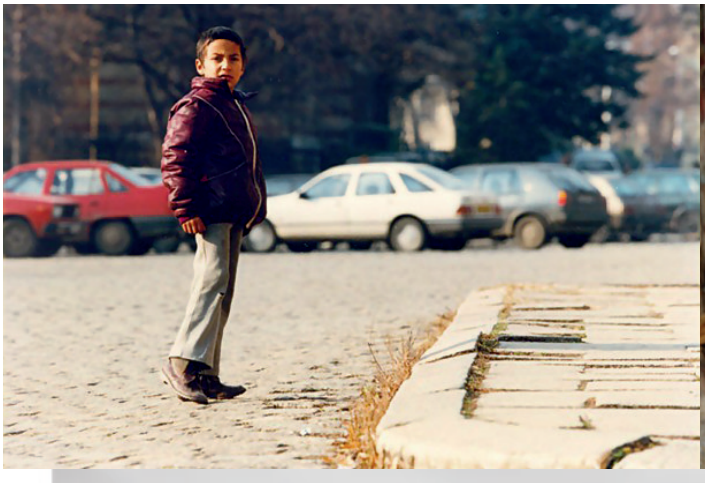

European Cross-Actors Exchange Platform for Trafficked Children on Methodology Building for Prevention and Sustainable Inclusion"
CATCH & SUSTAIN (2013-2015)

ANTI-TRAFFICKING INTERVENTION PROGRAMME TARGETED TO VULNERABLE CHILDREN

PREVENTION OF AND FIGHT AGAINST CRIME (ISEC PROGRAMME)
2007-2013 (HOME/2012/ISEC/AG/THB/4000003940)

EFSC EUROPEAN FEDERATION FOR STREET CHILDREN

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European Commission

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INTRODUCTION

Trafficking in persons, often labelled as “modern day slavery” or “human trafficking”, is a severe violation of fundamental human rights and a serious crime. The UN in a Protocol adopted in Palermo, Italy in 2000 defined the crime as involving three distinct parts: (1) an activity; (2) a means; and (3) a purpose. To activity of trafficking involves ‘the recruitment, transportation, transfer, harbouring or receipt of persons’, and this must be via the means ‘of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power 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’. This must be undertaken for the purpose of exploitation, which includes ‘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’. Where the trafficked person is a child, the means does not have to be established, as it is assumed that children can never willingly consent to their own exploitation. Indeed, according to the Protocol, a child in prostitution or any other form of slavery ALWAYS indicates they are trafficked.

Flowing from this definition, we recognise that human trafficking takes many forms, driven by diverse factors. The nature of, and root causes of, trafficking often differ from one country to the next. We know, though, that individuals in search of a better life, are often taken advantage of, and are exploited. Disparities in wealth are growing in many states across the European Union (EU), driving the desire to move to a better life in another state. Meanwhile, corruption, crime and social violence make situations at home more precarious, leading individuals to make riskier migration choices.

Crucially, trafficking is as dynamic and ever evolving as the efforts to thwart it. Our responses to trafficking also are adaptable, changing as we learn about the crime and the many more effective ways of assisting those who survive it. The international community recognises that cooperation remains crucial to the success of interventions and to the momentum of national response. Our actions are evolving and changing in response to the evolution of the methods and activities of those who exploit.

In Europe, the EU itself recognises the urgent need to address this heinous activity and to constantly update responses to meet the evolving nature of trafficking itself. Critically, the EU readily accepts that Member States’ need to identify individuals who have been trafficked and to offer them assistance, support and protection. It recently called on Member States to address the crime, and to improve their capacity to identify trafficked persons, largely by making much needed changes in the policy context. Trafficked persons, including both adults and minors, may now apply for protection across the EU. Children have been increasingly understood to be a particularly vulnerable category of persons caught within the Trafficking nexus.

Currently, two pieces of Directives set out procedures at EU level for protecting trafficked persons: Directive 2011/36/EU and Council Directive 2004/81/EC of 29 April 2004. Council

Directive 2004/81/EC provides for residence permits for third-country nationals who were trafficked or were the subject of an action to facilitate illegal immigration and then are willing to co-operate with authorities regarding the investigation and prosecution of the crime of trafficking in human beings or smuggling. Meanwhile, Directive 2011/36/EU calls for action to identify, support, assist and protect trafficked persons, without prejudice to Directive 2004/81/EC. Centrally, this European framework provides for a common definition of trafficking, to facilitate an approach for national authorities to establish procedures enabling access to assistance, support and protection.

Directive 2011/36/EU requires Member States to 'adopt a gender perspective and a child-rights approach'. This requires Member States to develop knowledge on the 'gender dimension' and develop responses which appropriately take into account the impacts of both trafficking and Member States responses to children's rights for protection from trafficking risks. This implicitly requires Member States to enhance their ability to protect children from trafficking in the first place, their capacity for early identification of victims in their enforcement and border protection processes, and to develop child-appropriate, child rights sensitive recovery processes for those subjected to trafficking, as soon as they are identified as victims of this crime.

This requires Member States to engage comprehensive child-sensitive protection systems. It also requires governments to cater for the needs of diverse groups of children. The Directive also states that, 'the child's best interests must be a primary consideration, in accordance with the Charter of Fundamental Rights of the European Union and the 1989 United Nations Convention on the Rights of the Child'. Such provisions place a robust obligation on states to be responsive, sensitive, and to develop systems which are inclusive and not simply a one-size-fits-all approach. It recognises that victims are as diverse as the types of exploitation they may experience.

Troublingly, despite such advances in policy, the European Commission (EC) acknowledges the on-going difficulty Member States are facing in identifying trafficked persons. Both anecdotal and scholarly evidence, including comment from national and international authorities, indicates that the EC is correct in noting that numerous adults and children are failing to be detected, and are therefore failing to receive protection. This failure in identification and referral is seriously undermining otherwise significant EU policy developments in protection which have been made over the last decade.

In part, such failure to identify trafficked persons relates to the clandestine nature of the crime. Trafficked persons, especially children, often remain hidden in plain sight. When these individuals escape or are discovered by enforcement authorities or NGOs working in first responder locations, many trafficked children are looked at in terms of their immigration status, or the crimes with which they have been associated, rather than the crimes committed against them, being rendered explicit through the trafficking lens. This is oftentimes a result of the complex legal definitions adopted in legislation across Member States. There still remain few prosecutions of traffickers across the EU and children's rights for immediate safety and protection as subjects of trafficking are still worryingly patchy. This is because frequently instances of human trafficking are confused with instances of people smuggling, and children's particular experiences of international and national

trafficking fail to be explicitly addressed, falling into the wider mesh of under resourced responses to international illegal smuggling, as well as other activities of illegal immigration. Authorities mislabel trafficked persons, and wrongfully fail to afford protection.

At other times, national legal systems fail to recognise that trafficked persons may not always cooperate willingly in prosecutions, thus blaming them for their own fate or wrongfully rendering them guilty of crimes. Trafficked persons, especially children, often fear for their lives and those of their family members, leading them to be apprehensive to cooperate with authorities. In the face of a lack of cooperation, national authorities may be inclined not to afford protection, as there maybe suspicion that the individual is not innocent of the crimes they may have participated in. While such legal apparatus and assumptions are contrary to EU law and best practice, and certainly transgress UN resolutions around the protection of the trafficked child, this occurs and is the cause of protestations from NGOs and personnel working within welfare and enforcement environments. Whilst this can be the result of a lack of resources and political will, it can also be the direct result of a lack of knowledge and training, which this toolkit will go some way to mitigating.

Investigations of human trafficking and particularly instances of child trafficking require police forces and other state officials to utilise multi-agency partnerships and engage in transnational co-operation and knowledge sharing. This is made difficult where a government lacks capacity, resources, understanding of the complexity or suffers from the impacts of corruption. Weak institutions can only offer weak protection. Strong institutions without the political will and budgets in place to interrupt trafficking and appropriately protect its victims can also fail to provide what is necessary to bring trafficked children to a sustained place of safety and their traffickers to book. Traffickers rely on the fact that national authorities cannot or will not prosecute these crimes, and use the threat of repatriation, shame and the menace of police and migration authorities in both countries of supply and demand, as further levers of control on the minors being exploited. In the face of a high reward, but low risk situation, trafficking including child trafficking has flourished across the EU in past decades.

In response, the Council of Europe Convention on Action against Trafficking in Human Beings moved to suggest education at all levels is needed to change attitudes and awareness. Article 6 suggests that:
To discourage the demand that fosters all forms of exploitation of persons, especially women and children, that leads to trafficking, each Party shall adopt or strengthen legislative, administrative, educational, social, cultural or other measures including: (a) research on best practices, methods and strategies; (b) raising awareness of the responsibility and important role of media and civil society in identifying the demand as one of the root causes of trafficking in human beings; (c) target information campaigns involving, as appropriate, inter alia, public authorities and policy makers; (d)preventive measures, including educational programmes for boys and girls during their schooling, which stress the unacceptable nature of discrimination based on sex, and its disastrous consequences, the importance of gender equality and the dignity and integrity of every human being.

Meanwhile, Directive 2011/36/EU adopts a similar approach, recommending:
(1) Member States shall take appropriate measures, such as education and training, to discourage and reduce the demand that fosters all forms of exploitation related to trafficking in human beings …

What these agreements recognise is that effective responses to human trafficking require a mix of knowledge and collaboration. It requires multi-agency, long-term action that is as organised, strategic and well-planned. Given the complexity of the trafficking, success is unlikely to be achieved by one state alone without cooperation with others, and resource sharing both within and across nations. We need systematic efforts to address this problem.

Sharing knowledge, developing coherent context sensitive training and building practical experience of enforcement and protection requirements are essential if trafficking is to be addressed. It is very important that information flows smoothly across policymakers, law enforcement, courts, service providers, businesses and civil society. Planning action should be grounded in good research, and must be on-going. It needs to be supported at the local, national and international levels. A comprehensive response is required. Individual tools, therefore, must be looked at in developing, augmenting and strengthening existing strategies. The tools developed to interrupt and seek to end child trafficking will need to be adapted to local settings, and open to the diversity, complexity and fluidity of child trafficking scenarios. An effective response to the problem must itself be responsive.

As numerous reports over the last decade have revealed Child trafficking occurs in virtually all countries in Europe with no clear-cut distinction between countries of origin and destination within Europe itself. According to a UNICEF study undertaken in 2008, more than half of the countries which had subscribed to National plans against trafficking showed trafficking routes leading in both directions. Furthermore trafficking of children does not necessarily imply any migratory pathway, as children can be trafficked within countries, and form the UNICEF research of 2008 every second European country reported internal trafficking as an identified activity now being addressed by their law enforcement capability.

Countries therefore have multiple responsibilities:
- to prevent trafficking,
- to identify affected and at-risk children,
- to provide assistance and protection to victims and
- to ensure a sustainable long term response to the recovery and re-integration into civil society consequent to their trafficking abuse.

Complexity of Child Trafficking

Although trafficking in children has been perceived by many in the media, NGO advocacy movements, and consequently the general public as mainly occurring in connection with sexual exploitation, and therefore by extension only affecting the girl child, over the last decade alongside a closer understanding of what constitutes trafficking, the reality of the complexity and range of trafficking criminality has crossed the gender divide, and disclosed

a variety of trafficking contexts exploiting different ethnicities, regions and age sets, which law enforcement, child protection agencies and civil society now need to take account of.

Across Europe children are trafficked for exploitation in an increasingly complex and frequently interlinked network of exploitative 'opportunities', including labour, domestic servitude, begging, distraction crime, theft, drug cultivation; subjected to enforced marriage, mail-order child brides, au-pairs, restaurant work, the unwitting instrument of welfare crime, or prostituted for sex in regulated, unregulated and deregulated environments. Trafficked children are diverse in their needs, backgrounds, and ages. Some are late teenagers, on the cusp of adulthood. Many more are pre-teens or just reaching puberty. Some are mere babes in arms or toddlers. There is no one shape in which this crime against our children occurs, it is multi-headed, and all organisations with any responsibility for children's welfare, education or protection need to be equipped to understand it, and deal with it effectively, with the rights of the presenting child and any others entrapped in the trafficking net, to safety and protection, pre-eminent.

Given all the above complexity, it is important that states give the benefit of the doubt in terms of the protection required to protect and safeguard children from the harms of trafficking. These situations occur numerous times as courts become involved in the entrapment of teenagers in trafficking rings. Article 10 of the Council of Europe Convention on Trafficking privileges the victim 'where the age of the victim is uncertain and where there are reasons to believe that the victim is a child, he or she shall be presumed to be a child and shall be accorded special protection measures pending verification of his/her age.'

Counting Children

Existing statistics on child trafficking provide an incomplete picture of the nature or the extent of child trafficking. The inclusion in the toolkit of a methodology borrowed from the biological sciences has much to commend it as a method which takes into account both the phenomenon of 'double counting' as victims surface with different 'first responder' agencies, and the number of victims who are counted by nobody, hidden from view and invisible to the ordinary processes of official logging by enforcement and support agencies.

The crude numbers that attach to wider 'guestimates' of children caught in the processes of trafficking, include some of the 24 countries where children have been recruited into armed conflict by non-state actors with estimates varying widely as to their number. Moreover children are widely incorporated in the labour market as forced labour, and depending on how this matter is regarded, a substantial percentage of this forced labour entails key elements of trafficking. UNICEF estimated in 2011, that 150 million children aged 5-14 in developing countries were involved in child labour. The areas in which most children were deployed for labour was in agriculture (60%), but substantial numbers were also involved in the textile and manufacturing industries, brick making, construction as well as in forms of domestic servitude.

In 2005 The ILO estimated 1.2 million children at any given time were subject to Child Trafficking. In the same year the ILO estimated that the total illicit profits produced in a year by trafficked forced labourers totalled $31.7 billion USD. This total includes profits from

both adults and children, but as almost half of all trafficked persons are children, it can be fairly safely assumed that several billion USD of profit is made from trafficked children annually.

Child trafficking is classified by ILO Convention No. 182 as a worst form of child labour (WFCL) to be eliminated as a matter of urgency, irrespective of a country's level of development. In 2010, ILO constituents somewhat optimistically committed to eliminating child trafficking, and all other forms of enforced child labour by 2016. This deadline is at time of writing just some years away and the progress in reaching this goal has been disappointing with no clear retreat in the numbers being surfaced in child trafficking globally or across the EU. However a great deal more information on Child Trafficking now exists than even a decade ago, and in particular the range and variety of Child Trafficking scenarios.

This information alongside the diversity of the methods of entrapment which can inform prevention interventions and informs some of the enclosed toolkit interventions around child empowerment, alongside understanding more concerning the age stratification of those who are abused in child trafficking and the associated crime types of trafficking exploitation across age sets has grown. However we simply do not know or understand as much as we should at this stage, to enable effective targeting of resources. One of the reasons for this is the lack of reliable and disaggregated information is the lack of segmented information accrued by public, third sector and law enforcement agencies encountering trafficked victims an area which this toolkit will assist as it is absorbed into the processes of the multiple agencies charged with addressing this appalling and wide reaching crime.

With the range of trafficking offences which are carried on outside European borders, but which emerge into Europe through the supply chain, there has been an important further declaration made by the International Labour Organisation which adopted in 2008 the ILO Declaration on Social Justice for Fair Globalization. This recognized the particular significance of fundamental rights to be recognised internationally and included the effective abolition of child labour. Ratification of this declaration across the EU would signal a clear move away from any latent agreement to incorporate children into the labour market beyond the geographical boundaries of Europe, and recognise the financial implications of consumers being implicated in child trafficking and forced labour through infected global supply chains being accessed by European businesses.

This is a dimension of child trafficking concern which still has a great deal of business to be done, to really make an impact on the estimated millions of children caught in trafficking situations within the production chains of global business.

Novel methodology

The 'capture and recapture' methodology, which has been successfully deployed in biology to quantify the size of wild animals or insect populations, where there are 'hidden populations' functioning but undisclosed to the human observer, has been built into this toolkit as a proposed method to improve data collection in this challenging area. The

method which has now migrated into understanding the requirements and size of particular highly mobile populations who might have restricted access to health care, is now in this toolkit being road tested for exploring ways in which the size of trafficked people within any given state could be proposed, with a degree of conformability across different state jurisdictions.

