health and Safety. (Industrial and agricultural)	
Separate toilets for men and women are not provided in the place of work or residence (Industrial and agricultural)	
Lack of medical ward or access to medical care (Industrial and agricultural)	
(For Foreign Citizens) Workers come from a country / nationality known to be vulnerable to THB (All sectors)	
Domestic workers are sharing rooms with other domestic workers or with family members of the employer's household and do not have access to privacy. *Domestic workers are legally required to have their own room) (Domestic work)	

Workers prepare meals in the same place they sleep (Industrial and agricultural) Workers are cooking on open fires (Agricultural)	
(For Foreign Citizens) Women/girls or men/boys present in a bar/nightclub/ restaurant/hotel apparently working there but with a tourist visa. (Service industry)	
Female bar/ restaurant /hotel employee sitting with a male customer (Service industry)	
Women/girls dressed very provocatively (Service industry and Domestic work)	
Intense movement of men of different nationalities in non-touristic restaurants (Service industry)	
Female employee in possession of currency other than JOD (Service industry)	

Verbal / communicated	Questions for LI related to verbal – communicated indicators
Workers have no days off/ excessive working hours (All sectors)	Do you have days off? How many hours per day do you work? Were you paid overtime? What do you do in your free time? When are your days off and where do you spend them? When did you last take leave/holidays from work?
Withholding of workers' wages (All sectors)	When did you last receive your salary? Are you usually paid on time? Do you receive your salary in a bank account? How is payment confirmed? What evidence are you given by the employer that your salary has been paid? Do you always get the salary stated in your contract? How much did you get last month? Do you pay any fees or debts as part of your salary? Who to?
Improper nourishment (workers do not receive adequate meals) (All sectors)	Does the employer provide food as part of your contract? Are you satisfied with the food provided? Is the food and drink enough?

Worker has to work despite illness, no sick leave, not allowed to go for outside treatment. Workers do not have access to health care (All sectors)	Have you ever been ill or suffered an injury while at work? What happened? When did you last have a medical check with a doctor? Can you take sick leave when you are not feeling well?
Domestic worker gives massage to, or is required to be sexually intimate with the employer (Domestic work)	Are you asked to give massages to a male employer? Does he ask you to have intimate contact? Does his wife know? Where do you provide massages?
Employer changes domestic workers frequently *employers changing workers frequently may indicate abusive or exploitative behaviour towards workers. (Domestic work)	(To the worker) Why have you been replaced/ fired? How long have you been working for this employer?
Worker has to perform other tasks than stated in the contract (All sectors)	Do you have a contract? Are you asked to perform tasks that are not foreseen in your contract? Are you asked to perform tasks that are not appropriate for a domestic worker?
Female bar/ restaurant employee possesses a card counting how many clients the employee sat with (Service industry)	What is this card for? Who gave you this card? What do the numbers in this card mean? Did you provide the customers any other service apart from drinking with them?
(For Foreign Citizens) Worker is working without valid work permit (All Sectors)	Do you have a valid work permit? Who paid for your work permit?
States to have been raped / forced to take clients/forced to provide sexual services (All Sectors)	(refer the case to competent authority immediately)

Child Trafficking (WHAT & WHY)

Many of the indicators above also apply to children in situations of child labour or of exploitation in prostitution, who are potential victims of trafficking. The following indicators should also be applied in addition, if children (under 18) are present at a work site. The following indicators are by no means comprehensive and only provide a starting point for identification of child trafficking cases. As per the UN Trafficking definition, the presence of “Means” within the trafficking process is not required or relevant for children. A child is defined, as per the UN Convention on the Rights of the Child, as any person under the age of 18. However, practitioners should be aware that the indicators of means provided above, while not required in formal identification, may still assist in the early identification of a potential child trafficking situation.

Additional indicators referring to potential child trafficking
Children <16 years of age working in any sector of the labour market
Child (aged 16-17 years) works more than 6 hrs/ after 6pm and/or in hazardous work* (agriculture, restaurants, mechanics WS, coffee shop) (also verbal – if a person says that they are under 18, they are presumed to be a child until proven otherwise)
Children under 18 working in restaurants, bars, hotels and clubs
Girl or boy married <16 years (also verbal)
Marriage involving girl or boy aged 16-17 years outside the legal system (verbal marriage contract)
Presence of toys, children’s bedding and/or children’s clothing in accommodation facilities in industries and agriculture
Fake age in legitimate document (coroner works with the general attorney assigned by the MoH and undertakes medical age assessments)
Cuts, wounds or bruises from heavy manual work (blisters etc.)
Afraid of or distant to person claiming to be a family member /parent

*Hazardous Work is defined by Ministerial Order of 2011, concerning occupations that are dangerous or tiring or harmful to the health of youth, in the following areas:

Physically Hazardous Work including working with explosives, heavy machinery, working with chemical or industrial substances, working in gas stations, airports, high-altitude locations, in the security sector, fuel and gas industry, and any mechanical or electrical work.

Psychological or Socially Hazardous Work including domestic work, working in railways, highways and on the street, work requiring overnight stay away from family or home, working in the funeral/ undertaking business, any work related to violence, working in social centres caring for the elderly, disabled patients or recovering drug addicts and vulnerable people.

Morally Hazardous Work including any work related to sexual issues, working in hotels, nightclubs, cafes (incl. internet cafes), working in shops selling alcohol or tobacco products, any job that requires working in isolation.

Chemical, Physical and Biological Hazards including working in environments at risk of causing harm to the individual i.e. working environments containing smoke, fibres, production of cotton, production or use of paints, metals, or allergens, continuous loud noises, pressurised gasses. Work, that by nature of the role, is likely to cause damage to the individual (i.e. lifting heavy weights, repetitive movements, using poorly designed equipment.)

Others Forms of Hazardous Work: Working on ships, any further forms of hazardous work identified by the Minister.