This attention to seeking better data on child and adult trafficking is critical to improved detection and prevention strategies. Without reliable data which gives a notion of accuracy, objectivity and reality, it is extremely difficult to win the political arguments to deploy the resources in capital spend, personnel training and infrastructural change, which is required. This includes at the minimum, the not inconsiderable costs of intervention, recovery, and 'durable support' for victims, as well as seeing introduced on-going training, systems change, multi-agency and international co-operation and foreign and domestic policy commitments, put in place to address human trafficking seriously and effectively.

In the first half of the decade statistics harvested in Europe were limited to cases of cross-border trafficking of women for sexual exploitation. National data has rarely been disaggregated by age, gender, national origin or by forms of exploitation, but the first signs of change in this area have been noted with the adoption of National Referral Mechanisms in the wake of ratification and compliance with the requirements of the Council of Europe Convention on Action against Human Trafficking.

Nevertheless even when statistics are disaggregated, challenges in age determination may still obscure the number of children among identified victims of trafficking. With poor state of birth registration in a number of countries particularly outside Europe, there can be prolonged challenges around the age of trafficked persons particularly on the cusp of the age of majority. Where age determination is required, despite our comments above concerning the Council of Europe Convention, the benefit of the doubt is not necessarily granted, and a child may be wrongfully identified as an adult.

Many children may be recruited, groomed, trafficked and exploited before turning 18 but only find assistance and protection on their discovery after turning 18. This however is not part of the way in which data is collected.
Currently we face across Europe a static time-line, where victims are recorded in present time, and turning 18 are reported as adults. There needs to be a clear requirement for at least two categories concerning a person's experience of trafficking, which should always be recorded, and which would bring further important insight into this shadowy area of child recruitment into trafficking. Data needs to be gathered from the survivor of their age at recruitment and then their age at subsequent identification and recovery, in order that a more comprehensive picture of the circumstances is developed. This will in turn deepen our understanding of the pathways through which recruitment and exploitation take place, and the residual gaps in child protection internationally and across Europe, which currently allows trafficking and super-exploitation to continue.

It remains an ongoing challenge for data collected from law enforcement authorities and service providers from both the public and the third sector to be integrated at national level. The checklists and indicators deployed for identifying trafficking victims and for

recording data are frequently graduated on different scales, and embarrassingly for those emerging from the public sector inadequately filled in. There is an urgent requirement for all organisations to attend to with far greater seriousness data collection, even when knowledge is incomplete, and the pressure on resources means that dealing with the case in hand effectively undermines due diligence in data entry.

The tool on data collection included in this kit, is a significant contribution to this challenge, and it is to be hoped that in championing a methodology which both explores the 'hidden populations' of those trafficked, and suggesting the harmonisation of key categories, that across Europe at least we may see a distinct improvement in years to come of data collection, which will enable improved cross- country comparisons and drive evidence based and informed distribution of appropriate resources in the fight against this appalling human rights violation.

Why child trafficking occurs

When you pick up a toolkit dedicated to addressing child trafficking, one immediately asks the question, if not inured by the enormity of what is involved, why does it occur?

There is no final, comprehensive list on the causes which instigate trafficking in children, but here are some: worldwide inequalities between wealth and both perceived and actual poverty, the pressure of civil instability putting enormous pressures on households for their safety and survival, power asymmetries realised in gender and age, the globalised market space where cheaper production costs drives the wealth of a privileged few in unregulated markets, scarce resources unevenly distributed with illicit ways to access them, is a good place to begin.

Alongside these initial 'macro-economic' and 'geo-political' reasons other drivers come into play which are more open to interruption by NGOs and individual states such as, lack of education, discrimination, cultural attitudes, asymmetries in gendered power and affective discourses which lead to grooming and recruitment, dysfunctional or chaotic families, economic transition or radical austerity and inadequate safe guarding laws and regulations. And at the end of this long list of factors, the willingness of at least one person, and in reality many thousands more, to radically ignore the freedom, sanctity and human rights of a child.

Fluidity, Process and training

The increased extension and complexity of Trafficking in Human Beings call for actions involving a multitude of dimensions and agents. The arena of child trafficking is both dynamic and opaque. The complexity of enabling children who have been abused, are frequently terrified, and are living under threats of one degree or another, to co-operate with those who meet them from an external organisation whether in enforcement or protection guise, and disclose their trafficking history, is immense. This toolkit by generating a number of strategies for those working in both trafficking prevention and detection in social work, education, the health sector as well as in the more explicit arenas

of enforcement, will undoubtedly prove an important addition to the range of interventions which are currently available.

Training interventions which bring a deeper understanding of the issues surrounding child trafficking, particularly the issues pertaining to concealment, and the incomplete indicators which can emerge across the history of encounter with a child who is subjected to trafficking, are vital. Improving the understanding of trafficking in general and the key issues pertaining to children, with the various indicators which arise as the dialogue begins, for the deployment of front line staff whatever sector they represent, should trigger enhanced protective interventions and recovery on behalf of the state.

Those who may in the future find themselves in the position of being first responders to an instance of child trafficking, require training in a clear appreciation of the key issues pertaining to child safety and protection, alongside the flexibility to accommodate the multiple dimensions involved in child trafficking, which this toolkit will furnish.

Toolkit focus

This toolkit works from the idea that trafficking in persons, with particular focus on trafficking in children, can only effectively be addressed with multi-sector and committed international law enforcement co-operation supported by comprehensive strategies undertaken by governments and the wider constituency of labour organisations, businesses, international regulatory policies, development strategies and foreign policies deeply grounded in human rights. These strategies include bifocal engagement with both the transnational nature of the problem and attention on the national 'internal' manifestation of the crime. The focus on empowerment of operational service providers as well as empowerment of trafficked and vulnerable children in explaining their world in their own terms, their history and present, brings a dynamic element to awareness and intervention training which has frequently been lost in the dry rehearsal of legal frameworks.

With the numerous associated criminal activities, illicit migration pathways, exploitation of loop holes in migration and asylum processes between countries entailed in many child trafficking cases those encountering trafficked children need to be sharp and vigilant. Furthermore to consider international organised criminality at the heart of this crime is to lose sight of the presence of exploitation through inchoate kinship groups or adults intent on refusing their duty of care, which those with the responsibility to safeguard children will find highlighted in this toolkit; with techniques and approaches available which will enable their work to be critically informed by a child centred, child empowering, safety sensitive and counter trafficking resilient approach.

Coercion – can trafficking ever be chosen by a child?

There remains a troubling question of whether children have been coerced, deceived or manipulated in the course of their recruitment, which remains an important element in identifying trafficking cases involving older teenagers who are mature enough to work away from home. What is important in these cases is that the forms of control and coercion

should be defined and assessed appropriately in relation to the maturity and vulnerability of the child concerned. Although the Council of Europe's Convention on Action against Trafficking in Human Beings (2005) clearly ascribes the recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in human beings" regardless of consent, with a 'child' meaning any person under eighteen years of age, there are still occurrences being logged by NGOs across Europe where a child's protection is not assured. The importance for all practitioners to be clear on the criteria for child trafficking, and to have that knowledge cascaded across organisations, is critical.

There are still a baffling range of definitions embedded in different States legislation around trafficking, as recent legislation beds down across the Europe. There is a need to bring congruence and coherence in which training plays a critical role. Training and shared training tools encourages the generation of consistent responses by state actors, building on the foundations of the Council of Europe Convention on Action against Trafficking, which will undoubtedly close down the ability of traffickers to exploit differences in legislation, detection and judicial interpretation across Europe as well as the wider international environment.

Do no harm

One of the concerns of those who have been working for some years in the arena of child trafficking in the global context is that at some points, the interruption of trafficking by state actors can put the child at greater risk of harm by their communities or by their traffickers than if they had been left in situ. The UNICEF Guidelines drawn up at the turn of the third millennium, require the Ministry of Interior or other equivalent authority to ensure that child victims who are not nationals or resident in the country are automatically issued with a 'Temporary Humanitarian Visa'. This simple procedure would ensure that the child has a valid legal status whilst a longer term 'durable solution' is found for them. It would mean that these children would not find themselves in jail, in detention or summarily on a plane, boat or transport back to a location which the disclosing state was not clear that their ongoing safety could be ensured.

Europe though functioning within its own series of legislative constraints sits within a broader set of UN protocols of protection for the child which are important to understand given the global reach of this challenge. The constraints apply to both adults and children who are trafficked.

They stress that "the human rights of trafficked persons" should be "at the centre of all efforts to prevent and combat trafficking, and to protect, assist and provide redress to victims" (Principle 1) . Many of these UN principles inform the Council of Europe Convention Action against Trafficking in Human Beings (2005) advice which has now been ratified by 42 European countries with only two Council of Europe members signing but not yet ratifying the Convention – Estonia and Turkey .

The principles underscore how important it is that anti-trafficking measures do not have an adverse effect on the human rights and dignity of trafficking victims, migrants, internally displaced persons, refugees or asylum-seekers. In a time of unprecedented global

movement of human beings, higher than at any point after World War Two, with numbers reported at over 51 million displaced persons in 2013, these are significant and highly relevant concerns. Governments who have ratified the Council of Europe Convention need to show compliance to its requirements for safety. These provisions are not yet being implemented consistently across Europe at the moment, and this toolkit will assist greatly in this project of enabling all states, with their multi-sector partners to improve their ability to detect and protect children in a 'durable and sustainable manner' alongside adults at risk of trafficking.

Principle 7 of the UN Principles and Guidelines, stresses that a person who has been trafficked should not be detained, charged or prosecuted for the illegality of their entry or residence in a country of transit or destination, or "for their involvement in unlawful activities to the extent that such involvement is a direct consequence of their situation as trafficked persons. Whilst Principle 10 focuses on children, insisting that "their best interests shall be considered paramount at all times" – a focus which the empowerment toolkit for children contained in this work book addresses. Here the reader will find brought together some new well road tested methods brought over from the field of psychology and health education, enabling children to tell their story of asymmetric power, control and abuse in their own terms, in a way which is meaningful and empowering for them and with a depth which will bring important information to researchers and law enforcement charged with understanding the topography of trafficking networks and bringing trafficking rings and individual traffickers to account.

Durable Solutions

It is extremely important that there should be durable and sustainable solutions whenever the state becomes involved with trafficked persons, none more so when children are concerned. Principle 11 of the UN Guidelines and Principles referred to above, concerns the possible repatriation of adults or children who have been trafficked, stressing that their return to their country of origin must be safe and, if possible, voluntary. It stresses that if repatriation might pose a serious risk to them or their families (for example, if a trafficked child might fall back into the hands of her or his traffickers), they "shall be offered legal alternatives to repatriation". The best interests of the child should be as their primary consideration when deciding on what to do with a child who has been trafficked, whether they are "public or private social welfare institutions, courts of law, administrative authorities or legislative bodies."

Children who have been trafficked must "be provided with appropriate physical, psychosocial, legal, educational, housing and health-care assistance" and efforts must be made to protect their privacy and identity, notably "to avoid the dissemination of information that could lead to their identification". Although many of these elements might at first glance seem obvious for those who are aware of the basic requirements of safe-guarding children, these provisions need to be fleshed out for those in front line operational roles in law enforcement, housing, welfare, health care and criminal justice roles. Training in this regard is required to avert inappropriate decisions and practices which can lead to poor outcomes for children who have been trafficked.

Continuing Challenges

A durable solution for a child who has been trafficked includes full psycho-social and health recovery alongside the terms for reintegration, return to country of origin which should be voluntarily entered into, or settlement in a third country again with the consent of the child. The UN Guidelines clearly specify that: 'Child victims shall not be returned to their country of origin if, following a risk and security assessment, there are reasons to believe that the child's safety or that of their family is in danger;' which implies that a thorough risk and security assessment should be carried out in every case. As trafficked children continue to be deported with what has been noted by a number of NGOs as 'alarming frequency', from a number of European countries with few or no quality controlled checked arrangements on receipt of the child concerned, this aspect will continue to be over the coming decade an important feature for states across Europe to address, despite the surrounding financial exigencies of public sector austerity.

Who will monitor what is considered as a safe, secure and durable solution is not clear? The role of the UN Trafficking rapporteur, in country Child commissioners and Trafficking commissioners, will play an increasingly important role in ensuring that this provision is honoured. Across Europe we are developing resilience in the protocols absorbed into our legislature to ensure that members of the European Union and co-signatories of the Council of Europe, protect every child, and not simply the children of Europe. Enabling this to happen will require confidence and competence in understanding early indicators, and rolling out across a large range of agencies, organisations, public sector and law enforcement training which is fit for purpose and in its core components compliant and interoperable across legislative, judicial and national borders. This is the promise of the toolkit which has been prepared for particular but not exclusive use in Europe. How it is received and the impact it will make in equipping those in conscious and unconscious proximity with those who have been trafficked, and in enabling a better resilience to trafficking risk for those vulnerable to recruitment and exploitation by trafficking networks within Europe, is up dear reader in small part to you.

TRAINING MODULES

1- Notice

2- Module 1 – IDENTIFICATION, Training for operators

3- Module 2A – EMPOWEMENT, Training for operators

4- Module 2B – EMPOWERMENT, Training for children

5- Module 3 – DATA COLLECTION, Five Methodologies to Collect Information on Trafficked Children

NOTICE

The following methodology notice is applicable for the following modules targeting operators:

- MODULE 1 – IDENTIFICATION - Training for Operators
- MODULE 2 A – EMPOWERMENT - Training for Operators
- MODULE 3 – DATA COLLECTION - Five Methodologies to Collect Information on Trafficked Children

1. Trainers

Number: from 2 to 3
Typology: trainer, co-trainer who will be in charge of making an analysis of the implementation, psychologist or social trainer to implement some exercises.

2. Target group

Public and/or private stakeholders working with children potential victims of trafficking (local authorities, police, psychologists, cultural mediators, educators and operators, street educators, health services, victims/testimonials, mass media for legal framework session). Fundamental is that participants come from a multi-agency networks.

3. Approach: design and organization of the meetings

- The design of the program is fixed, but there is some room to adjust the content of the sessions to the specific target group and preconditions.
- The program is a base program, which offers the possibility to choose between core and optional modules/exercises.
- Working methods: group discussion, role play, film…
- All activities have to be conducted dividing the participants in mixed sub-group

4. Methodology

- Expositive (the moderator organizes and exposes orally the contents);
- Active (participants have an active role in the process thanks to the use of techniques such as role play, group dynamics, pedagogical activities, case studies…);
- At the end of implementation is suggested to evaluate the module (suggestion exercises for evaluation is ask to the participants what they liked, disliked, learned and proposed).

MODULE 1 – IDENTIFICATION , Training for Operators

Frequency and duration of meetings

- Frequency: 1 session per week;
- Duration of the session: 2h; 4h in total (2 h for 2 sessions)

SESSION 1 (2 hours)

Goals:
a. To test participants' knowledge on THB, fill any gaps and misunderstandings in the concept of trafficking;
b. To identify acts that constitute trafficking;
c. To provide information on operational set of indicators of trafficking of children;
d. To specify characteristics/profiles of victims and perpetrators of trafficking.

Structure:

1. Introduction (5 min)
The trainer describes the session with a short explanation about the goals, content and expected results. He/She emphasizes the importance of the subject and its prevalence in different social contexts.

2. Warming up activity (10 min)
The choice of this exercise relies on the operator and depends on the characteristics of the trainees: their profession (homogenous or mixed), experience, level of acquaintance and relationship. If the members of the group have not had any prior contacts with each other it is recommended to use an 'introduction' exercise.
Option 1 - for participant's who don't know each other:
Examples:

I. **Partner introductions:** Participants first organize themselves in pairs and introduce themselves to each other. Then each participant introduces his/her partner to the group.

II. **How to memorize all participants' names**?

Materials: any kind of box which can be used as a suitcase
Description: The operator asks the participants to imagine that they go for a trip/excursion and they have to pack the suitcase. Every person who possesses a suitcase says his/her name and one thing he/she is putting into it. The only requirement is that the first letter of this thing should be the same as that of the participant's name. For example, the person says: "my name is Izabela and I put an igloo in the suitcase". Then the suitcase is passed to the next participant sitting beside, who is asked to repeat all the names and things put previously into the suitcase. This exercise gives the trainer the opportunity to assess the creativity of the group by analyzing the variety of items packed in the suitcase. In addition it acts as a memory exercise.
Option 2: for participants who have worked together previously or know each other well:

The facilitator asks participants what they hope to learn from the training. He/she can also show a short film about child trafficking or an article/note from the newspaper. It is utterly important to use materials from the local or national context to put the training into the right framework. Some useful videos can be downloaded from the website of the United Nations Office on Drugs and Crime[1].