Handout 1.5.2: Case Textile - to determine indicators

Two labour inspectors conduct a routine inspection to a textile factory in the Sahab Qualified Industrial Zone (QIZ). The factory produces clothing products for a foreign textile company and employs 550 workers (approx. 150 Jordanians, the rest foreigners (South East Asia)).

The inspectors have approximately 1 hour to conduct their inspection and plan to interview the owner, between 10-15 employees, and to check if various health and occupational safety standards are observed. They also plan to look at the accommodation and medical facilities provided on-site for the foreign workers, and cross-check a sample of administrative documents, such as worker contracts, HR statistics and payment records as part of their inspection.

The manager meets them on arrival and takes them to the HR office where he shows them the employment and financial records for the factory. He also shows them an example of the contracts signed by the workers, in Arabic, English and several different languages of the workers.

After this, he proceeds to take them around the factory. The factory building is not modern; however, all the relevant health and occupational safety standards, such as fire evacuation plans and safety equipment for operating dangerous machinery appear to be in place. The workers are not wearing a uniform and some appeared to be dirty or wearing tattered clothing.

The manager follows the inspectors closely the entire time they are talking to the factory workers, remaining within ear-shot of all conversations. The manager recommends the inspectors speak with certain workers because he says they are the only ones that speak Arabic or English, and that it is difficult to communicate with the other workers. All workers give exactly the same answer when asked by inspectors what their working hours are. When the inspectors ask if they have their passports, the workers say the employer keeps them, but they were told they can have them back at any time, if they asked.

One labour inspector notices that several of the workers appear reluctant to answer the inspector's questions, avoiding eye-contact and often give the same answer as their peers by nervously glancing at the other workers. The inspector also notices that these workers have dark circles under their eyes, and become nervous when the manager or their supervisor comes near them. The atmosphere on the factory floor is subdued and workers do not appear to talk to each other.

One inspector goes to look at the accommodation provided to the foreign workers, in an old building next to the factory. The building is old, and several of the windows in the rooms are broken, although they all have bars over them. The dormitory room the manager shows the inspector is basic but adequate, with beds and thin bedding. The inspector notices that there is a padlock on the outside of the accommodation door, and a security camera covering the corridor. On the way out of the accommodation building, one of the inspectors asks if they can use the restroom. The manager gives

directions and says he will accompany the others and wait outside. As the inspector looks for the restroom, she notices an open door with a bolted lock on the outside. On quickly looking inside, she sees over 20 mattresses on the floor and personal items that obviously belong to some workers. There are multiple signs that many people live together in the very small space with no window.

The inspector leaves the building and meets the manager and her colleague in the main factory building. They inform the manager the inspection is finished. When leaving the premises, the labour inspector informs her colleague what she saw in the accommodation building.

Task:

- Identify indicators in the case.
- Discuss, determine and document if the indicators can be distinguished for Acts, Means or Purpose.

Part 2: formal identification, CTU, after referral

The two inspectors decide to contact the CTU immediately by phone and report their suspicions, particularly with regard to the discovery of the 'secret accommodation'. Later, they write a report stating all details and submit them to their Head of Section. Following the inspection by members of the CTU (police officer, labour inspector, MoH personnel), the following facts are uncovered about the factory:

The workers were recruited in their home countries, primarily from South East Asia. As part of the recruitment process they were provided a contract stating that they would have to work in a textile factory in the industrial zone of Amman at different work stations. The contract stated they would be accommodated in a house jointly with other workers and provided basic infrastructure, including furniture and a communal kitchen and health facilities, including access to a doctor stationed at the factory.

When the workers arrived in Jordan at the industrial zone, the employer collected their passports and stated that this was usual and a procedure in accordance with the law in Jordan and that they would get them back anytime they wanted. The workers were presented a new contract, stating 25% less of the pay than indicated in their original contract. They were threatened with physical violence and told that their working visa would be invalidated should they not sign the contract.

The working hours stated in the contract were not observed. The workers had to work in shifts (day and night), often consecutive day and night shifts for 6 days a week. When they complained, they were threatened with physical violence, some of them beaten. Some female workers were regularly assaulted, including sexually, at their work stations by their supervisors. When they complained to the employer they were laughed at and said they had provoked it. When workers were sick, they had to continue working without any medical attention or the possibility to consult a doctor.

The accommodation provided was a factory building next to the main production site

without insulation. In one big hall, all workers (male and female) were each assigned a bed. Linen and blankets were not provided but the employer offered them for large sums of money. If the workers did not have sufficient money, the employer offered to deduct the amount with some interest from the next salary. It was not possible for workers to calculate how their wages, when they received them, were calculated. In the evenings, the employer locked the door to the accommodation block from the outside, and monitored workers' behaviour through the security cameras. Furthermore, another smaller room was discovered, where 20 people were living without window and proper ventilation. These workers all came from one specific area in one country and had to work longer and more often than the other workers and were threatened and beaten more often than others.

Several workers in the factory wanted to quit the job. When they announced their resignation to the employer, he told them they owed him the outstanding amount for the linen and blankets and a very high fee to be let go to get their passport back. The employer also told the workers that their immigration status was in question, and if they threatened him again he would report them to the authorities.

Five of the workers were approached by the employer and asked to report on other workers (complaints, possible plotting and compromising information) and threatened with violence against their family members if they refused to cooperate. These were the workers the employer recommended the inspectors speak with during the inspection.

Task:

- Identify indicators in the case.
- Discuss, determine and document if they are indicators for Acts, Means or Purpose.

Handouts Module 1, Session 1.6 - Role and responsibilities of Labour Inspectors

Handout 1.6.1: Job Description Field Labour Inspector

Civil Service Bureau

Actual Job Description Card

Department: Labor Ministry

1. Job Basic Information			
1.1 Job Title: Labor Inspector			
1.2 Administration /Directorate: Central Inspection Directorate			
1.3 Department /Division: Inspection Department			
1.4 Direct Manager Job Title: Head of Inspection Department			
2. Job Coding			
Job Type:		Code:	
Rank:	First	Code:	
Job Group:	Technical	Code:	
Level:		Code:	
Standard Indicative Post		Code:	
Actual Job Title	Labor Inspector/	Code:	
Job Code Number		Code:	
Occupancy		Code:	

3. Purpose of the Job

Ensure the application of the provisions of laws, regulations, and circulars governing the labor market in the private sector corporates and enterprises.

4. Tasks and Duties

1. Verification of the application of labor law, regulations, instructions, and decisions issued thereunder.
2. Carry out inspection visits to various institutions and ensure the application of labor law provisions with accuracy.
3. Work to resolve complaints by workers against employers.
4. Ratification of labor contracts for Jordanians.
5. Follow-up working women's issues and child labor in line with the provisions of labor law.
6. Provide advice and guidance to employers and workers to abide by the provisions of labor law.
7. The ratification of the experience certificates for Jordanians.

8. Participation in security campaigns for inspecting violator workers of foreign nationalities.
9. Inspecting human trafficking cases and referring inevitable cases after initial inspection to the Counter-Trafficking Unit to take the necessary legal procedures
10. Implementing workshops in work places to raise awareness among workers and employers concerning their rights and duties and providing legal advice in the effective Jordanian labor law.
11. Preparation of daily and monthly reports for the inspection visits and sending them to the department head.
12. Any other tasks assigned to the staff by the direct supervisor or the head of the directorate.

5. Job Connections (communications)

5.1 Internal communications (inside the ministry):

Level of communication	Frequency of communication	Purpose of communication
The head of the directorate and the head of the department	Daily	To discuss the daily inspection plan
Field inspection directorates	Daily	To coordinate inspection campaigns

External communications (outside the ministry):

Level of communication	Frequency of communication	Purpose of communication
Private sector enterprises	Daily	Inspection on the application of law
Courts	Weekly	Follow up violation cases against enterprises

6. Supervision

Job positions subject to direct supervision of the post
None

7. Basic and additional requirements to occupy the post

7.1 Qualification and experience

- BA in Law
- Six months of training on inspection

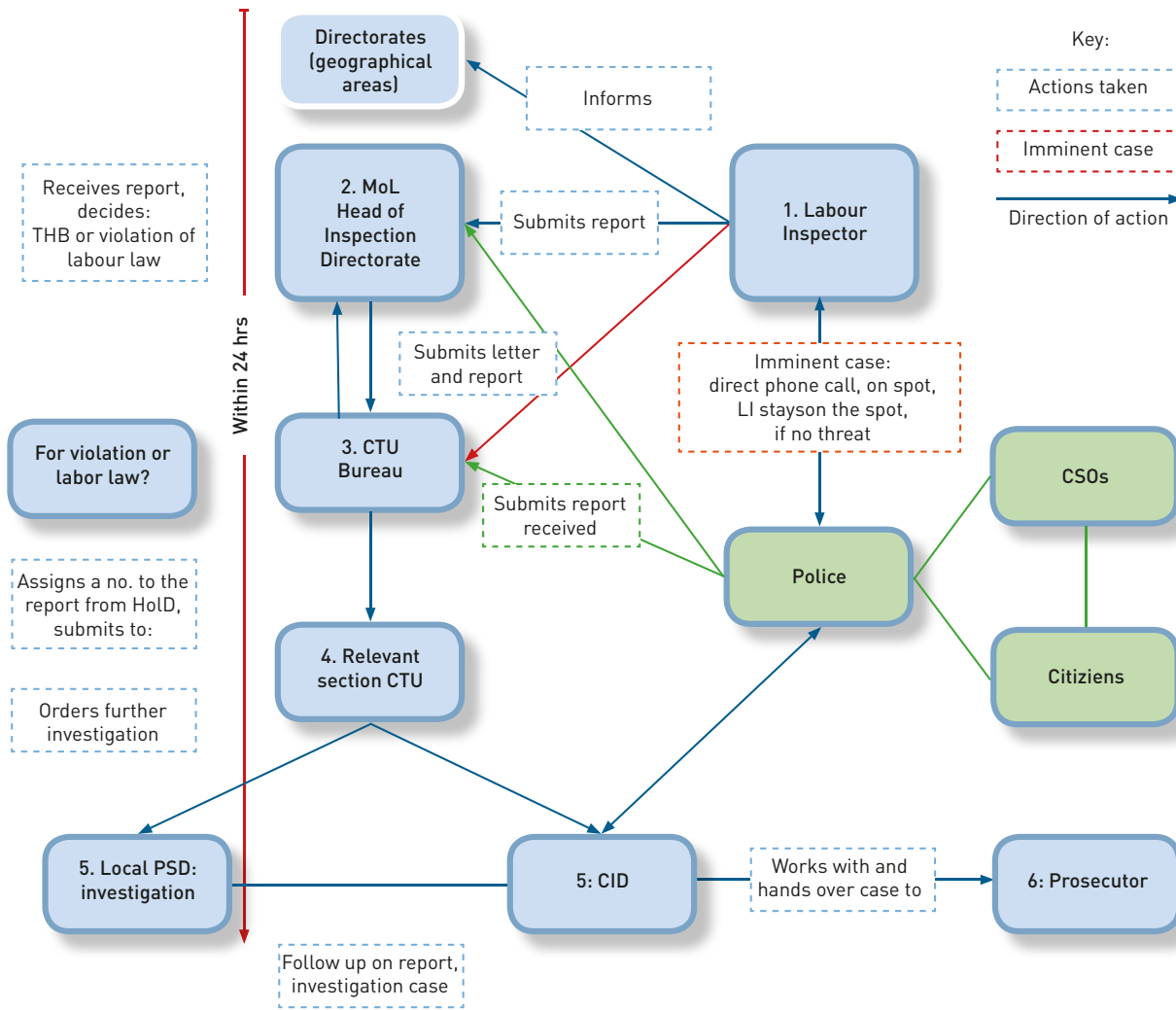
7.2 Training

- Training programs in the field of labor inspection
- Training programs in communication skills
- Training programs in negotiation skills
- Preparing and writing reports in both Arabic and English languages