3. Test your knowledge on THB (45 min)[2]

Materials: flipchart sheet with a continuum scale, Handout A: *Trafficking Awareness Survey*; Handout B: *Trafficking Awareness Answers*
Description:
The facilitator introduces the topic, highlighting the following ideas:

- Trafficking in persons, particularly women and children, is an increasing problem that involves both sexual exploitation and labour exploitation of its victims.
- Trafficking affects all regions and the majority of countries in the world, increasingly Central and Eastern Europe and the Commonwealth of Independent States.
- Trafficking in persons is an issue of growing concern in the international community.
- The debates surrounding the issue of 'trafficking in persons' are often heated.
- Because of this we will start by examining how much you already know about trafficking in persons, in particular of women and children, in our region.

The facilitator displays the continuum scale and gives the participants the following instructions:

- Consider how much you know about the problem of trafficking in persons and the laws that address trafficking.
- In a moment, I will ask you to rate your knowledge level about trafficking in persons on a scale from 1 to 10 where 1 means you lack any knowledge and 10 means you know everything what is to know about trafficking in persons.

The facilitator asks participants to think where they are on the scale and place a check under the appropriate number on the flipchart.
He/she leads a discussion using the following questions to guide the group:

- What does the scale indicate about this group's awareness of the issue of trafficking in persons?
- How much exposure have you had to information about trafficking in persons in the last year (through mass media or otherwise)? Have you been engaged in discussions about the issue before today's session?

The facilitator distributes copies of the Handout A: *Trafficking Awareness* and allows participants 10-15 minutes to answer the questions.

[1] http://www.unodc.org/unodc/en/human-trafficking/video-and-audio-on-human-trafficking-and-migrant-smuggling.html

[2] This exercise uses material developed by the Minnesota Advocates for Human Rights, Training materials, made available on UNIFEM website, Stop violence against women, 2003 http://www.stopvaw.org

He/she reviews the survey question by question, leading a discussion about participants' replies.

Important note!

Do not give the participants the correct answers until they have had a chance to debate with each other. See the answer sheet for information about answers.

The facilitator distributes copies of the Handout B: *Trafficking Awareness Answers* and allows participants time to check their replies against the answers and discuss the differences.

He/she closes by asking each participant to share how they feel about exploring trafficking in a more in-depth manner.

4. Indicators of trafficking (30 min)

Materials: copy of *Operational Indicators of Trafficking in Human Beings* (ILO, 2009)[3] for each participant or *Human Trafficking Indicators (UN)*[4] or *London Safeguarding Trafficked Children Toolkit (March 2011)*[5] – resource is chosen by the facilitator

*Description (based upon ILO indicators)***:**

The facilitator distributes copies of the ILO Operational Indicators pointing out that there are four sets of them: for adults and child victims of trafficking for labour and sexual exploitation. The group is divided into 2 subgroups, each group is analyzing and discussing a separate set of indicators:

Group 1 – indicators of trafficking of children for labour exploitation.

Group 2 – indicators of trafficking of children for sexual exploitation.

The facilitator explains that the **set of indicators** can be easily translated into a practical assessment guide for organisations/professionals that have contact with potential victims or questionnaires for researchers. One indicator can be translated into one or more questions, the answers to which can be used to determine the presence or absence of the indicator.

The facilitator encourages trainees to change single indicators into questions. Then he/she explains the assessment rules (described in the more detailed way in the provided copies of the ILO document).

For each potential victim, each of the six dimensions of the trafficking definition is assessed independently from the others (deceptive and coercive recruitment, recruitment by abuse of vulnerability, exploitation, coercion at destination and abuse of vulnerability at destination). The result of the assessment is positive if the dimension is present for the potential victim, negative if not. In order to be assessed as positive, a dimension must include at least:

- Two strong indicators (2S), or
- One strong indicator and one medium (1S + 1M)or weak Indicator (1S + 1W), or
- Three medium indicators (3M), or
- Two medium indicators and one weak indicator (2M + 1W).

As an alternative to changing indicators into questions the facilitator presents a case study from the local/national context and asks participants to highlight and discuss the indicators of trafficking.

At the end the facilitator summarizes information on indicators and asks of the participants' feedback. Trainees speak freely about the content of the session and their personal feelings

[3] http://www.ilo.org/global/topics/forced-labour/publications/WCMS_105023/lang--en/index.htm

[4] www.unodc.org

[5] http://www.londonscb.gov.uk/trafficking/

concerning related topics. The facilitator can ask a question o the most important/new thing learned/emerged during the session.

SESSION 2 (2 hours)

Goals:
a. To provide a user friendly assessment tool for identification of potential victims of THB
b. To raise the awareness of risk of being THB victim and promotion of "looking beneath the surface" perspective
c. To increase the knowledge about reasons of THB

Structure:

1. Introduction (5 min)
The trainer describes the session with a short explanation about the goals, content and expected results. He/she emphasizes the importance of the practice- and application-oriented approach to promote expertise and efficiency while working in the field.

2. Warming up activity (10 min), e.g. Scavenger hunt: Ahead of time make a culturally-appropriate list of 5-10 characteristics,
e.g.

FIND SOMEONE WHO…	
	… was born in the same month as you
	… has a younger sister
	… is wearing blue
	… goes to the movies at least once a week
	… likes hiking
	… has a pet

Give everyone a list. They have to find someone corresponding to each of the criteria, and get them to sign on the left. They must find a different person for each characteristic.

3. Identification and procedures (25 min)

Materials: flipchart, copy of attached *Identification and rules of procedure in case of suspicion of human trafficking crime – guidelines for officers*, poster with 8 reasons of the trafficking[6] (attached)
Description:
The facilitator emphasizes that all professionals who come into contact with children in their everyday work need to be able to identify children who may have been trafficked, and be competent to act to support and protect these children from harm. The facilitator highlights that THB affects children of all ages. Older children may leave home willingly in search of better opportunities for livelihood. Younger children may be tricked or stolen. Poverty, lack of education and job opportunities, dysfunctional families and gender

[6] London Safeguarding Trafficked Children Toolkit, 2011, page 26

discrimination, all play a role in creating situations that make children vulnerable to trafficking.
The facilitator disseminates the copy of *Identification and rules of procedure in case of suspicion of human trafficking crime – guidelines for officers* and starts the discussion focused on:

- Risk groups (here the poster with 8 reasons of THB can be used, explanation of every motive of THB is needed)
- Indicators of possible THB
- Actions to be taken on the national level in case of suspicion of THB (see annex 1)

4. Identification questionnaire (20 min)
Materials: copy of *Questionnaire to facilitate the identification of a minor as a child trafficking victim*[7] for each participant, PowerPoint presentation with the questionnaire.
Description:
The facilitator distributes the copies of the questionnaire among the trainees and presents the power point file describing the information needed to properly fill in the questionnaire. Participants are free to ask questions and add any relevant information/detail/indicator needed (for example section: NEXT STEPS at the end of the questionnaire to highlight what happens to the interviewed person next). Then the trainer provokes the discussion on its applicability within the daily work of the trained operators. The participants are encouraged to use this questionnaire as a helping tool while having contacts with children who might be potential victims of trafficking.

5. Interviewing children - important issues (25 min)
Materials: flipchart, copies of *Victims' advice on interviewing techniques – quotes from a few survivors of sex and labour trafficking within America*[8]*,* highlighting markers for each participant
Description:
The facilitator introduces the topic of the "art" of conducting interviews and establishing the relationship, especially with children. Then he/she divides group for teams consisting of 3-4 people. They make a list of general rules of interviewing children and post it on the wall. Teams compare and summarize their conclusions. Then the floor is given to the 'survivors' themselves – each participant is given a copy of *Victims' advice on interviewing techniques – quotes from a few survivors of sex and labour trafficking within America*. His/her task is to highlight the key advice given by the victims and compare it with the group works posted on the walls. More information on interview techniques and ethical principles while conducting interviews with victims of human trafficking can be found in the IOM handbook on direct assistance for victims of trafficking[9]
The facilitator emphasizes the importance of a trustful relationship between the operator and the THB victim and stresses the necessity of improvement of the communication skills and strategies of the professionals engaged in trafficking cases.

[7] This document is a draft version of questionnaire established by Polish Ministry of Interior in cooperation with Nobody's Children Foundation in February 2011
[8] http://www.commdiginews.com/life/interviewing-victims-of-human-trafficking-survivors-offer-advice-11238/#aEjd9ZYzVt4PY0fk.99
[9] IOM handbook on direct assistance for victims of trafficking (2007), pp. 308-329.

6. Summary and concluding remarks (5 min)

The facilitator revises the main elements of the session content and asks participants (in the round) for their feedback.

ANNEX 1: ACTIONS TO BE TAKEN ON THE NATIONAL LEVEL IN CASE OF SUSPICION OF THB

The national legislation and actions taken by responsible bodies and stakeholders vary among European countries. Please see below the guidelines to be used by operators of countries participating in the Catch and Sustain project (in alphabetical order).

GREECE
There is no National Referral Mechanism set up in Greece. A National Rapporteur was recently appointed in order to set up such a mechanism. The process is still ongoing. The following procedure describes what is being encountered by professionals in the field. **DETECTION:** A child victim / potential victim of trafficking may be reported/detected by • Border guards or coast guards at entry points. • Social workers or psychologists at first reception centres. Some victims are found among the many unaccompanied minors who enter Greece for other European countries. • Street Children: these cases can be detected by police, NGOs active in the field, citizens etc • Cases directly reported to **National Helplines: 100 Hellenic police emergency line, 1107: National Hotline for Child Protection operated by EKKA, 1056: National SOS Helpline for Children and 116000 European Hotline for Missing children operated by The Smile of the Child, 1109: Human Trafficking Resource Hotline, operated by the A21 organization.** • Doctors / Health professionals at public hospitals • Educators / Psychologists at schools etc. Once a victim /potential victim is detected police and public prosecutor or prosecutor for minors where available will be informed. The Prosecutor who will be assigned as the temporary guardian of the minor will then take further steps for the minor to be placed in a protected environment. **REQUEST FOR SHELTER:** **EKKA (National Centre for Social Solidarity)** is the coordinating authority in Greece. Requests are submitted to EKKA, which provides victims with protection services, in close collaboration with NGOs. The Smile of the Child is among the organizations that receive requests for shelter in cases where the victim /potential victim is a minor. **LAW ENFORCEMENT – ANTI- TRAFFICKING UNIT:** Once a victim / potential victim is detected the police is informed. The reported case is then referred to the Anti-Trafficking Unit. The Anti–Trafficking unit of the Hellenic police conducts a relevant interview in order to make a preliminary assessment. A list of indicators is used. In most

cases, the indicators used are the ones provided by FRONTEX because this is the organization that has provided trainings to law enforcement personnel. However, the use of indicators by other international stakeholders, such as UNODC, ILO, European Commission etc. cannot be excluded.

PRELIMINARY IDENTIFICATION:

Preliminary Identification is performed by the **Anti-Trafficking Unit of the Hellenic Police**.

OFFICIAL IDENTIFICATION / VICTIM STATUS:

Official identification and victim status is granted exclusively upon Prosecutor's order. Victims of trafficking in human beings that do not fall under certain categories are provided with a three-month reflection period, in order to be able to get over from the influence of the perpetrators of the offences and recover so that they can take an informed decision in relation to their cooperation with the competent authorities. Especially for minors-victims of trafficking in human beings or smuggling of migrants, the same deadline may be extended by two more months by decision of the competent public prosecutor's office, on the basis of serving the interests of the minor.

In case of third-country nationals victims of trafficking in human beings who are unaccompanied minors, the competent prosecution office takes the necessary steps in order to establish their identity and nationality and the fact that they are unaccompanied. They also need to make every effort to locate their families as quickly as possible and take the necessary steps immediately to ensure their legal representation, including representation in criminal proceedings. The competent Prosecutor for minors, or where there is no Prosecutor for minors, the competent First Instance Court, in case the families are not located or if judged that under certain circumstances the repatriation does not serve the interests of the minors, may order all appropriate means to protect them, until a court decision is reached.

ITALY

The identification protocol is described in the publication of Save the Children, Italy: *Protocollo di identificazione e support dei minori vittime di tratta e di sfrutamento, 2007*
http://www.savethechildren.it/IT/Tool/Pubblicazioni/All?year=2007

The main Italian organizations and institutions working in the field are listed below:

Osservatorio nazionale tratta
http://www.osservatorionazionaletratta.it/
Dipartimento per le pari opportunità
http://www.pariopportunita.gov.it/
Dipartimento giustizia minorile
http://www.giustiziaminorile.it/
Ministero del lavoro e delle politiche sociali
http://www.lavoro.gov.it/Pages/default.aspx
Unicef
http://www.unicef.it
On The Road
http://www.ontheroadonlus.it/
Avvocati di strada
www.avvocatodistrada.it
AIBI - Associazione Amici dei bambini
http://www.aibi.it

Centro nazionale di documentazione e analisi per l'infanzia e l'adolescenza
http://www.minori.it
Telefono azzurro
http://www.azzurro.it
Istituto degli innocenti
http://www.istitutodeglinnocenti.it
Save the Children
www.savethechildren.it
AFAP Onlus Associazione Famiglie Affidatarie Palermo
www.afap-associazione.it
Associazione per la Tutela del Minore
http://www.tutelaminori.it
Associazione Prometeo Onlus
http://www.associazioneprometeo.org/cms
Albero della vita
http://www.alberodellavita.org
Associazione Nats
http://www.associazionenats.org
Global Humanitaria
http://www.globalhumanitariaitalia.org/controlosfruttamento.asp?sid=9097
Associazioni no profit – Il portale a servizio delle associazioni
http://www.nonprofit.viainternet.org/categorie.asp?categoria=63&tipo
Gruppo di Lavoro per la Convenzione sui Diritti dell'Infanzia e dell'Adolescenza (Gruppo CRC)
http://gruppocrc.net/
Associazione Studi Giuridici Immigrazione
http://www.asgi.it
European Commission
http://ec.europa.eu/home-affairs
http://ec.europa.eu/anti-trafficking
Meltingpot
http://www.meltingpot.org
Osservatorio interventi tratta
http://www.osservatoriointerventitratta.it
Garante per l'infanza
http://www.garanteinfanzia.org
Caritas
http://www.caritas.it
CIRDI - Centro di informazione su razzismo e discriminazioni in Italia
http://www.cirdi.org
Sicilia migranti (Blog)
http://www.siciliamigranti.blogspot.it

MALTA

The main document for identification protocol is ***Standard Operating Procedures (SOPs) for the referral of victims and potential victims of trafficking in Malta***, provided by the IOM office in Malta (email: iommalta@iom.int)
It contains also a specific section for determining the best interest of the child in cases of THB.
The bodies responsible for the implementation of the measures contained in the guidelines are:

- Maltese Police Force, more specifically the Vice Squad,
- Maltese Aġenzija Appoġġ, under the Foundation for Social Welfare Services.

POLAND

In case of suspicion of trafficking it is necessary to inform law enforcement bodies or NGOs:

- Police coordinator of human trafficking unit: Jarosław Kacperski tel.: 22/60 363 50, mobile 692 485 281 (Warsaw)
- Border guard coordinator of human trafficking unit: Piotr Franek tel.: 22/500 30 71, mobile 721 621 004 (Warsaw)
- La Strada - Foundation against Trafficking and Slavery (immediate help, safety, shelters, social help), tel: 22/628 99 99 (www.strada.org.pl)
- National Consulting and Intervention Center for the Victims of Trafficking, tel.: 22/628 01 20 (www.kcik.pl)
- Nobody's Children Foundation (contact for professionals, psychological counselling and interviewing foreign minors), tel.: 22/616 02 68 Monday-Friday, 8am – 4 pm (www.fdn.pl, www.dzieciofiaryhandlu.pl)

PORTUGAL

In case of suspicion of trafficking it is necessary to report THB situations to:

- Linha Nacional de Emergência Social (Social Emergency National Line): **144** ; http://www4.seg-social.pt/documents/10152/729656/Monofolha_LNES_144

- Linha SOS Imigrante (SOS Immigrant Line): **808 257 257** ; http://www.acidi.gov.pt/es-imigrante/servicos/linha-sos-imigrante

- Equipas Multidisciplinares Nacionais (National Multidisciplinary Teams): **964 608 288** ; http://www.apf.pt/?area=000&tipo=noticias&id=CNT5242cacf936b0

- Equipas Regionais de Apoio (Regional Support Teams):
  - TSH Norte (THB North): **918 654 101**
  - TSH Centro (THB Center): **918 654 104**
  - TSH Lisboa (THB Lisboa): **913 858 556**
  - TSH Alentejo (TH B Alentejo): **918 654 106**

  http://www.apf.pt/?area=000&tipo=noticias&id=CNT5242cacf936b0

- CAP - Centro de Acolhimento e Protecção para mulheres vítimas de tráfico de seres humanos e seus filhos menores (Shelter for women victims of THB and their children): **964 608 288 ; 961 039 169** ; http://www.apf.pt/?area=000&tipo=noticias&id=CNT5242cacf936b0

- CAP - Centro de Acolhimento e Protecção para homens vítimas de tráfico de seres humanos (Shelter for men victims of THB**): 961 674 745** ; http://www.saudeportugues.org/projetos/cap-centro-de-acolhimento-e-proteccao-a-vitimas-de-trafico-de-seres-humanos-do-sexo-masculino/

- Linha Europeia para Crianças Desaparecidas (Missing Children European Hotline): **116 000** ; http://www.iacrianca.pt/index.php/setores-iac-sos/sos-crianca-desaparecida

- Linha SOS Criança (SOS Child National Line) : **116 111** ; http://www.iacrianca.pt/index.php/setores-iac-sos/apresentacao-sos

SLOVAKIA

In case of suspicion of trafficking it is necessary to contact:

- **IOM -** International Organization for Migration.