7.3 Knowledge, skills, and abilities

- Complete knowledge of the Labor Ministry's tasks
- Outstanding ability for direct and indirect communication
- Outstanding ability in presentation and recitation
- Outstanding ability in negotiations
- Ability to communicate in English (reading, written, and spoken)
- Ability to prepare reports within the scope of work
- Ability to tolerate work pressure
- Complete knowledge of effective regulations, rulings, and laws concerning labor and workers

Handout 1.6.2: Flow chart referral of report on potential case of THB/Forced labour



Handout 1.7.1: Situation description for labour inspectors

Two labour inspectors conduct a routine inspection to a textile factory in the Sahab Qualified Industrial Zone (QIZ). The factory employs 550 workers: 150 Jordanian citizens, the rest foreign citizens from countries in South East Asia. The labour inspectors have heard a few reports of poor working practices and abuse of workers at the factory, and wish to find out more information.

The manager meets the inspectors when they arrive and shows them the employment and financial records for the factory and an example of the contracts signed by the workers, in Arabic, English and several different languages of the workers. After this, he takes them around the factory. It is an older building but relevant health and occupational safety standards, such as fire evacuation plans and safety equipment for operating dangerous machinery appear to be in place.

Workers are not wearing a uniform and some appear to be dirty. The atmosphere on the factory floor is subdued and workers do not appear to talk to each other. A supervisor joins the labour inspectors and the manager as they walk around the factory floor.

The inspectors notice a padlock on the outside of the door to the workers accommodation building, and a security camera covering the corridor.

The inspectors approach three of the workers on the factory floor to conduct an interview...

Task

You are one of the labour inspectors in this situation. Your task is to find out what condition the workers are employed under, and how they are treated at the factory. Try to find out as much information as possible.

Act in the same way you would in a real labour inspection.

Handout 1.7.2: Role player instructions

Person A - Manager

- You talk a lot and try to distract the labour inspectors.
- You are exploiting the workers. You have told them you will report them to immigration authorities if they disobey you.
- You have threatened the workers physically in the past.
- Your objective is to prevent the labour inspectors seeing anything suspicious and prevent the workers from saying anything to the inspectors.

During the inspection, you...

- Stay close to the inspectors when they are talking to workers.
- Try to get the inspectors to move on from talking to the workers, for example by offering them food and drinks in your office.
- Try to prevent workers from talking by telling the labour inspectors they do not understand English/ Arabic.
- Initially complain and say you don't understand if the labour inspectors ask you to leave during the interview. You make it difficult for them to get rid of you.
- Only leave if they insist strongly.

Person B - Supervisor:

- Controlling type. Quieter type.
- You are friends with person A and have known him for a long time.
- You physically and verbally abuse the workers when they misbehave or complain.
- You are also responsible for observing the workers at all times. You have installed security cameras outside their sleeping quarters, and every night, when the workers are not working, you lock the sleeping room from the outside.

During the inspection, you....

- Do not talk or interact with the labour inspectors unless they ask you questions.
- Make threatening signs to the workers when you think the inspectors cannot see you
- Make sure the workers do not say anything incriminating to the labour inspectors.
- Cannot do anything which looks suspicious to the labour inspectors however.
- If the labour inspectors ask you to leave during the interview, initially complain and say you don't understand. Make it difficult for them to get rid of you.
- Only leave if they insist strongly.

Person C, D and E – Workers (all the same):

- You were recruited in your home country where you were unemployed. You paid a fee to an agent who helped arrange this job.
- When you arrived the manager took your passports away and gave you new contracts with less money.
- You are frightened of the authorities because the manager threatened to report you.
- The supervisor frightens you because he beats you physically if you complain.

- Every month, you cannot calculate how much you are being paid because the manager claims you owe him money. Every month the amount seems to become larger.

During the inspection, you...

- Give exactly the same answer when asked about your working hours/ salary: 7 hours a day; 6 days a week; 80JD/month
- If asked about overtime pay, you don't understand what is meant by this. You nod your head, but say nothing else.
- When asked if you have your passports, say the employer keeps them, but you have been told you can have them back at any time.
- Act frightened of the inspectors and supervisor. If the labour inspectors force the manager and supervisor to leave the interview, become more open and answer their stories truthfully.
- Do not answer any direct questions about your status as a victim of trafficking (i.e. "are you being trafficked?") You only answer questions you believe a worker would answer in their situation.

Handout 1.7.3: Case description

Person A manages a textile factory in Sahab Qualified Industrial Zone (QIZ) where he exploits his workers in trafficking in human beings conditions. He has a supervisor, Person B, who acts as an enforcer in the factory to make sure workers behave. Both Person A (manager) and Person B (supervisor) are Jordanian. The factory employs 550 workers: 150 Jordanian citizens and 400 foreign citizens from countries in South East Asia.

Persons C, D and E were all recruited by labour agents in their home countries in South East Asia. When they were recruited, they paid a fee to the labour agent. They were told that they would work in a textile factory in an industrial zone of Amman at different work stations. Their contract stated they would be accommodated in a house jointly with other workers and provided basic infrastructure, including furniture and a communal kitchen and health facilities, including access to a doctor in the factory.

When Persons C, D and E arrived at the factory, Person A, (manager), demanded they hand over their passports and said they could get them back if they asked for them. Person A (manager) presented a new employment contract to Persons C, D and E, with 25% less pay than the original contract. When they refused to sign it, Person B (supervisor) threatened them with physical violence, and said they would be reported to the police for not having the correct working documentation.