Medzinárodná organizácia pre migráciu (IOM)
Grösslingová 4, 811 09 Bratislava
Email: bratislavaInfo@iom.int, www.iom.sk
IOM Return and Reintegration Programme **+421/2/5249 0511**

- **Civil association Náruč -** providing complex care to child victims of human trafficking

Zádubnie 56, 010 03 Žilina, SR
Tel: 041/516 6544
naruc@naruc.sk

- **Slovak Catholic Charity -** providing reintegration of victims of human trafficking and their identification mainly among foreigners catching centre, in detention camps, education for young people and for other potential victims of human trafficking**.**

Kapitulská 18
SK-814 15 Bratislava
Tel.: +421 2 5443 1506
sekretariat@charita.sk, www.charita.sk

- **Slovak crisis centre Dotyk -** identification and providing social services and crisis intervention to victims of human trafficking

Beckov 87, 916 38 Beckov
mobile: +421 903 704 784
www.dotyk.sk, dotyk@dotyk.sk

- **OZ Prima** - cooperating with NGOs working in the field of THB

Občianske združenie Prima
Hviezdoslavovo nám. 17
811 01 Bratislava
www.primaoz.sk, prima@prima.sk
Ministry of Interior
Informačné centrum na boj proti obchodovaniu s ľuďmi a prevenciu kriminality
Drieňová 22, 826 86 Bratislava 29
Tel. 02/48 59 2244 /2703 /2708

UNITED KINGDOM

The detailed procedure of identification of THB victims is described in the **London Safeguarding Trafficked Children Toolkit** from pages 37 to 42 (February 2011) and the Appendix 1 of the London Procedure for Safeguarding Trafficked and Exploited Children, which can be consulted in

http://www.londonscb.gov.uk/. It provides information on actions up to and including referral to Children's Social Service by the following practitioners and volunteers from different agencies:

1. Schools, colleges, local education authority
2. Health services: GP surgery, A&E, Ambulance Service, maternity services, hospitals and specialist services
3. Police
4. LA children's social care (Local Authority children's social care)
5. LA asylum team (Local Authority asylum team)
6. Youth Offending Teams, youth clubs & Connexions
7. UKBA, Asylum Screening Unit
8. Fire service
9. Local authority housing
10. Benefits agency
11. LA leisure centres, libraries
12. Independent private and voluntary agencies
13. Community, faith groups and others

MODULE 2A – EMPOWERMENT, Training for Operators[10]

Frequency and duration of meetings

- Duration of the module: 7,5 hours (core + optional sessions), 5 hours (only core sessions). The duration is indicative.
- Duration of the session: 4 h the first one, 6 h the second one and 4 h the last one for a total of 3 session
- Duration: 2 months

SESSION 1 (4 hours)

1st part – International and National standards and legal framework
(45 minutes or maximum 1hourr - indicatively)[11]

(Optional – depending on the profiles of the trainees)

Duration: 45 minutes or maximum 1 hour

Methodology: expositive and interactive

Material: slides deck; flipchart; beamer.

Goals:

a. Knowledge of international standards and of the legal framework (i.e. national/local legislation governing the topic of interest such as national and local laws, operational agreements …);
b. Knowledge and sharing of available data and statistics and related sources (databases; researches; studies …);
c. Group analysis and re-elaboration of collected information and data according to the needs of different partners.

Structure:

1. Presentation of this session and of its objectives by the trainer/leader of the exercise;
2. The trainer asks participants to present themselves, to talk about their professions and to share eventual needs in knowledge on topics of the session;
3. The trainer presents the 1st part of the slides deck attached: "Knowledge of international standards and of the legal framework",
4. Exercise: the trainer asks participants to remind the evolution of international framework and the improvement of standards provided. He opens a debate on the relationship between legislation and implementation.
5. The trainer introduces the 2nd part of the slides deck attached: "Knowledge and sharing of available data and statistics and related sources".

[10] Edited by (alphabetical order): Enrico Cesarini, Elio Lo Cascio, Martino Lo Cascio, Alessandra Minesso, Giulia Raimondi.
[11] Edited by Enrico Cesarini.

6. Exercise: the trainer asks participants to examine in depth the problem related to lack of comprehensive data and statistics on trafficking. He asks participants to share their knowledge on the phenomenon and to propose alternative statistic sources.
7. Group analysis: the trainer proposes a re-elaboration of collected information and data according to the needs of different partners

NOTES FOR THE LEADER OF THE EXERCISE:
Through the slides desk attached, the trainer should focus on international legislation, communitarian acts and Member State's legislation.
It must be underlined that the slides attached present the internal legislation of Italy.
Most of information regarding others MS are available on the European Commission website on trafficking in human beings (http://ec.europa.eu/anti-trafficking/member-states_en/).

2nd part – Empowerment elements in intervention with the identified target group (2 hours between core and optional exercise)

EXERCISE 1
(Optional)

Duration: 30 or 45 minutes

Methodology: expositive and interactive, role play

Material: passport cards; pens, flipchart, markers,

Goals:
a. To promote the identification of participants based on the stories of potential child trafficking victims;
b. To identify eventual biases or prejudices about potential child trafficking victims;
c. To define and individuate the most adequate strategies that aim to individuate the main risk factors or the emerging of past abuses/exploitation of children target of our actions; To define individual most adequate strategies that aim to identify specific risks or possible forms of abuse/exploitation suffered by the target group in the past
d. To reflect on tools and methodologies of street education as effective prevention strategies;
e. To define and implement an interdisciplinary and integrated intervention;
f. The profile can then be used or not when it comes to the next exercise.

Structure:
1. Presentation of this session and of its objectives by the trainer/leader of the exercise;
2. The trainer distributes the format of a passport (see the annex here below) and asks participants to fill it with relevant information. It might be that the child has already arrived in the country and he/she is actually confused and without point of reference;
3. Each participant creates their own passport and integrates into one in their subgroup; these are then swopped between subgroups.

4. Participants read their passports out loud. The same group selects the story to be taken into consideration;
5. Implementation of a role play activity with the following situation: the child of the selected passport is seen by some street operators talking alone on a bench. Street operator(s) must try to approach him/her and convince him/her to go and ask for support to their centre;
6. After the role play all participants are invited to express their feelings, emotions, comments and opinions in relation to the experienced situation. The group is asked to focus on the strategies considered to be more effective in responding to difficulties and on resilience qualities of the child. During this phase good practices already in use and experimented by participants can be shared and discussed;
7. To conclude, the main intervention strategies related to the first approach during the role play and the subsequent debate are reflected on a flipchart.

ANNEX 2: MODULE OF PASSPORT TO BE FULFILLED

Passport
of
_____

Personal Data

Name_____
Surname_____
Nationality_____
Birthday_____
Profession_____
Specific characteristics (physical and/or behavioral) _____
_____
Relevant health characteristics
_____
_____

People loving me say:

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People who don't love me say:

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NOTES FOR THE LEADER OF THE EXERCISE: It is important that at the end of the session, the trainer explains that there are no 'correct/wrong' intervention approaches. Each strategy must be evaluated individually giving priority to the relevance of intervention and the ongoing listening of children feedbacks.

EXERCISE 2
(Core)

Duration: 1 h and 15 minutes

Methodology: expositive and interactive

Material: A4 sheets, flipchart, markers, music and tape player (optional)

Goals:
a. To increase the awareness of personal characteristics useful in the daily work with the identified target, promoting the exchange of knowledge, sources and skills among operators working in the team and/or network;
b. to establish links and connections among the different services targeted to potential child trafficking victims, their personal skills and the group of work;
c. to make the intervention strategies coherent with the real needs and requests of (potential) child trafficking victims;
d. to develop the skills with which to enhance trust in the single and/or group of professionals in order to provide a space for trustworthiness and empathy with (potential) child trafficking victims.

Structure:
1. Presentation of this session and of its objectives by the trainer/leader of the exercise;
2. The trainer provides each of the participants with 2 sheets containing 2 big circles drawn on them;
3. The trainer explains that the first circle represents a big cake including the whole range of professional skills that participants claim to possess. They are then invited to reflect upon these and fill individually in the chart and segment the 'cake' providing each of these professional resources a space within the circle.
4. Once completed, the trainer explains that the second circle represents the main needs as expressed by potential child trafficking victims in their experience. Same mechanism as above applies;
5. Once completed, the trainer will ask each of the participants to explain the division drawn;
6. The trainer splits the participant in sub groups to ensure different profiles that have the task to compare their circles and make it into only one;
7. Then each group presents their works in a plenary session;
8. The group is then invited to reflect on the existing connections between the skills of operators and the needs/requests of children. The aim is to identify altogether which are the personal and the global/group qualities able to structure efficient listening and intervention strategies. Strengths and weaknesses of each strategy are then summarized.

NOTES FOR THE LEADER OF THE EXERCISE
- While drawing the "cakes" and during the phase of individual reflection, the sound of an ad hoc music favouring an adequate environment for reflection may be useful.
- During the second part, the trainer must motivate the group to observe the twist of feelings, emotions and relations both, between the operators and between the operators and children. It's essential to highlight the positive aspects of participants and empower such behaviours implying a behavioural cognitive approach and integrated cooperation.

SESSION 2 (6 hours)[12]

Empowerment elements related to operators

EXERCISE 3[13]

Duration: 1 or 1 and a half hour

Methodology: expositive and interactive (role play game, discussion, group work);

Material: study case cards, flipchart, handouts;

Goals:
a. Knowledge and sharing of information regarding the main characteristics of potential child trafficking victims;
b. Knowledge and sharing of direct support strategies targeted to the potential child trafficking victims (support and promotion of resilience abilities of potential child trafficking victims i.e. auto-efficacy; critical awareness; mobilisation of sources …);
c. Sharing of ad hoc communication strategies targeted to potential child trafficking victims concerning their rights and duties; the legal protection opportunities; the access to social-health and educational services...
d. Knowledge and sharing of empowerment strategies targeted to potential child trafficking victims in relation to their future pathways.

Structure:
1. Presentation of this session and of its objectives by the trainer/leader of the exercise;
2. Simulation of cases that involve potential child trafficking victims to enhance their autonomy, critical awareness, and to learn how children can understand the differences between their desire and desire of their family to create a sense of autonomy – It is possible to use the profile elaborated during the previous exercise (or passport exercise) to simulate a case study or to use the case study indicated below. In the first case the sub-groups have to exchange their profiles, so that they don't have information before – only the person being instructed as the child;
3. The simulation is used to have a role play game on the work needed to identify the

[12] Edited by Martino Lo Cascio.
[13] Edited by Giulia Raimondi

potential child trafficking victim and to compare the strategy used by operators to share the information collected (cooperation between operators/stakeholders, strategy of the communication – how the operators share the information collected);

4. Divide the participants in sub groups. In each group the participants exchange their professional roles and using the identification form and other identification tools - used by the operators in their daily work - they will try to identify trafficking cases. Each participant can give advice to others on how to enhance and/or improve their approach with minors and to understand the role of other operators. At the end, a discussion about the direct support strategies targeted to potential child victims will take place in order for operators to provide advice and suggestions for improvement. This activity helps strengthen the bonds and co-operation wellness between operators.

5. The trainer instructs individually role players on key characteristics and elements of victims and context;

6. The simulation teaching operators on ways to support and promote autonomy, critical awareness, and mobilisation of sources on the potential child trafficking victim. In each group, each of the participants assumes a role (operator or child) and exchange after few minutes. They have to simulate a possible case study to share opinions and, under the supervision of the trainer, to learn which are the best strategies to be implemented with potential child trafficking victims.

7. The trainer introduces and opens a debate on how to use the notions learnt during session with children. Participants are then asked to explain the strategies employed to elaborate future pathways with the minors and are provided with an opportunity to exchange their opinions and discuss about which are the best strategies and which are the best communications strategies with the minors. The discussion can help the operator identify whether the child has a potential ability to undertake a positive life trajectory when becoming an adult based on what he/she has learned through this tool.

8. The trainer presents basic notions on how to create a safe environment for child (see below).

This activity is useful to teach operators ways of communicating with children and learn more about how children understand/perceive the differences between their desires and the desires of their families (Exercise: Family Mapping Geographical and Emotional Distance[14]). This exercise is useful to understand the family relations of the child and provide to the same a new perspective of his role in the family.

NOTES FOR THE LEADER OF THE EXERCISE:

- The interview should be conducted in a safe, comfortable place, away from any external pressure.
- The interview should never be conducted at a high risk location and privacy should be guaranteed. If the child is accompanied, the accompanying adults can't be present during the interview until the relationship between the child and the adults accompanying him/her is clarified.
- While waiting to be interviewed the child should be accompanied and supported by social workers or peer educators where possible.
- Child friendly interviewing techniques should be applied when interviewing potential child

[14] See the enclosed annex.

trafficking victims ensuring respect of their dignity. The operator has to furnish the child with information in relation to identification practices, the purpose of the interview and he/she has to guarantee at all rates, anonymity and confidentiality. The child's view should be taken into consideration and he/she should be provided with duly trained interpreters speaking his/her language).

ANNEX 3 : STUDY CASE

J. is a 12 year-old Sudanese boy who has arrived in Italy after a long trip. He needs to start working immediately as his family is waiting for his support and the money that he can earn with his job. He doesn't provide clear information on his date of birth and his trip, but he also said that he didn't pay for the trip and he wants to depart to go into another town where he can work. Finally he succeeds to run away.

NOTES FOR THE LEADER OF THE EXERCISE:
- Each partner can select different study cases or adapt the proposed one to their context.

EXERCISE 4
(Optional)

Trainer: Compulsory for the trainer to be a psychologist to deal with traumatic issues

Duration: Flexible depending on the group but no less than 1hr

Methodology: expositive and interactive

Material: A4 sheets, flipchart, posters, markers, scotch, music and recorder

Goals:
a. To recall difficult moments in order to listen to the children's stories with due care and attention;
b. To improve knowledge exchange between operators, to enhance cohesion and cooperation;
c. To promote the emerging of empathetic skills to be used when listening to a child (fears, wounded, frailties, deviant life style, attractions …)
d. To identify the importance of space and body dimension in the support to potential child trafficking victims;
e. To identify and trace words, signs, and relational contexts able to support, comfort and reassure the child and encourage a higher emotional and relational opening for the potential child trafficking victim.

Structure:
1. Presentation of the session and of its objectives by the trainer/leader of the exercise;
2. The trainer clears the room, and puts relaxing music. He/She then gives the necessary instructions to develop the exercise.

"Walk in silence and freely around the room without interacting with each other… Select a period of your childhood/adolescence and while walking recall how you were, your mood, the people who were close to you in that period… Try now to recall a difficult situation that you had to face: a fight, a reproach by a meaningful person; a frustrating situation; the impotence in facing a certain event… Try to re-live such moments and the scene as accurately as possible. Finally recall the place where you used to go when you were sad or in need to be reassured (it can be a location, a meaningful person; a particular mood…). Once visualized stop yourself and select an adequate place in the room taking the position that best fits you. Stay there for a bit, reflecting on that event".

3. Once everyone has found its space, the trainer asks them (staying in that place and without music) to briefly express their feelings and, only if they want, the recalled event.

4. Return in circle and debate on emerged contexts and situations focusing on the modalities with which participants used to find/ask comfort and support I.e. isolating himself/herself; call friends in search for comfort and support; relieve the tension through rewarding actions and/or behaviours; searching for balance or the needed replies in a privileged place and so on…

Each one will write on sheets (cut in the shape of a hand) the positive modalities of help request indicating the same with some key words.

5. In view of these personal contexts and situations, the trainer asks the participants to imagine the situation experienced by (potential) child trafficking victims

6. This activity closes pasting the "supporting hands" on a poster with a person's profile at centre.

NOTES FOR THE LEADER OF THE EXERCISE:

It is important that the trainer is able to maintain the framework and the aims of the exercise without going too deep into personal aspects and that he/she focuses on the key topic: what are my experiences? Which of my skills and abilities can help support the potential child trafficking victim? What characteristics of the child should I consider to convince him/her to trust and talk about his/her experiences? Which of my colleagues' characteristics can be crucial to help the child open up and tell his/her story?

- Preferably it to be implemented by a group that is at ease with each other to potentiate participants' capacity to open up

SESSION 3 (4 hours)[15]

1st part – Empowerment elements related to relations

EXERCISE 5
(Core)

Duration: 1 and a half hour to 2 hours

Methodology: expositive and interactive

Material: A4 sheets, flipchart, posters; magazines, glue; scissors

[15] Edited by Martino Lo Cascio.

Goals:

a. To develop interdisciplinary and inter-institutional professional skills using creativity and the imagination;

b. To reflect upon concrete modalities of improvement of services and answers for potential child trafficking victims, particularly from a 'preventive' point of view;

c. To develop ideas and proposals on organizational and communication structures of services targeted to potential child trafficking victims, highlighting that the best "relational practices" can be implemented only in adequate contexts.

d. Promote the knowledge exchange of competences; skills; mission and intervention strategies.

Structure:

1. The trainer divides participants into subgroups and gives them posters. The subgroups will have to imagine and draft an ideal **"Listening and Intervention Centre"** targeted to potential child trafficking victims. It is important to highlight that this exercise aims to draft "an *ideal* model" hence, there's space for imagination and creativity with no concrete boundaries in terms of contexts and reality. It is important to identify as well the needed roles; skills and qualities.

2. The designed **"Listening and Intervention Centre"** will have to be illustrated in a poster using collage techniques, containing meaningful images taken by the provided magazines.

3. Once concluded, each group will introduce and describe its "ideal unit" together with the elaborated poster to the other group. The Multi-agency groups present how and why they designed the centre in the way they did.

4. At this point, a sort of barter among the two groups begins. Each one offers or asks for some specific characteristics (material abstract) found in the other. It is important to highlight the reasons for which a group wishes to offer or have a specific characteristic (i.e. to enhance efficiency; the support skills …).

5. Finally, in light of the emerged model, the groups will fulfil with the following reassuming and explicative module.

ANNEX 4: OUR CENTRE WILL HAVE THE FOLLOWING CHARACTERISTICS:
- **Roles X, Y, Z…** - **Professional qualification X, Y, Z…** - **Operators' skills and qualities: (X, Y, Z….)** - **Needed qualities and elements concerning the structure** - **Implemented methodologies** - **Evaluation modalities related to the implemented actions**

NOTES FOR THE LEADER OF THE EXERCISE:

The trainer should focus on the concept of relation, cooperation and networking highlighting the importance of relational and cooperative strategies in the construction of a "Centre" targeted to potential child trafficking victims.

It is crucial to take into consideration – bringing back the model to participants' professional realities - the need to analyse contexts and available sources as well as the possible actions to be implemented in order to implement the designed (or similar) model

2nd part – Empowerment elements related to communication

EXERCISE 6
(Core)

Duration: 45 minutes

Methodology: expositive and interactive

Material: A4 sheets, pens

Goals:
a. To make participants aware of the wide range of communication channels used during the interaction with the children and colleagues;
b. To better perceive the feelings and emotions experienced by the foreign minor who doesn't speak the hosting country's language;
c. To promote the use of alternative communication techniques i.e. non verbal or 'artistic' e.g. drawing, playing , etc

Structure:

1. The trainer distributes pens and papers, and delivers a text to one of the participants (see annex below). This will be read to the group.
2. The trainer informs the reader (while the rest of the group can't hear) that the text shall be read in an invented language making use of senseless sounds but maintaining the sentences rhythm proposed by the story. The tone and behaviour must be neutral and nothing has to be shown.
3. The trainer asks the participants to try to translate the story that they are going to hear.
4. Finally each one will read its version of the story.
5. At this point the reader will read the story again in the same invented language but this time making use of nonverbal communication (face expressions, different tones of the voice; movements; signs; posture; mime) trying to reflect the sense and the real contents of the story. All participants try to re-write it.
6. The group will then debate and assess how the perception of the story changes with the use of nonverbal communication.
7. Brief debate, the trainer writes on a flipchart the list of elements that, during the second reading, favoured the comprehension of the story, as well as the language used by the reader and the individual and personal experiences (inability, resignation; mistrust …).

ANNEX 5: THE STORY
"I arrived through a pontoon. It has been very hard but finally I'm here. Now I'd need that you help me to achieve my aims. I'd like to forget the tragedies and horrors I've had to experience. In my country there is a war, many relatives have died and I am heart-broken. I'd like to travel around the world as many other peers have done, with luggage and plenty of money. In a few years I'd like to go back to my country and build a new house for my family. If this dream won't be possible, then I'll start to steal and push, I don't want to starve. It isn't right."

NOTES FOR THE LEADER OF THE EXERCISE:
If this story is too sensitive for the participants, the trainer could act as reader. Despite the sad text, the exercise could be entertaining.

EXERCISE 7
(Optional)

Duration: 1 hour and 15 minutes

Methodology: expositive and interactive, role play

Material: flipchart; markers,

Goals:
a. To stimulate participants' cognitive and emotional "flexibility" during intercultural interaction;
b. To identify modalities of intercultural conflict management and the needed individual and team skills to carry it out;
c. To promote the understanding of the conflict and the ability to listen to the other party during a conflict without hiding the differences.
d. To highlight how, despite the used techniques and interdisciplinary strategies, a crucial element is the environment created with the actors of the conflict, the ability to avoid comments and opinions and to maintain a certain neutrality and impartiality (equal proximity).

Structure:
1. The trainer provides a couple of participants with indications on the roles they have been assigned to play. The role play consists in a fight between two actors which cannot be managed, and for this reason they have been invited to involve an intercultural mediation office.
2. The role play begins. At a first stage the two actors must imagine to be alone in the room while discussing their problem. The rest of the group observes in silence without intervening but taking notes of the main aspects of the discussion.
3. During the escalation of the conflict, the trainer asks to the two actors to change chair and play the role of their rival, re-starting from the moment of interruption. The trainer can ask for this change more times if this is considered useful.
4. The trainer asks the group to take part in the role play and try to solve the conflict. It is a team composed by three fully autonomous operators.
5. The trainer decides when to stop the game and asks participants to express their feelings while collecting the key elements useful for an efficient intercultural communication and conflict-solving. A possible range of questions could be the following:
- How is it to feel misunderstood?
- How did you (and other participants) managed/dealt with the anger provoked by being part of the conflict, or observing it?
- Which have been the key strategies helping the resolution of the conflict and the agreement between the different parts?
- What could help the actors manage/solve the conflict?

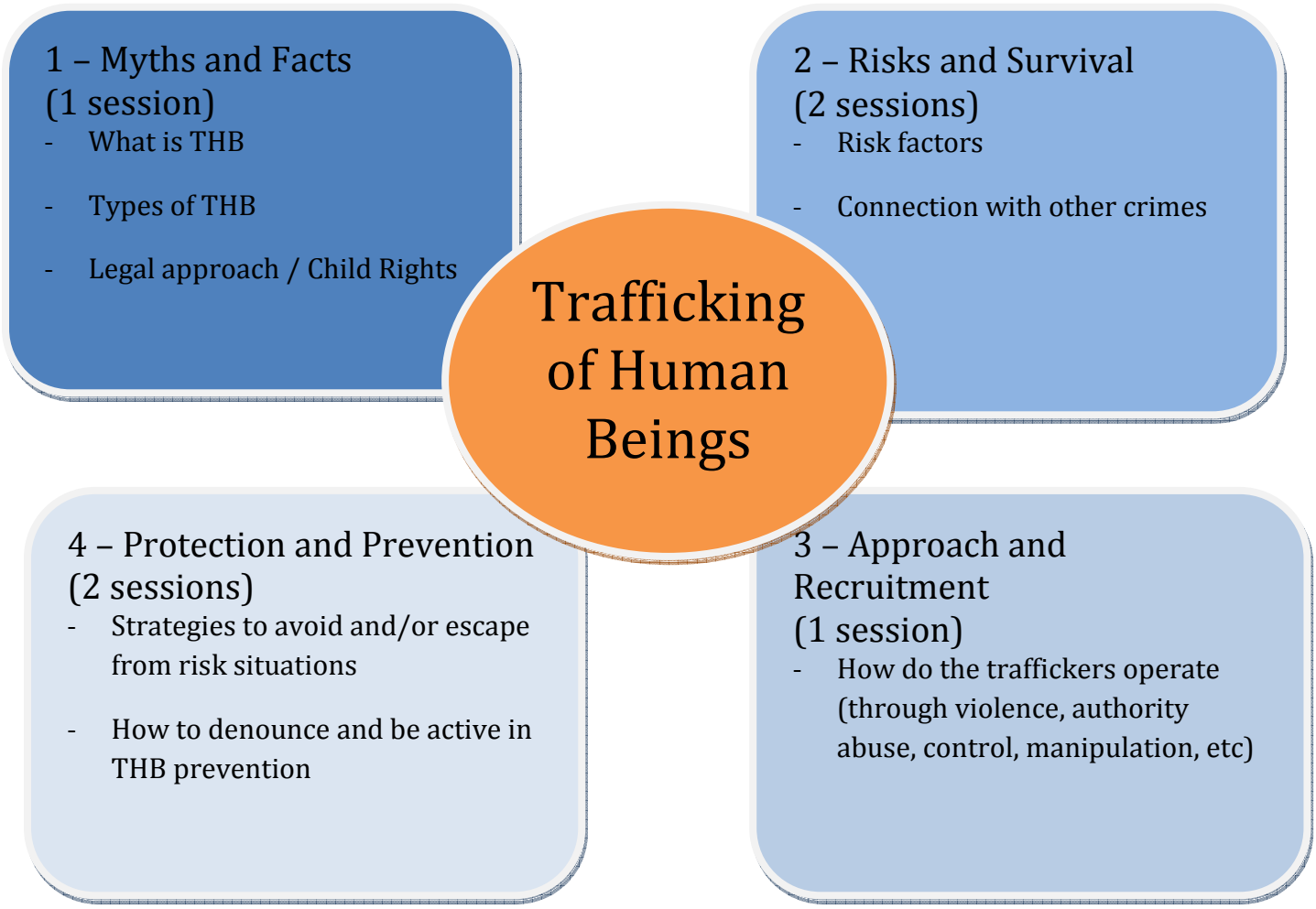
- Where you able to work in team? Did you listen to each other while discussing with the key actors?
- What worked and what didn't work in the interaction? Can these elements be modified? Are there cultural differences able to give different exits in relation to the strategies used during the role play?

6. At the end of the activation, a brief lesson will be taught on qualities and characteristics of empathetic listening practices within the intercultural field, and the rules to be implemented to improve the relational proximity with the children.

NOTES FOR THE LEADER OF THE EXERCISE:
See the Annex on "Conflict Resolution".

MODULE 2 B – EMPOWERMENT, Training for Children

1. **Target group:** 15 children at risk of trafficking from 12 to 18 years old
2. **Frequency and duration of sessions:** 6 sessions of 2 hours each
3. **Methodology:** expositive and active (group dynamics, role play, simulations, intervention and debate theatre, etc)
4. **Structure of the programme:**



5. **Observations:**

- The beginning of each session shall start with an ice-breaker (choose from the options on the annex);
- The activities and their order shall be adapted according to the group's characteristics;
- In all the exercises with the use of images, these shall be selected according to the age, maturity and life experiences of the group;
- The emotional involvement through videos, games, debates may reveal to be negative for the participants, who may feel embarrassed or have difficulties in remembering or expressing their pain. One suggestion in order to avoid feelings of embarrassment or anxiety related to the role playing exercises could be to try to include all children (even those who may feel embarrassed), proposing them a "behind the scenes" role, like the director of the scenes or the designer.

1 – Myths and facts

SESSION 1 (2 hours)

Goals:
a. To reflect about THB, deconstructing myths and prejudices;
b. To understand THB's concept and identify the different types of trafficking;
c. To identify the violated rights and the laws that protect them.

Structure:
1. Introduction (5 min.)
Introduce the session with a brief presentation of the contents of this training and its aims.

2. Ice breaker
Option 1: "Wrapped" (10 min.) – suggested when the group isn't acquainted
Materials: Blinds
Ask the group to stand and form a circle with the eyes blinded. The facilitator moves the participants from place to place and makes them hold their hands to each other, so that they are wrapped.
Then the facilitator takes the blinds off their eyes and tells them that they shall unwrap from each other but always keeping holding hands.
In the end the facilitator promotes the debate, asking the participants about the difficulties felt and what was the major obstacle to finish the task. Make an analogy with the situations in which a person can't get off and stays "wrapped".

Option 2: "The suitcase" (10 min.) – suggested when the group is acquainted
Materials: any kind of box which can be used as a suitcase
The operator asks the participants to imagine that they go for a trip/excursion and they have to pack the suitcase. Every person who possesses a suitcase says his/her name and one thing he/she is putting into it. The only requirement is that the first letter of this thing should be the same as that of the participant's name. For example: the person says: "my name is Izabela and I put an igloo in the suitcase". Then the suitcase is passed to the next participant sitting beside, who is asked to repeat all the names and things put previously into the suitcase. This exercise gives the trainer the opportunity to assess the creativity of the group by analyzing the variety of items packed in the suitcase. In addition, it acts as a memory exercise.

3. "Go forward / Go back" (15 min.)
Materials: Flipchart, pen and list of sentences
Ask the participants to stand in a queue and explain that they shall answer the sentences by giving a step forward if they agree or by giving a step back if they disagree. Before starting the exercise, the facilitator can also ask what the participants know about THB.
Examples of sentences:

- Slavery doesn't exist nowadays
- The trafficker is always a violent and unknown person
- Victims of THB are chained, so that they can't run away
- We shall always suspect and be very cautious when a good proposal is made

- A person that gives his/her consent is not a victim of THB
- THB is a crime
- Publishing pictures on the internet is safe
- Male and female have the same risks during the migratory travel

The facilitator says each sentence out loud (or presents them in a PowerPoint or through any other way). After each sentence, the participants are asked to take their positions and explain them, registering in the flipchart.

For each sentence, the facilitator shall also register the participants' level of knowledge about THB and how realistic are their perceptions about this issue.

NOTES FOR THE LEADER OF THE EXERCISE:

-The facilitator shall adjust the sentences to the characteristics of the group;

-If there is not enough space in the room, the exercise can be done with red (=no) or green (=yes) cards.

4. Debate about myths (20 min.)

Promote a more in depth debate about the existing myths, contrasting the opposite positions taken by the participants and their arguments.

The facilitator can introduce the debate with a short video, for example from a raising awareness campaign against THB.

The facilitator shall promote the dialogue about the reasons for disagreement and deconstruct the myths about THB.

5. PowerPoint presentation (10 min.)

Conclude the debate and make a synthesis, presenting the concept of THB using a PowerPoint presentation. It's suggested to use the following scheme:

ACT	MEANS	PURPOSE
Offer	Threat or use of force	Sexual exploitation
Deliver	Coercion	Forced labour
Recruitment	Abduction	Domestic servitude
Transport	Fraud	Begging
Transfer	Deception	Criminal activities
Harbouring	Abuse of power or vulnerability (including psychological vulnerability)	Slavery
Receipt of persons	Giving payment or benefits	Removal of organs
	Control over the victim	Other types of exploitation

6. Photo language (20 min.)
Materials: 9 images that illustrate different types of THB
Explain to the group that they will see 9 images that represent different types of THB and that they are expected to participate by saying what type of trafficking they think each image represents.
The facilitator shows each image at a time (on paper, projection, or through any other way) and asks the participants to identify which type of trafficking it represents and what rights are being violated.