Persons C, D and E are forced to work 15 hours a day, six days a week. When they complained to the manager (Person A), he sent his supervisor (Person B) to physically assault them.

Persons C, D and E were forced to sleep in a factory building next to the main production site. They sleep in a single room with other workers. Person A (manager) refused to pay their full salary, stating that he had provided accommodation and beds for the workers and they needed to pay him back for this from their salary.

Person B (supervisor) watches the workers when they are working and eating, and at night he locks the room the workers sleep in from the outside. Person C asked for her passport back and said she wished to leave the factory. Person A (manager) instructed Person B (supervisor) to assault her and tell her they would harm her family back in her country if she tried to escape. Person A (manager) also told her that her immigration status was not regular and she would go to prison if he reported her to the Jordanian authorities.

Persons C, D and E have been working at the factory for 6 months when two labour inspectors arrive for a routine inspection.

Handout 1.7.4: Reporting template / structure

Name:			
Title:			
Department/Manager:			
Date:			
Location:			
Name of enterprise:			
Type of enterprise:			
Type of inspection:	(initial, 2 nd visit, check-up, etc.)		
Relating to visit/check list:	Date: No:		
Additional information:			
Action required:	Immediately:	As soon as possible:	Medium-term:
Description of the situation:	(Inspection of what, information by whom etc.) (Suspicious information/observations)		
Potential indicators observed:	What: Where: On whom/with whom: What: Where: On whom/with whom:		
Assessment and recommended Action:			
Further comments:			

Handouts Module 2, Session 2.1 – Multi-agency cooperation and referral process on trafficking in human beings for labour exploitation

Handout 2.1.1: Case Al Senaah

An off-duty labour inspector notices a child working in a mechanics workshop in Al Senaah. The child appears to be Jordanian, a boy, under the age of 15. He is very slim, with little cloths on, with holes in his shoes, shivering from the cold and coughing and seems to be embedded in the usual work processes in the workshop.

The labour inspector notifies the local police to look into the matter. When interviewed at the police station in presence of an officer from the Ministry of Social Development, the boy states that his father, was approached two years ago by a local businessman, the owner of the mechanics workshop in Al Senaah and sent his son with the man. When he initially refused, he beat him. He has to work every day for 8 hours in the workshop and sleeps at the workshop 5 days a week. When he gets home, he has to hand over the little money he is paid. His father keeps all the money and beats him if he does not hand all the money over. The boy also states that his father is sick, divorced from the mother of the boy and that he did not see his mother in the past 3 years.

Case Al Senaah - Handling process:

The police went to the workshop, notified the Ministry of Social Development, took the boy to the police unit and provided him with water and some food. A probation officer from the Ministry of Social Development, who, jointly with a police officer trained in child protection issues, interviewed the boy.

After establishing the basic facts, the Al Senaah police station, referred the case to the CTU. The boy was again interviewed by officers from the CTU investigation section. The boy spent the night at the police station. A doctor was called in the morning as he was coughing severely.

Later in the investigation the boy expressed the wish to go back to his mother. The boy is placed in his mother's custody, following a risk-assessment (determination of the best interest of the child), organized in a coordinated effort between the Ministry of Social Development and the Family Protection Department.

Officers at the CTU investigation section started a criminal investigation, called the father in and interviewed him. He confessed that he forced his son to go work at the workshop and took the money he was paid from him. The case was sent from the CTU investigation section to the police and then to the prosecutor.

Task: Based on the description of the handling process, please assess in your group/s:

- What worked well in this case?
- What should be improved/not happen?

While discussing in your group/s, consider:

- Were all relevant stakeholders involved at the right point in time?
- Was protocol observed, particularly taking into account that it involves a child?

Handout 2.1.2: Case Zaatari

Parents of Syrian girls living in the Zataari camp in Jordan are approached by a couple (a man and a woman) promising them domestic work. The couple moves around the camp, talking to families with young girls and telling them they will bring the children into paid domestic work as housemaids. Several families agree to send their girls with the couple so they can work, amongst them are A., 17 years old, B., 16 years old and C., 19 years old. It is agreed that the families will be paid the salary directly, as the girls will be provided accommodation and food by their employers.

The girls are taken to an apartment in Alrasheed in Amman. At the apartment, they are given specific cloths, more revealing than they were used to. When they initially ask why and refuse, they are told that this is their uniform for the job. Later, a young woman arrives and starts pole dancing lessons with them. Only then do the girls realise that their job is not for domestic work but dancing. The girls have to learn different choreographies and dance in front of changing groups of men. Sometimes a man requests sexual favours from one of the girls.

The girls stay together in an apartment close to the apartment where they are forced to dance. They are escorted back and forth by staff, and are provided with food regularly. They never meet their actual 'employer'. When some of the girls say they do not want to continue that kind of work, the staff of the nightclub tell them they cannot leave yet as their parents signed an employment contract for them when they started work for specific length of time. They are not threatened or beaten but are usually kept under constant surveillance and are not allowed to move around alone.

Case Zaatari I - Handling process:

The labour inspector for Alrasheed in Amman receives a tip that in an apartment in Alrasheed in Amman underage girls were employed to perform dances and possibly sexual acts. The labour inspector informed his Head of Section, who informed the CTU (Division of Special Investigation/CID department). The next day, an inspection of the apartment was conducted.

A group of men from different nationalities and a group of girls were found present and taken to the next police station. The Ministry of Social Development was immediately contacted on the spot, who contacted an NGO in order to prepare for shelter and assistance to the girls at the Al Karamah safe house

During the investigation process the girls were interviewed, first at the police station with the presence of a social worker from the Ministry of Social Development and an NGO representative from Al Karamah. During the entire investigation process, the girls were sheltered at the Al Karamah and received appropriate cloths, food, psychological support and legal assistance. They were medically examined by a doctor after one girl complained of pain. One of the girls was referred to the International Medical Corps, coordinated with UNHCR to receive psychological support.