7. PowerPoint presentation (10 min.)
Materials: PowerPoint with THB's legal context
Finish the debate with a presentation of a PowerPoint about THB's legal context (at national level and the most important international instruments).

2 – Risks and Survival

SESSION 2 – Risk Factors (2 hours)

Goal:
To identify and recognize risk factors/situations that might become a THB situation

Structure:
1. Case study (40 min.)
Materials: Copies of the case study, flipchart and pen
Split the group in 2 subgroups and ask the participants to analyse the case that is going to be given to them. They shall identify which are the risk factors that might turn the situation into a THB case. (20 min.)
After the analysis of the case study, ask the participants to present their conclusions and write on the flipchart the identified risk factors (10 min per group).

2. Debate about risk factors (30 min.)
Then the facilitator shall promote a debate about why some factors are risk factors, which are the causes that put people in risk situations, etc.

3. PowerPoint or video presentation (20 min.)
The facilitator makes a synthesis using a PowerPoint or video presentation about the risk factors identified in THB victims.

SESSION 3 – Connection with Other Crimes (2 hours)

Goal:
To identify and recognize crimes connected to THB

Structure:

1. Video presentation "Girls going wild in Red Light District Amsterdam" (30 min.)

Materials: Video (ex. http://youtu.be/0I9-tPDLdUE)

Present the video and promote the debate about it, making the connection between the video and the risk factors mentioned in the previous session.

2. Brainstorming: what crimes might be related to THB? (30 min.)

Promote the reflection about other crimes that THB victims face (rape, aggression, threat/coercion, kidnapping, drug transport, falsification of documents, etc.).

3. Video presentation (10 min.)

Material: Video (ex.: http://youtu.be/-021GVUiKgU)

The facilitator presents a video containing testimonies of THB victims and the related crimes they suffered.

4. Debate about the video and PowerPoint presentation (20 min.)

The facilitator promotes the debate about the video and promotes the reflection about the participants' perceptions concerning other crimes related to THB.

Then, he/she presents a PowerPoint clarifying which other crimes are crimes related to THB.

3 - Approach and Recruitment

SESSION 4 (2 hours)

Goal:

To better understand how traffickers operate

Structure:

1. Analysis of a situation (30 min.)

Materials: copies of a description of a THB situation

Split the group in 2 subgroups and give each a THB situation.

Ask the participants to analyse the situation and identify traffickers' acting forms in all phases described, as well as to register their conclusions.

After they finish, the participants shall share what they reflected about the situation.

2. Police investigation (30 min.)

Materials: copies of the investigation guidelines

After reflecting about the situation, the participants are challenged to look at it from another point of view and imagine that they are a special team of the criminal police or Interpol that was chosen to investigate the previous situation.

To do so, they'll have to analyse the situation again, but in more professional/deep way and shall present a final report with the results of the investigation.

Each police team receives the investigation guidelines document. They shall analyse the situation according to these guidelines and make a report.

After finishing, the teams shall share their results presenting them in a creative way (10 min. per team).

3. Conclusion (10 min.)
Materials: THB images and sentences with impact
The facilitator makes a synthesis of the way traffickers operate and concludes using images and sentences with high impact.

4 – Protection and Prevention

SESSION 5 – To be Active in THB Prevention (2 hours)

Goals:
a. To raise awareness on the importance of having an active attitude to combat THB;
b. To know how to denounce a THB situation.

Structure:
1. PowerPoint or video presentation (20 min.)
Present a PowerPoint or video with impact about the behaviour of THB victims (the fact that they don't recognize themselves as victims and are afraid).
Then promote a debate about the importance of denouncing a situation as a way to combat THB. During the debate, information shall be given about the existing mechanisms to denounce in your country and how to do it (to whom, where and how).
Give each child a leaflet or any other type of informative product with the ways and contacts to denounce a situation.

2. Creation of a raising awareness campaign (70 min.)
Materials: materials that allow expressing the group's creativity, such as computer, camera, magazines, paper, colour markers and pencils, etc.
Split the participants in groups and challenge them to create a campaign to raise awareness on THB.
They shall create a poster, a film, a flyer, a flash mob, etc. using their knowledge about THB.
The aim is to inform about the phenomena and how people can defend themselves.
In the end, each group presents their work in a creative way.

SESSION 6 – Strategies to Avoid Risk Situations (2 hours)

Goal:
To experience behavioural strategies of prevention and/or escape from risk situations.

Structure:
1. Forum theatre (90 min.)
Material: list of characters and cards with the description of the situation, clothes and accessories.
Ask for volunteers and create a group of actors. They are going to play a situation involving THB victims (check examples).
Using the Forum Theatre methodology, the audience can stop the performance when there's a controversial scene in which a character is oppressed in some way. Any person in

the audience can shout “Stop” when he/she feels that he/she would change the situation and suggest different actions for the actors to carry out on-stage in an attempt to change the outcome of what they were seeing.
The facilitator enables the communication between the players and the audience. He/she shall promote the debate in order to make them think about the different situations, its causes and consequences.
The person that made the suggestion takes the oppressed character’s place and shall play it again, showing how they could change the situation to enable a different outcome. Several alternatives may be explored by different spectators. The other actors remain in character, improvising their responses.
In the end the facilitator promotes a general debate, exploring what happened and how the situation developed with the different choices made by the participants.

ANNEX 6: EXAMPLE OF SITUATIONS

Situation 1 – To avoid risky situations

The victim is invited by a childhood friend to work in a disco in London, where he’s been living and working. The working conditions are very nice and you are going to earn lots of money. The victim will ask for advice from two friends.
_____ is a victim’s friend and participated in a raising awareness session about THB and alerts the victim for the dangers of accepting this proposal. She/he advices how he/she can get away from that situation.
_____ is a victim’s friend and reinforces the importance and the benefits of this opportunity, trying to convince the victim to accept.

Situation 2 - Denounce

_____ and ____ (the victims) got courage and went to talk with a teacher and told her that they are victims of forced begging. They told her how they came to Portugal and what they are forced to do.
The teacher noticed that two of her students have been very frightened and sad. She tried to earn their confidence. When they reported the situation, the teacher collects important information about the situation and informs them about their rights. She denounces the situation asking support from the police and goes there with the students.
Inspector _____ receives a call and collects the necessary information to start the investigation, offering himself to get the victims and take them to a shelter.

To know more about Forum Theatre:
http://en.wikipedia.org/wiki/Forum_theatre
http://en.wikipedia.org/wiki/Theatre_of_the_Oppressed
http://dramaresource.com/strategies/forum-theatre
http://brechtforum.org/abouttop

Suggested Books by Augusto Boal:

- *Theatre of the Oppressed. London: Pluto Press, 1979.*
- *Games for Actors and Non-Actors. London: Routledge, 1992.*
- *The Rainbow of Desire. London: Routledge, 1995.*

MODULE 3 – DATA COLLECTION, Five Methodologies to Collect Information on Trafficked Children

Frequency and duration of meetings

- Duration of the session: 2 sessions; 215 minutes in total

Introduction (10 min)

This session is aimed at presenting five useful methodologies for data collection which has been *recently used with hard to reach population*, a fundamental characteristic of the target of this project – trafficked children and children at risk of trafficking). The importance of such methodologies can be explained both in a view of knowledge needs (in order to enrich the knowledge about this population) and in a view to improve the efficacy of the interventions to this target (it is very important to get correct information on them in order to build a tailored intervention). Some of these methodologies are more qualitative, some others are more quantitative and almost all foresee the involvement of the children themselves.
These methodologies are:

- the "capture and recapture" method, which can be used to estimate the number of trafficked children in a local area;
- the "social mapping", which permits to understand the young people's perception of their environment;
- the "priority scale", which permits to understand the young people's perception and evaluation about services or bodies they came into contact;
- the "chapati diagram", which permits to understand the influence and the power that bodies and people have on children;
- the "historical timeline", which permits to identify the most important moments of the life-story of a child.

These methodologies are all validated and approved by Unicef.

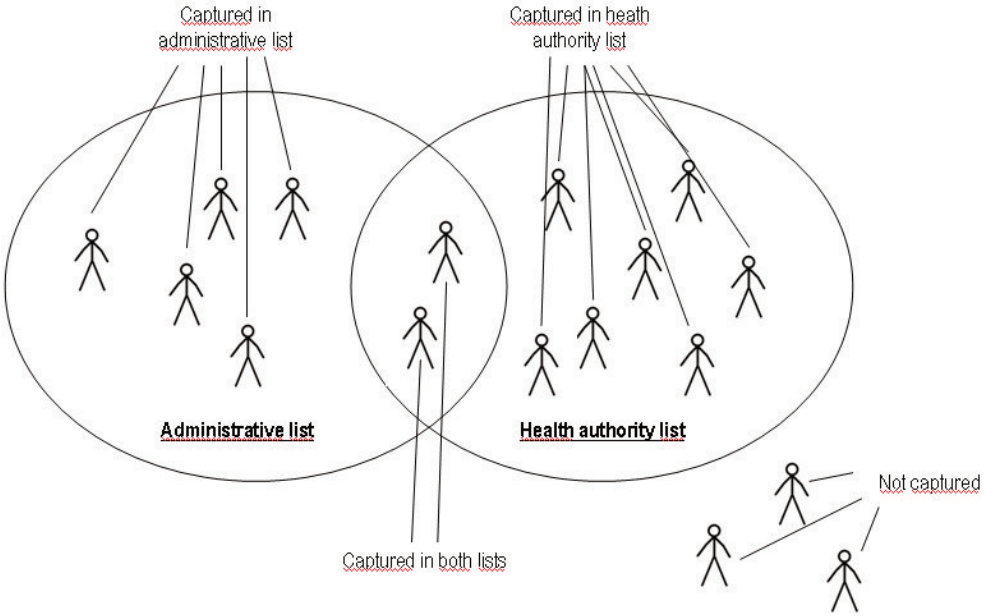
Part 1: the Capture and recapture method (45 min.)

Explanation of the method

Capture and recapture is a useful method which is used to estimate the number of a hidden population. It is a technique that has been used in biology to quantify the size of wild animals or insect populations and, more recently, to quantify groups of people who are highly mobile or have restricted access to health services. This methods uses incomplete lists of the population to estimate its size and it haa been already used in the contexts of street children and unaccompanied children. With this method, the size of the lists constructed from separate sources and the frequency of appearance of the children in more than one list are important as these are used to estimate the total population size.
If the need is to estimate the number of trafficked children in an area (e.g. a city), we can have administrative data from Municipality and health-related data from health authority.

When comparing the data from the two sources, some of the children will be registered in both sources; so, the situation is similar to the one illustrated below (show the picture to the trainees):

To



estimate the number of trafficked children, this formula can be used:

$$\text{Total population} = \frac{(\text{Number from 1st source} * \text{Number from 2nd source})}{\text{Number of people identified by both sources}}$$

In case you don't have two already existing and reliable data sources, firstly ask to the competent authority the first list (it can be the police, the municipality, the health authority, an NGO register and so on) and then conduct a kind of survey in the streets with the children (in the same neighbourhood to which the list actually refers), using the techniques outlined in the training module "detection", in order to determine if the child has been trafficked and then asking him/her the same things reported in the list you already have, so that you will be then able to compare the two lists and apply the formula.

Example

1) We have 70 children by the administrative source, 130 by the health source, 30 children who have been registered in both sources and X children not captured in neither of the two. So, in our example, it is: Total population = 70x130/30= 303. You can also use other types of sources, like for example the police registers. You can use this method also in case you don't have already existing data and you have to create your own source. Of course it is time consuming, but it is very useful if for instance you don't dispose of the administrative data from your municipality.
2) In a Brazilian research, researchers used two different types of sources to estimate the number of street children in a city:

- the first list was built from the register of all NGOs and governmental organizations working with the target group in the city;
- another list was established by using a survey made in the streets. A team of 20 interviewers walked selected street of the city (selected by asking social workers to

identify areas where they had met street children) and those children who stayed in the street during most of the day were selected and having been identified as being unaccompanied. After informal verbal consent of the child, they registered the names, gender, nicknames, place of residence and of origin, frequency of family contact etc. At the end of the interview children were given a chocolate to thank them for their participation.

With these two lists they created a dataset and children were sorted by name, nickname, sex and parental names to identify if they were included in one or two lists.

Exercise and discussion

Imagine you have 120 children by the administrative source, 50 by your own source, 20 children who have been registered in both sources and X children not captured in neither of the two. Find the total trafficked children and then discuss about the applicability of this method in your own context.

Part 2: the Social mapping method (45 min.)

Explanation of the method

Social mapping is a useful method to understand the context in which an NGO operates as well as young people's perception of the environment, their natural and human resources, their problems and resources for dealing with them. This tool involves young people (trafficked children in our case) in drawing maps of community structures, institutions, associations, kinship groupings, boundaries and resources.

First, the child is asked to make a list of community structures, institutions, associations and resources which are important in the environment where he/she lives. Then, the child is asked to draw a map where the structures, institutions, associations and resources are allocated according to his/her view.

Having in mind where the child lives, it will be easy to identify some elements which are drawn as being located far away although they are in a relative proximity. Asking direct questions to the child could help to understand the reason for this that means the child's perception of this element and the underlying reasons.

Example

An example of social community map is presented below (show the picture to the training participants).

In this illustration there is the bar, the school, the library, the hospital, the shop, the disco, etc. Possible implications of these types of information can be explained also with an example.

As you can see, in this painting the hospital is drawn far away from the centre of the paper, but for example we know (based on the information received from the social worker) that the hospital is really close to the location in which the child actually lives. So, given the importance of the health service for a population exposed to all types of violence, you can ask to the children "why did you draw the hospital so far"? And thanks to his/her answer, you can understand maybe that the public means to reach the hospital are few or insufficient or, that the policeman in front of the entrance of the hospital actually scares the child. In this view, you can start to think about some possible policy actions to make the hospital more accessible to children, maybe with an additional bus service or a informational meeting with the policemen to make them aware of the problem.

Exercise and discussion

Ask the participants of the training to continue the interpretation of the picture. Then, discuss about the applicability of this method in your own context.

Part 3: Priority Scale Method / Smiley-face scale (45 minutes)

Explanation of the method

This method is used to evaluate the importance of a resource, of an actor or an intervention in the view of children.

1) the research questions should be decided upon for which a brief brainstorming session must be carried out with the minors in order to understand which are the most relevant programmes, institutions and interventions for them. The research questions must be formulated as positive statements of opinion that can be evaluated according to whether they *'Strongly agree', 'Agree', 'Neutral', 'Disagree',* or '*Strongly disagree'.* Important note: the questions must be appropriate for the group i.e. stakeholders must ensure that minors know something about them.

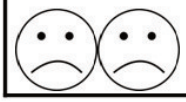
2) A blank matrix with the statements to be evaluated and the different levels of agreement (with the meanings of the smiley faces) must be established. For example with statements like;

"I think that the educative programme by the mobile unit is effective"

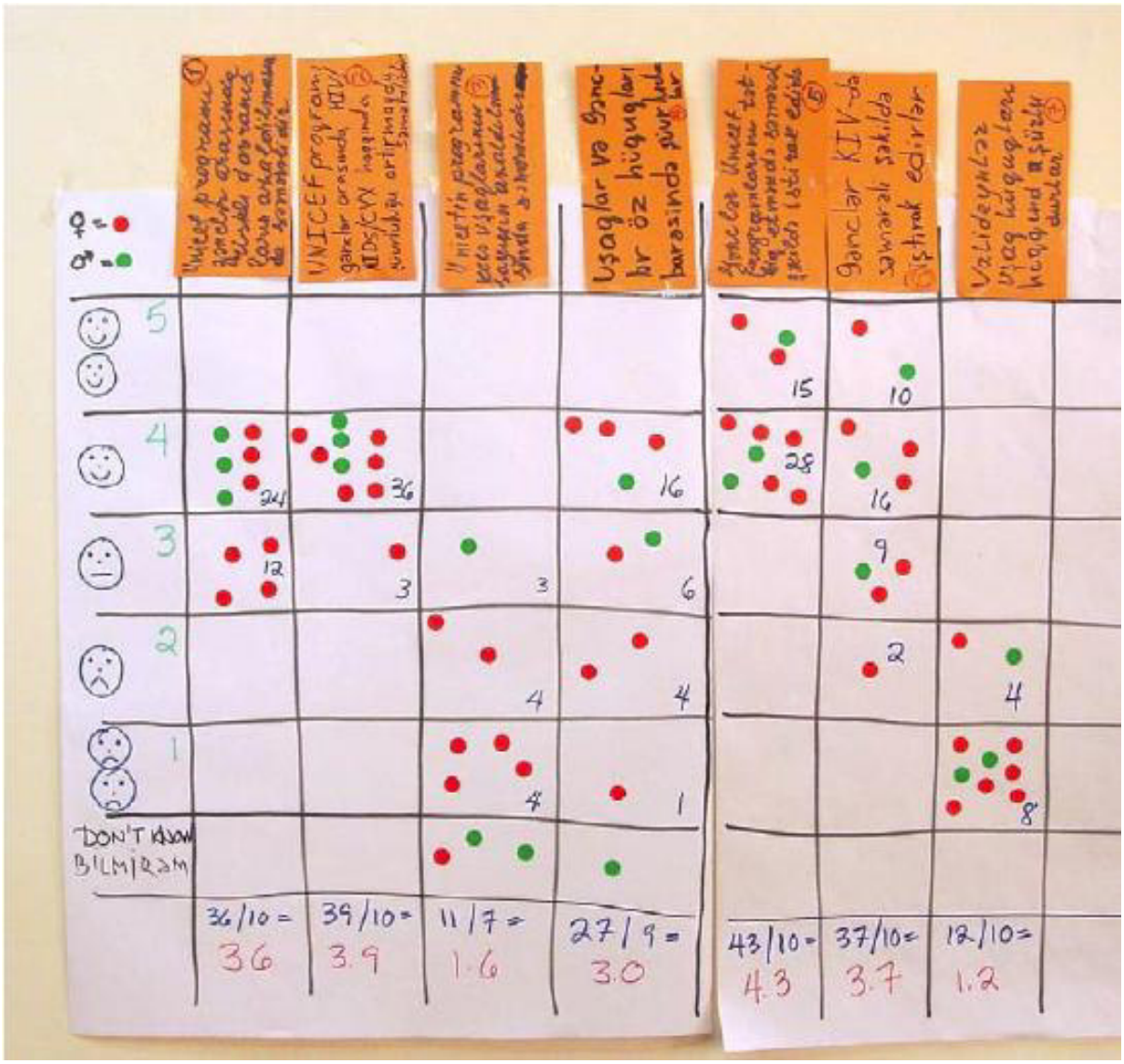
or

"I think that the overnight service of the help desk is useful".

Illustration:

	The program A is effective	The program B is effective	The program C is effective	...etc!
Strongly agree				
Agree				
Neutral				
Disagree				
 Strongly disagree				

3) Give participants one voting dot per statement to be evaluated. Clear instructions should be given to ensure that **only one dot** is given per column. It is important that children can compile this evaluation individually and privately; thus small paper copies of the matrix should be delivered individually (one for every child involved) so that they can each fill in their own matrix with an "X" according to their opinion.
4) All answers must be collected and reported on a main matrix where every "X" will correspond to a dot.
5) Calculate the results for each statement:
   Strongly agree = 5 Agree = 4 Neutral=3 Disagree=2 Strongly disagree=1
6) Calculate the mean for each research question



Source: UNICEF'S 'Useful tools for engaging young people in participatory evaluation'

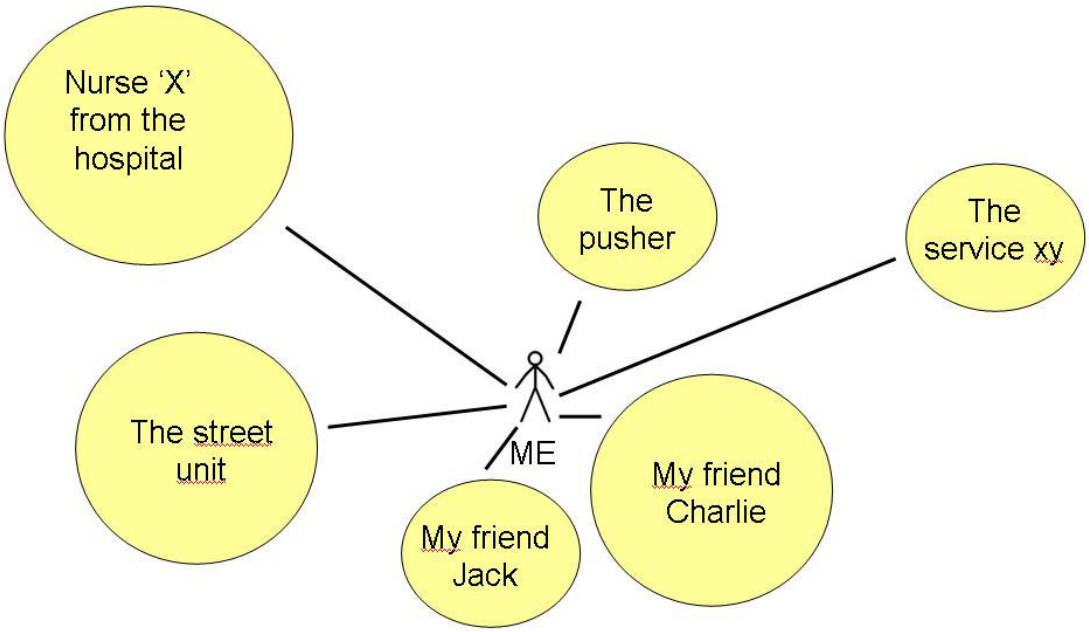
Exercise and discussion
Interpret the results together with the group of children.

Part 4: Chapati Diagram Method (45 minutes)

Explanation
The chapati diagram is used to **explore relationships** between things and, in particula, their relative importance, **influence or power of people, organisations or groups**. It is in fact a very helpful tool when it comes to structuring the analysis of **complex dynamics or relationships** between people and organisations or to explore the relative importance of different influences on a person or a process.
When using this method, children are asked to draw **diagrams of power relationship** with the actors and institutions in a defined context. Each person or institution is represented by a circle and the relative power of each is represented by the size of their circle.

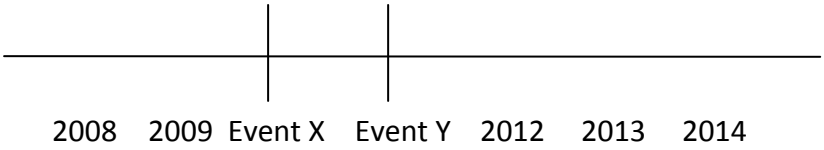
1) Ask children to write the names of the most important actors and institutions on circles with different sizes according to their power.
2) The circles are then placed at different distances from each other to show the nature of relations between them or, alternatively, the figures can be placed only in relation to the person making the diagram.
3) Discussions and sharing of stories might focus on why certain people were attributed significant power, how it felt to be powerless or powerful, whether patterns change across children and whether similarities can be found

Illustration



Part 5: Historical Timeline Method (35 minutes)

Explanation
This method is used to understand the **evolution of the life-story of a child** or of a group of children as it allows to record important events over time from the perspective of the child. It consists on a combination of historical timelines and **impact drawings**, where participants draw individually how they have evolved over time. The visualisation of his/her life-story will **highlight one or more particular moments in his/her live** on which the professional can deepen with the child.

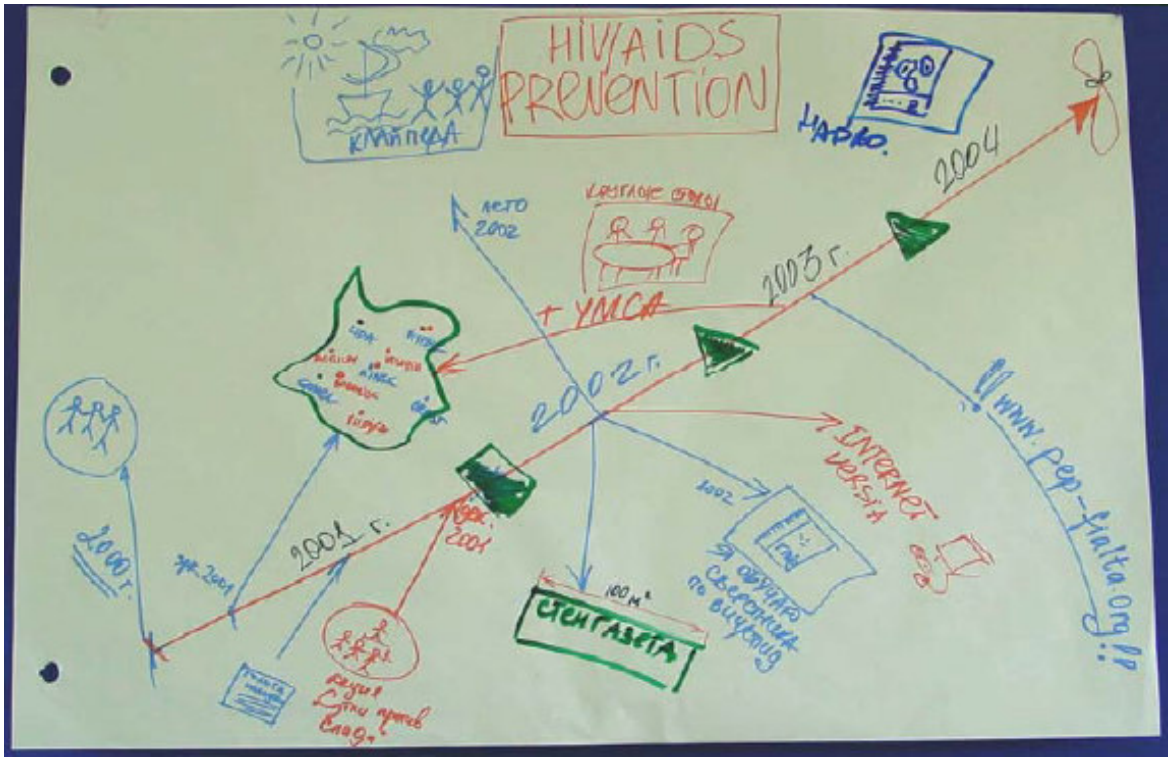


- This exercise can be done *individually* or in *small groups*
- 5 minutes to explain the tool
  20 minutes for the groups/child to prepare the historical timeline

3-5 minutes per team/child or the presentation
5 minutes discussion at the end of the session.

1) Children are asked to describe their story by drawing a historical timeline, recording the most important developments, key milestones and dates
2) They can use **words, symbols, pictures** or (best of all) a mixture of the three. For the data to be useable, it is very **important to capture the story** using a tape recorder or concise notes.
3) Decide on a starting point e.g. the date of arrival on the neighbourhood where he/she lives

<u>Illustration</u>



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LEGISLATION AND RECOMMENDATIONS ON CHILD TRAFFICKING

Title	Date	Main input	Comments
International level – The United Nations standards			
The United Nations Convention of the Rights of the Child (UNCRC)	20 November 1989	• Articles 34 and 35: Governments should protect children from all forms of sexual exploitation and abuse and take all possible measure to ensure children are not abducted, sold or trafficked.	All EU Member States have ratified the UNCRC
Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography (Supplements the Convention on the rights of the Child)	25 May 2000	Detailed requirements for States: • To end the sexual exploitation and abuse of children (prostitution and pornography) • To protect children from being sold for non-sexual purposes such as forced labour, illegal adoption and organ donation.	Only Ireland did not ratified yet the Protocol among EU Member States
Palermo Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children (Supplement of the UN Convention against Organized Crime, 2000)	15 November 2000	• First global legally binding instrument with an agreed definition on trafficking in persons (art. 3) • The Protocol contains provisions on a range of issues, including criminalisation, assistance to and protection for victims, the status of victims in the receiving states, repatriation of victims, preventive	All EU Member States have ratified the Palermo Protocol

		measures, actions to discourage the demand, exchange of information and training, and measures to strengthen the effectiveness of border controls. • The protocol stipulates that states parties must adopt or strengthen legislative or other measures to discourage the demand that fosters all forms of exploitation of persons, especially women and children that leads to trafficking.	
The International Labour Organization Convention 138 concerning Minimum Age for Admission to Employment	26 June 1973	• Intend to abolish child labour	All EU Member States have ratified the ILO C138
The International Labour Organization Convention 182 concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour	17 June 1999	• Child prostitution, slavery, the sale and trafficking of children, the involvement of children in production and trafficking of drugs and harmful work come under the definition of "the worst forms of child labour". • All states parties to the convention are committed to the immediate elimination of these extreme forms of child labour.	All EU Member States have ratified the ILO C182
Recommended Principles and Guidelines on Human Rights and Human Trafficking issued by the UN High Commissioner for Human Rights	20 May 2002	• The purpose is to promote and facilitate the integration of a human rights perspective into national, regional and international	The principles are not binding for the States.

		anti-trafficking laws, policies and interventions. • The guideline 8 concerns "Special measures for the protection and support of child victims of trafficking"	
The United Nations Global Plan of Action against Trafficking in Persons	30 July 2010	• Concrete actions to prevent trafficking in persons, protect and assist victims, prosecute related crimes and strengthen partnerships among Governments, civil society organizations and the private sector, including the media. • Decision to establish a United Nations voluntary trust fund for victims of trafficking in persons, especially women and children, to be managed by UNODC.	
International level – The other standards			
Convention on protection of Children and Co-operation in Respect of Intercountry adoption	29 May 1993	• Prevent the abduction, the sale of, or traffic in children	All EU Member States are bound by the Convention
European level – The Council of Europe standards			
CoE Convention on Action against Trafficking in Human Beings	16 May 2005	• Protecting victims of trafficking • Preventing trafficking	

		• Prosecuting traffickers. • All forms of trafficking: - national or transnational, - related to organised crime or not - women, men or children - All forms of exploitation: sexual exploitation, forced labour or services, etc. • Setting up of an independent monitoring mechanism ("GRETA") guaranteeing Parties' compliance with its provisions. • Art 5: "take specific measures to reduce children's vulnerability to trafficking, notably by creating a protective environment for them".	
CoE Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse	25 October 2007	• First treaty to establish the various forms of sexual abuse of children as criminal offences, including trafficking in children, and harmonises the legal framework to combat sexual abuse against children in various forms • Preventive measures (screening, recruitment and training of people working in contact with children, making children aware of the risks and teaching them to protect themselves, monitoring measures for offenders and potential	

		offenders • Victims support programmes • Criminalization of sexual activities with a child, child prostitution and pornography, “sex tourism” • Protection of victims during judicial proceedings	
European Convention on Human Rights (ECHR)	4 November 1950	Provisions relevant for child trafficking (articles used in case law): • Art 3: Prohibition of torture, forced labour and inhuman or degrading treatment • Art 4: Prohibition of slavery and servitude • Art 5: Right to liberty and security • Art 8: Right to respect for private and family life	
European level – The European Union standards			
Charter of Fundamental Rights of the European Union	7 December 2000	• Art 5.3: Prohibition of trafficking in human beings • Art 24.2: Best interest of the child • Art 32: Prohibition of child labour • Art 52.3: Connection between EU charter and CoE ECHR (minimum standards)	
Treaty on European Union (Lisbon revision)	13 December 2007	• Art 3.3 et 3.5: Protection of the Rights of the Child among EU objectives	
Treaty on the functioning of the European Union (Lisbon	13 December 2007	• Art 79.2(d): EU must take measures	

revision)		regarding immigration policies to combat trafficking in persons, in particular women and children • Art 83: EU must take measures to define criminal offences and sanctions for serious crimes with a cross-border dimension, such as trafficking in human beings and sexual exploitation of women and children	
Directive 2011/36/EU of the European Parliament and of the Council on preventing and combating trafficking in human beings and protecting its victims, and replacing Council Framework Decision 2002/629/JHA	5 April 2011	• Art 13, 14, 15, 16: Best interest of the child must be ensured + when the age of a person subject to trafficking is uncertain and there are reasons to believe that the person is a child, that person is presumed to be a child and receive assistance, support and protection	
Directive of the European Parliament and of the Council on combating the sexual abuse and sexual exploitation of children and child pornography, and replacing Council Framework Decision 2004/68/JHA	13 December 2011	• Definition of criminal offences and sanctions in the area of sexual abuse and sexual exploitation of children, child pornography and solicitation of children for sexual purposes • Prevention of those crimes • Protection of the victims	
Directive 2012/29/EU of the European Parliament and the Council establishing minimum standards on the rights, support and protection of victims of crime, and replacing Council Framework Decision 2001/220/JHA.	25 October 2012	• To ensure that victims of crime receive appropriate information, support and protection and are able to participate in criminal proceedings.	