The Family Protection Department of the Ministry of Social Development interviewed the parents of the girls and evaluated the family situations of the girls. They established that the families were not aware of the kind of work the girls had to perform and the circumstances under which they were kept. The Family Protection Department held meetings with the families to let them know about the situation, raise their awareness on trafficking and that in case the child is under the age of 18 years, it is child trafficking, and how not to put their children into such a situation again.

The couple, which had recruited the girls, were searched for and found by the police and detained. The CID conducted further interviews and investigation until the case against the couple was established and filed. The investigation process lasted for 10 months, during which the different named institutions coordinated their actions. The cases were sent to the Alrasheed police station and from then onwards sent to the prosecutor.

Task: Based on the description of the handling process, please assess in your group/s:

- What worked well in this case?
- What should be improved/not happen?

While discussing in your group/s, consider:

- Were all relevant stakeholders involved at the right point in time?
- Was protocol observed?

Handout 2.1.3 Victims' experiences

Al Senaah boy

- a) **My experience:** I go to the streets begging every day; I just want to play with my friends; I sometimes watch other children going to school in the morning and wish I was one of them; I have to hand over money to my father every day; he will get angry if I do not give him the money and beat me;
- b) **I need:** food and water; somebody who knows how to talk to me as a child, it's all so complicated (someone trained in how to treat me as a child-victim); do not shout at me, do not ask me too complicated questions; I need somebody to look after me (a temporary guardian until the mother is found); I need a doctor to examine me if I am all right; do not put me in a cell, please (child-friendly environment);

Zaatari I

- a) **My experience:** I thought I was going to help my family. Now I have to wear these clothes I don't like and have to please men. They teach us how to dance so that men like it. I feel terrible and ashamed. How will I ever be able to look my parents in the eye? We are never alone, always escorted to that place. There is almost no privacy. It is small and overcrowded where we stay. The other girls around me are my only friends. Together we often cry. I don't know what to think – did my family know? I am confused. I want to be free again. I want to become somebody.
- b) **I need:** this to stop. I need somebody to care. Will anybody understand what I went through? How terrifying this all is? I need a room full of light and understanding people. I don't know if I want to see my family. I need a medical check-up.

**Flow chart:
Referral of
report on
potential case
of THB &
follow-up action**



Handouts Module 2, Session 2.2 – Follow-up, identification and referral of a potential case of trafficking for labour exploitation

Handout 2.2.1 Example investigation – follow-up on an inspection

1. The Ministry of Labour Hotline received a call from some workers at a garment factory in the Al-Hussan QIZ. The workers claimed they are working every day until midnight, including on Fridays. The Ministry of Labour labour inspectors visited the factory and interviewed the workers, the managers and examined all relevant employment documents, including timesheets and contracts. The managers refuted the claim of long working hours and the timesheets corroborated this. When the labour inspectors spoke to workers, some of them confirmed the reports of excessive work time, while other workers said this was incorrect. All documents were presented and when examined, they appeared to confirm that the workers only worked until 6pm every day.
2. The labour inspectors were unsure about the situation but still decided further investigation was needed. They consulted with their Chief of Section, who advised them to inspect the factory at night time.
3. Later that week, the labour inspectors went to the factory at night time. The factory was locked, the windows were dark and no work appeared to be going on. The next day, one of the workers called the labour inspectors again. The worker informed them that the factory owners put thick covers on the windows at night time to hide any light from working.
4. The next day, the inspectors visited the factory again. They again checked all the documents, and they also interviewed the security personnel working at the factory. The security guards confirmed that the workers only work until 6pm.
5. During the inspection, the inspectors asked to see a copy of the electricity bill for the factory for the past three months. The electricity bill showed that the factory had used twice as much electricity in the past month as in the first month. This evidence supported the worker's claim that they were forced to work at night time.
6. The labour inspectors confronted the manager with their evidence. When left with no alternative option, the manager admitted it was true that he had forced workers to work through the night, and justified it because he claimed there was a big shipment this month that required the extra work.
7. In reality, the workers had been threatened by the manager with punishment if they spoke to the labour inspectors. The security personnel were lying when they said that workers finished at 6pm. They were supporting the manager. Finally, the timesheets and official documents for the workers were all falsified to suggest they finished work at 6pm.

8. In response to the inspection findings, the Ministry of Labour adjusted the factory's status on the Golden List and fined the owner. They conducted unannounced follow up inspections several times over the next month to check and confirm the owner had stopped his illegal activities.
9. The case took place in 2010, before the Ministry of Labour focused on trafficking in human beings. The labour inspector responsible for investigating this case confirmed that this was a case of trafficking in human beings, and if encountered today, it would be treated and investigated as such. There was evidence of forced labour and the application of threats of punishment against workers if they said anything to labour inspectors.
10. The response of the Government of Jordan to addressing labour exploitation, especially in the QIZs, has improved greatly between 2009 and today. The action, diligence and attention to detail of labour inspectors can have a large impact on identifying and stopping trafficking in human beings and labour exploitation. In this case, asking for copies of the electricity bill was enough to provide evidence of night-time working.
11. One of the key learning points from this case is that labour inspectors must be creative in their efforts to uncover offences.

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Annex 1: Participant Pre-Training Self-Assessment questionnaire

Dear Participant,

As part of the training workshop [xxx-Insert title and date of training-xxx], your performance and learning progress will be monitored and evaluated. The purpose of this evaluation is to gather feedback on (i) how to improve future training events and the trainer performance, (ii) allow you to monitor your individual progress and achievements made during the training, and (iii) reflect on how the knowledge and skills you gain during the training workshop may be applied to your professional role.

The evaluation consists of a self-assessment of your knowledge on the training topics, both before and after the training has taken place. Please ask the trainer if you have any questions about the evaluation process. Please pass the completed evaluation form to the trainer at the end of the event.

Please complete SECTION A BEFORE the training begins.

SECTION A: Self-assessment BEFORE the training.

(1) Please rate your overall level of knowledge on trafficking in human beings:

None				Expert
0	0	0	0	0

(2) Do you consider the identification of trafficking in human beings to be one of your professional responsibilities?

Yes	No	Not sure
0	0	0

(3) Do you believe you would be capable of identifying signs or indicators of trafficking in human beings?

Yes	No	Not sure
0	0	0

(4) Do you believe you know the correct course of action to take if you encounter a potential case of trafficking in human beings in your workplace?

Yes	No	Not sure
0	0	0

Now, please fill out COLUMN A of the self-assessment table.

Self-Assessment Table

Please assess your knowledge and understanding on the following topics on a scale of 1 – 10 (10 = I am an expert/ I understand this perfectly to 1 = I do not understand this at all/ I have no knowledge of this.)

Please complete **Column A** before the training begins, assessing your knowledge on the listed topics.

Please complete **Column B and C** after the training. **Column B** is assessing your knowledge on the listed topics after training. **Column C** is to re-assess the level of knowledge you actually had before the training. **Columns D and E** indicate the progress achieved during the training, with Column E providing the most accurate indication of your total knowledge increase.

	A	B	C	D	E
Topics	Pre-training knowledge	Post-training knowledge	Revised pre-training knowledge	Change compared with initial pre-training knowledge (Difference of A to B)	Change compared with revised pre-training knowledge (Difference of C to B)
Rate from 10 = I understand this completely, to 1 = I do not understand this at all.	Self-assess BEFORE the training	Self-assess AFTER the training			
a. The international definition of Trafficking in Human Beings					
b. The difference between Trafficking in Human Beings and Labour Exploitation					
c. The national legal framework on Trafficking in Human Beings in Jordan					
d. The role and responsibilities of labour inspectors to combat THB for labour exploitation					
e. How to spot signs and indicators of Trafficking in Human Beings during a labour inspection					
f. How to refer a potential case of Trafficking in Human Beings to the correct authorities.					
g. How to write a report on a potential trafficking case.					
Total knowledge and progress (0 – 90)					

Thank you for your time! Please pass your completed self-assessment at the end of the training back to the trainer to receive a Certificate of Participation.

Annex 2: Evaluation form

Please complete SECTION B and SECTION C AFTER the training has finished.

SECTION B: Self-Assessment AFTER the training

(5) How relevant was the content of the course for your work?

Not relevant

Relevant

Very relevant

0

0

0

(6) Please rate your overall level of knowledge on trafficking in human beings:

None

Expert

0

0

0

0

0

(7) Do you consider the identification of trafficking in human beings to be one of your professional responsibilities?

Yes

No

Not sure

0

0

0

(8) Do you believe you can identify signs or indicators of trafficking in human beings?

Yes

No

Not sure

0

0

0

(9) Do you believe you know the correct course of action to take if you encounter a potential case of trafficking in human beings in your workplace?

Yes

No

Not sure

0

0

0

(10) What observations, insights or ideas from the training’s discussions will you try to apply in your professional working context?

(11) Did the training match the expectations and learning outcomes you had at the start of the training?

Yes

No

0

0

Please provide an explanation for your answer:

SECTION C - Evaluation of training methodology and organization

(12) Overall how do you assess this training? (please mark with x):

1 Poor	2 Fair	3 Satisfactory	4 Good	5 Excellent
0	0	0	0	0

(13) Please provide your opinion on the appropriateness of the training’s methodology and organisation (mark respective number with x)

	1 Poor	2 Fair	3 Good	4 Excelent
Overall duration of training				
Logistics and organisation				
Interaction between participants				
Group activities				
Appropriateness of methodology used (interactive, group work, cases etc.)				
Balance between theory and real-life examples				
Time for discussion				
Facilitation by the expert(s)/ trainer(s)				
Interpretation service				

(14) Please rate the trainer’s performance during the training below. Please indicate your response to the questions below (mark respective number with x)

	1 Poor	2 Fair	3 Good	4 Excelent
Has extensive knowledge about the subject/ topic of the training				
Well prepared and ready to instruct				
Used visual aids and handouts effectively				
Provided effective interaction with the participants				
Explanations were clear and concise				

(15) What did you miss or what would you wish to see in future trainings? Any other comments you wish to add?

Annex 3: Trainer Evaluation Report

Name of Trainer: _____

Name of Training: _____

Date and place of training: _____

Please compile the following information into a single package:

- List of Training Participants (Name, Role, Governorate)
- Training Agenda
- Completed Evaluation Summary (below). And send it (along with the original evaluation forms of the participants) to:

Mr Mohammad Al Badareen. Head of Training and Development Section,
Human Resources Directorate, Ministry of Labour.

Fax: 0096265802668, Email: mohammad.albadareen@mol.gov.jo, info@mol.gov.jo

1. Number of participants assessing their overall level of knowledge on trafficking in human beings:

	None				Expert	
Before the training						
After the training						

2. Number of participants considering identification of trafficking in human beings as one of their professional responsibilities?

	Yes		No		Not sure	
Before the training						
After the training						

3. Number of participants that believed they can identify signs or indicators of trafficking in human beings?

	Yes		No		Not sure	
Before the training						
After the training						

4. Number of participants believing they know the correct course of action to take when encountering a potential case of trafficking in human beings in the workplace?

	Yes		No		Not sure	
Before the training						
After the training						

5. Number of participants rating the relevance of the content of the course for their work?

Not relevant	Relevant	Very relevant

6. Summary of different observations, insights or ideas that participants mentioned they intend to apply in their professional role

7. Overall assessment of the training by participants? (please indicate number of total responses for each rating)

1 Poor	2 Fair	3 Satisfactory	4 Good	5 Excellent

8. Summary of feedback on the appropriateness of the training’s methodology and organisation (Please indicate number of total responses for each rating.)

	1 Poor	2 Fair	3 Good	4 Excelent
Overall duration of training				
Logistics and organisation				
Interaction between participants				
Group activities				
Appropriateness of methodology used (interactive, group work, cases etc.)				
Balance between theory and real-life examples				
Time for discussion				
Facilitation by the expert(s)/ trainer(s)				
Interpretation service				

Overview of total knowledge and progress within training group

Please enter total values of participants combined self-assessment scores. For example, the rating scale runs from 1 – 10. In a training of 20 participants, there would therefore be a possible range of 20 – 200 for each topic.

Number of participants:					
	A	B	C	D	E
Topics	Pre-training knowledge	Post-training knowledge	Revised pre-training knowledge	Change compared with initial pre-training knowledge (Difference of A to B)	Change compared with revised pre-training knowledge (Difference of C to B)
a. The international definition of Trafficking in Human Beings					
b. The difference between Trafficking in Human Beings and Labour Exploitation					
c. The national legal framework on Trafficking in Human Beings in Jordan					
d. The role and responsibilities of labour inspectors to combat THB for labour exploitation					
e. How to spot signs and indicators of Trafficking in Human Beings during a labour inspection					
f. How to refer a potential case of Trafficking in Human Beings to the correct authorities.					
g. How to write a report on a potential trafficking case.					
Total knowledge and progress across training group					
Average knowledge and progress of participants (Total ratings divided by number participants)					

Annex 4: Planning template – training session

Please adapt this template to your needs. Use it either to plan one session or a whole training, which stretch over several days. Print the plan and use it for your quick overview and support during the training.

Training x, mm/dd/yyyy, (place)

Time	Objective/ content of the session	Methodology and duration in min')	Resp ¹⁸	Material required	Comment
Day X					
	Coffee-Break				
	Lunch				
	Coffee-Break				
Day X					
	Coffee-Break				
	Lunch				
	Coffee-Break				

¹⁸⁾ Use this column to indicate responsibility should you be training/facilitating with a colleague

A completed planning table for a short first day of a training using Module 1 is provided below as an example:

Time	Objective/ content of the session	Methodology and duration in min')	Resp ¹⁹	Material required	Comment
Day X					
9:00	Introduction				
	Welcome/ introduction of participants	Sociograms:1 where from, introduce your name, role, how many years professional experience? (30 mins)	Trainer 1		Seating arrangement – mix/ place in groups?
	Expectations	Cards – discuss in groups, write cards with expectations, cluster on flipcharts (20 mins)	Trainer 2	Flipchart, cards, markers	Assistance with sticking cards?
	Agenda, rule setting	Does agenda fit expectations - overview? Introduce ground rules, gather input and write on flipchart, (25 mins)	Trainer 2	Flipchart	Pre-prepare agenda, rules
10:30	Coffee-Break				
10:50	Session 1.1 – International Definitions of THB				
	Introduction	Show video “Lured into job”, plenary discussion (15 mins)	Trainer 1	Projector, screen, video (laptop/ internet), flipchart, marker	
	Definitions	Input and interactive discussion – Palermo, ILO, elements of crime (25 mins)	Trainer 1	Prepare PowerPoint, handout 1.1.1	
	International commitments	Provide input using table based on handout 1.1.3 (10 mins)	Trainer 1	Handout 1.1.2.	
11:40	Session 1.2 – Forms of THB and related crimes				
	Forms of trafficking	Interactive plenary discussion, show video “Open your eyes” (15 mins)	Trainer 2		
	Difference between THB and Smuggling of Migrants and related types of crime	Develop “differences...” table in groups, based on handout 1.2.1, and facilitate discussion on related crimes using handout 1.2.2. (35 mins)	Trainer 2	Handout 1.2.1 + 1.2.2	
12:30	Lunch				
13:30	Session 1.3 - Applying the concepts and definitions: Cases				
	Difference between THB and Labour Exploitation	Group work with case studies Handouts 1.3.1 – 7) followed by group presentations and discussion (80 mins)	Trainer 1 + 2	Projector, Handouts, cards, flipcharts for groups	
	Protecting the human rights of potential THB victims	Role play on victims’ needs, using handout 1.3.8, plenary discussion (10 mins)	Trainer 2	Handouts	
15:00	Conclusion and wrap up of day 1	Debriefing on key learning points from the day, expectations met, overview of next day agenda	Trainer 1		

¹⁹⁾ Use this column to indicate responsibility should you be training/facilitating with a colleague

Annex 5: Example Training Certificate Template



This project is funded by the European Union





تمكين الناس من خلال الشراكة
Empowering people through partnership

CERTIFICATE OF PARTICIPATION

This is to certify that

First Name/ Last Name

has successfully completed a training for labour inspectors on combating trafficking in human beings

DD/ Month / YYYY
Location, Country

Trainer 1



International Centre for Migration Policy Development

Trainer 2

This project is funded by the European Union and implemented by the International Centre for Migration Policy Development (ICMPD)

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Multimedia - Videos:

ILO. Lured by a job, trapped in forced labour
<https://www.youtube.com/watch?v=sOHq0MlN3PY>

UNGIFT. Open your eyes
https://www.youtube.com/watch?v=tE_lduB6bQc

Video: Transport for London, 'Awareness Test': <https://www.youtube.com/watch?v=Ahg6qcgoy4>

Notes



Training Curriculum for Labour Inspectors on Trafficking in Human Beings in Jordan

International Centre for Migration Policy Development (ICMPD), 2018

This training curriculum is a tool to be used for a basic training for labour inspectors and a more advanced training for liaison officers and chiefs of section of the Ministry of Labour.

It follows an interactive approach to achieve learning outcomes via a mix of input, examples, videos, interactive group work, flow charts, case studies, discussions and role playing.

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