		• Art 22: Victims of trafficking must have specific protection needs + child victims shall be presumed to have specific protection needs due to their vulnerability • Art 24: Right to protection of child victims during criminal proceedings	
Council Directive 2004/81/EC on the residence permit issued to third-country nationals who are victims of trafficking in human beings or who have been the subject of an action to facilitate illegal immigration, who cooperate with the competent authorities	29 April 2004	• Art 10: Best interest of the child (unaccompanied minors) which allow the extension of the procedure + Access to education	
Council Decision on the signing, on behalf of the European Community, of the United Nations Convention against transnational organised crime and its Protocols on combating trafficking in persons, especially women and children, and the smuggling of migrants by land, air and sea (2001/87/EC)	8 December 2000	• The European Council signs, on behalf of the European Union, the Protocol on trafficking in persons supplementing the United Nations Convention against Transnational Organised Crime adopted by the General Assembly of the United Nations on 15 November 2000.	
Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, An EU Agenda for the Rights of the Child	15 February 2011	• Aims at ensuring that all EU policies having repercussions on children respect their rights, including victims of sexual exploitation and trafficking.	Not binding document

ACTION PROTOCOL FOR FUTURE CO-OPERATION AT LOCAL LEVEL IN THE FIELD OF CHILD TRAFFICKING

Based on the results of the Catch & Sustain project, the partners agreed to an Action protocol for future co-operation at local level in the field of child trafficking as a framework and guidelines for the local seminars organized in the 7 EU Member States involved in the project in order to create and strengthen multi-agency and multi-professional local network to better protect children at risk of trafficking.

Requirements for Change

To comply with the conditions, root causes and political/legal requirements to improve the prevention and protection of children against trafficking, there is a strong need of strengthening the future co-operation of all relevant actors involved at the local level. The main purpose must be the creation/strengthening of multiagency and multi-professional local networks targeted to promote anti-child trafficking interventions (incl. civil society organizations, service providers of the child protection systems, police forces, judiciary departments) in order to establish a common action plan and share methodologies of detection, empowerment and data collection. In view of this the implementation of the following measures would be of crucial importance:

- Promote the development of national referral systems for all field active actors at local level, linking the services needed across all social sectors to respond to the needs of children potential victims/victims of trafficking and to enable the local networks to develop a deep knowledge of the national context;

- strengthen the efforts to implement an EU common approach on the prevention/protection of children potential victims/victims of trafficking at the local level of the EU Member States, based on the respect of the rights of the child as set out in the EU Charter of Fundamental Rights and the UNCRC;

- establish round tables and mutual exchange platforms of all relevant local actors (both field active ones and those at the planning/co-ordination level) such as local authorities, NGOs, service providers of the child protection systems, police forces and judiciary authorities, in order to improve the co-ordination of joint interventions and ensure an early flow of information;

- foster cooperation of all those locally relevant actors and stakeholders at the level of the NGOs and authorities with their counterparts in the origin and transit countries;

- appoint in each EU Member State local coordinators at a high level of decision-making to co-ordinate unite and monitor in a continuous co-operation with the national authorities locally roots effective actions to combat trafficking of children in all its different forms.

- contribute to empowering and protecting children potential victims/victims of trafficking by strengthening the exchange of best practices between the protection

relevant actors and services in a multi-agency and multi-professional dimension and by the delivery systematic target oriented training for the professionals (aims: improvement of service quality and efficient use of financial resources for a sustainable development);

- implement at local level services of social and cultural mediation, intercultural and interdisciplinary education, focusing on the improvement capacity of the society to overcome `hidden` forms of child rights violation such as by trafficking and improve the effectiveness of any integration strategies for children potential victims/victims of trafficking;

- support, disseminate and strengthen innovative programmes and projects at the local and regional levels, aiming to protect children potential victims/victims of trafficking. Focus should be placed on initiatives of training, counselling, formal and informal support group mechanisms and innovative ideas for developing protective intervention methods in favour of these children;

- promote and sustain ad hoc policies and procedures based on the needs of the field related intervention actors (bottom-up approach) oriented to improve the prevention and protection of children against trafficking;

- guarantee the access of practitioners/professionals active in the protection of children against trafficking at local level to available child THB data at national and EU level and create locally rooted data bases at the disposal of all local actors/support services both of the same country and all other EU Member States in a cross-border dimension ensuring a rapid exchange among competent services;

- A bottom-up approach to cooperation should be enhanced by efficiently involving the local stakeholders and civil society in the definition and the implementation of a locally rooted strategy aiming to fight child trafficking and support children (potential) victims of trafficking.

CHILD TRAFFICKING IN THE EU, AN URGENT NEED TO ACT AND REACT - RECOMMENDATIONS TOWARD EU AND NATIONAL POLICY MAKERS

At the occasion of the final conference of the Catch & Sustain project held in Brussels on 26th March 2015, a round table was organised on the theme: "*The protection and prevention of vulnerable children against trafficking as a challenge to the EU and the Member States: Child participative and multi-professional intervention methods between EU policy concepts and local constraints*" It gathered representatives of child rights NGOs from the EU and national levels, the MEP Mrs. Mary Honeyball, researchers and representatives from national institutions. The round table came to a number of results and requirements towards the EU and national level policy, in particular:

- Further work needs to be done on identification of THB victims, especially regarding males who are under-identified due to the lack of training to recognize other forms of exploitations than sexual exploitation involving more girls and women; helping them to indentify themselves as being trafficked.

- The lack of "reliable, comparable and official data" (EU Agenda on the Rights of the Child) existing still in the field of child trafficking must be rapidly overcome by targeted policy measures to ensure an evidence-based anti-trafficking policy at national and EU level. This includes the elaboration of cross border applicable specific indicators.

- NGOs active in the field of protecting children against trafficking must be stronger involved in the post process

- While the Anti-Trafficking Directive of 2011 had certainly an impact on the national level, key requirements to the Member States such as a professional and child-participative assistance to child victims of trafficking, the appointment of qualified guardians for such children after identification by the authorities and the assistance and support to families of such children, in particular unaccompanied minors in criminal investigations and proceedings, are still far from being implemented.

- NGOs feel to be not sufficiently involved by the Commission and the Member States in the follow-up process of the THB Directive and the EU 2012-2016 Strategy on Trafficking in human beings which would in particular necessitate a much closer co-operation between the national reporting authorities/mechanisms to the EU and the NGOs.

- In spite of the existence of an organizational unit of the Anti-Trafficking Coordinator in DG Migration and Home Affairs of the European Commission, NGOs feel that both at EU and national institutional level the policy areas affected by the different aspects of children victims of trafficking, especially regarding social integration, health and migration, are too much split. A coherent, overarching strategy involving all policy areas is lacking.

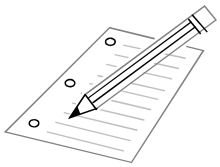
- EU institutions, especially the Commission should put more pressure on the Member States to put into practice a stronger multi-actors-cooperation for THB prevention and protection in particular at the local level.

- National authorities should give more consideration to the origin countries and establish permanent working structures with them both regarding detection and re-integration of children victims of THB.

- The increasing competition effect between NGOs regarding public sources of funding for anti-THB projects leads to strong negative consequences; instead holistic and overarching action programmes should be developed both by national authorities and the European Commission in order to create efficient project alliances between different NGOs and other relevant stakeholders.

ADDITIONAL ANNEXES

ANNEX 7 – MODULE 1: IDENTIFICATION, SESSION 1 - HANDOUT A&B



HANDOUT A

Trafficking Awareness Survey

1. When I think of the term 'trafficking in persons':
   - ❑ I'm not sure what it is.
   - ❑ The definition is confusing and unclear to me.
   - ❑ I'm not sure about the difference between trafficking and forced migration.
   - ❑ I think of trafficking in persons as synonymous with smuggling.
   - ❑ I understand the act it defines.

2. Trafficking in persons can involve which of the following (check all that apply):
   - ❑ Voluntary migration with deception or coercion
   - ❑ Exploitation
   - ❑ Abuse of power or of a position of vulnerability
   - ❑ Transfer or reception of people by force or threat
   - ❑ Crossing of international borders
   - ❑ Consent to be brought across the border
   - ❑ Movement within borders
   - ❑ Voluntary labor migration for sex work
   - ❑ Forced labor/forced prostitution
   - ❑ Debt bondage (i.e. a person if forced to work as a means of "repayment" of a loan, or fees for services. Generally, the fee is increased, making it impossible to pay, or the value of the labor exceeds the original debt.)
   - ❑ Restriction of personal freedom
   - ❑ Confiscation of legal identity
   - ❑ Involuntary servitude or slavery-like conditions
   - ❑ Violence or threat of violence

3. Most trafficked persons from the CEE/CIS region are/have (check all that apply):

   Age
   - ❑ Women over 30
   - ❑ Teenage girls between 14-17
   - ❑ Teenage boys between 14-17
   - ❑ Women between 18-24
   - ❑ Middle-aged men
   - ❑ Young children

   Residence
   - ❑ Residents of rural areas
   - ❑ Residents of urban areas

   Education
   - ❑ University graduates
   - ❑ Undereducated

   Socio-Economic Status
   - ❑ Poor
   - ❑ Average incomes
   - ❑ Well-off

   Family Situation
   - ❑ Single
   - ❑ Married
   - ❑ Divorced

- ❑ Single mothers who are sole providers for their families
- ❑ Women who come from nuclear families and have good relationships with their parents or their husband/partner
- ❑ Survivors of domestic violence, sexual abuse or sexual harassment

Employment
- ❑ Never worked before
- ❑ A professional background

4. The "typical" recruiter is (check all that apply):
   - ❑ Female
   - ❑ Male
   - ❑ Both, male and female
   - ❑ Acquaintance
   - ❑ Stranger
   - ❑ Friend
   - ❑ Boyfriend
   - ❑ Neighbor/family friend
   - ❑ Relative
   - ❑ Husband
   - ❑ Child
   - ❑ Private companies

5. People are recruited into trafficking through which of the following methods (check all that apply):
   - ❑ Kidnapping
   - ❑ False job promise (e.g. through advertisements in the newspapers)
   - ❑ False invitation abroad
   - ❑ False travel arrangements
   - ❑ False promise of marriage
   - ❑ Genuine promise of legal employment opportunities

6. Once victims find themselves in the middle of the trafficking process (check all that apply):
   - ❑ It is easy to control it and escape when they choose to do so.
   - ❑ They experiences lack of control over movement.
   - ❑ They are treated kindly and with respect.
   - ❑ Their personal belongings, passport and money are seized.
   - ❑ In most cases, they experience mental abuse.
   - ❑ More than half of the victims are sexually abused by their traffickers/exploiters or the traffickers/exploiters' friends.
   - ❑ They are often forced to live in shared accommodations with poor hygienic conditions and limited access to food.
   - ❑ They are often kept locked in their accommodations during the day and are forced into prostitution at night.
   - ❑ They are never forced to have unprotected sex with clients.
   - ❑ They are almost never physically abused.

True or false (Circle one):

T F 7. Trafficked persons often make a conscious decision to go abroad hoping to find a better life.

T F 8. Trafficked women are sometimes partly or fully aware of the possibility of being involved in commercial sex work.

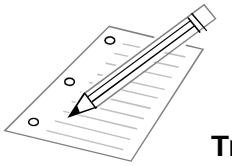
T F 9. Trafficked women expect to be held as slaves and do not assume they will be choosing their working conditions.

T F 10. Trafficked persons most often want to go abroad to find a job.

T F 11. Trafficked persons receive good payments for their services and enjoy generous benefits.

T **F** 12. Most trafficked women receive medical care on an emergency basis only, especially when the symptoms could affect their "performance."

T **F** 13. Trafficked women are mostly young, naïve and uneducated women from rural areas.



HANDOUT B

Trafficking Awareness Answers

1. This question is intended to help people think about their knowledge of trafficking in persons. The only false response is that "trafficking in persons is synonymous with smuggling." In reality, there is a fundamental difference between smuggling and trafficking. Smuggling is voluntary labor migration through illegal facilitation and involves taking a person across a border for a fee; whereas trafficking involves movement of a person across or within borders, forced or voluntary with deception and coercion, into a situation of forced labor, servitude or slavery-like practices.

2. The only answer that is not part of the definition of trafficking is "voluntary labor migration for sex work." All the others can constitute, or are part of, trafficking in persons.

3. Most trafficking victims from the CEE/CIS region have the following characteristics, but keep in mind that other types of people, with other backgrounds, can also be vulnerable to trafficking.

   Age: Most trafficking victims from CEE/CIS are **women between the ages of 18-24**. Women from other age groups are also vulnerable to trafficking. It is least likely for middle-aged men to be trafficked, although men of this age group may migrate illegally for work purposes.

   Residence: Trafficking victims come from **both rural and urban areas**, and so there is no clear predictor based on residence.

   Education: **Both university-educated and undereducated women** can become victims of trafficking. In fact, according to some women, they were approached about working abroad while students at university. Undereducated women, however, tend to have fewer employment opportunities and therefore may be more vulnerable to trafficking.

   Socio-Economic Status: Generally, **poor women** are the most vulnerable to trafficking, because they lack other avenues for supporting themselves and their families. However, even women of average income can become involved in trafficking when seeking employment opportunities.

   Family Situation: Most trafficking victims from CEE/CIS are **single** (sometimes through divorce or separation), many of whom are single mothers and the sole providers for their children. Other forms of violence against women, such as domestic violence, sexual abuse or sexual harassment, increase the risk of trafficking occurring. Women who come from nuclear families and have good relationships with their parents or their husband/partner are less likely to become trafficked.

   Employment: Studies suggest that the majority of trafficking victims have a **professional background**, and have previous work experience in various sectors in their home countries and/or abroad.

4. The only answer that does not apply in this case is "child."

5. They only answer that does not apply here is "genuine promise of legal employment opportunities." Recruitment for trafficking through genuine promise of opportunities is a contradiction in terms. Recruitment of persons for trafficking always involves deception or coercion.

6. The answers that do not apply are:

   ✓ *It is easy to control it and escape it when they choose to do so*.

   - It is extremely difficult for the trafficked victims to have control over the trafficking process. Usually, their personal belongings and money are seized and the victims are under constant psychological and physical pressure and abuse.

   ✓ *They are treated kindly and with respect*.

   - The victims' human rights are violated and they are deprived of personal freedoms.

   ✓ *They are never forced to have unprotected sex with clients.*

   - Many victims are forced into unprotected sex. Medical care was normally given on an emergency basis only.

   ✓ *They are almost never physically abused.*

   - According to an International Organization for Migration (IOM) Kosovo Counter Trafficking Unit Situation Report, 74.4% of the trafficked victims that were assisted by the IOM in Kosovo from February 2000 to September 2002, were beaten by their traffickers or exploiters; 58.4% reported to be sexually abused by their traffickers/exploiters or the traffickers/exploiters' friends. (*report available from* http://www.iom.int//DOCUMENTS/PUBLICATION/EN/Kosovo_sit_report.pdf).

7. **True**. Unemployment and poverty in the victims' home countries and higher income and living standards in the destination countries often act as powerful factors in a victim's decision to work abroad. Tempting offers or seemingly legitimate job advertisements then lead the victim into the hands of the traffickers.

8. **True**. According to the IOM report cited above, 22.6% of the assisted trafficked victims were partially or fully aware of the possibility of being involved in commercial sex work.

9. **False.** None of them would ever expect to be held as slaves and all of the victims assumed they would be choosing their working conditions.

10. **True**. According to the IOM report cited above, 82.6% of the assisted trafficked women named finding a job as their main reason for going abroad.

11. **False**. As the IOM report states, trafficked victims usually receive neither profits, nor other work-related benefits. Only 4% of the assisted women reported receiving regular payment for their work. Few of the women receive modest occasional allowances (49.1%), which often they generally had to spend to pay for their rent, food and clothes.

12. **True**. Medical care is normally given to the trafficked victims on an emergency basis only. The IOM report states that 33.3% of the trafficked victims that were assisted by the IOM in Kosovo from February 2000 to September 2002, were denied medical attention. The majority of the women assisted were found to have become infected with sexually transmitted diseases when examined in their country of origin.

13. **False**. According to the IOM report cited above, 52.17% of the assisted trafficked victims come form urban areas and most of them (76.1%) have a professional background, i.e. they had previous working experience in various sectors in their home countries or/and abroad. Victims who were assisted in Kosovo came from all age groups, some had very basic education, others were university graduates. Many were single mothers, supporting their children alone.

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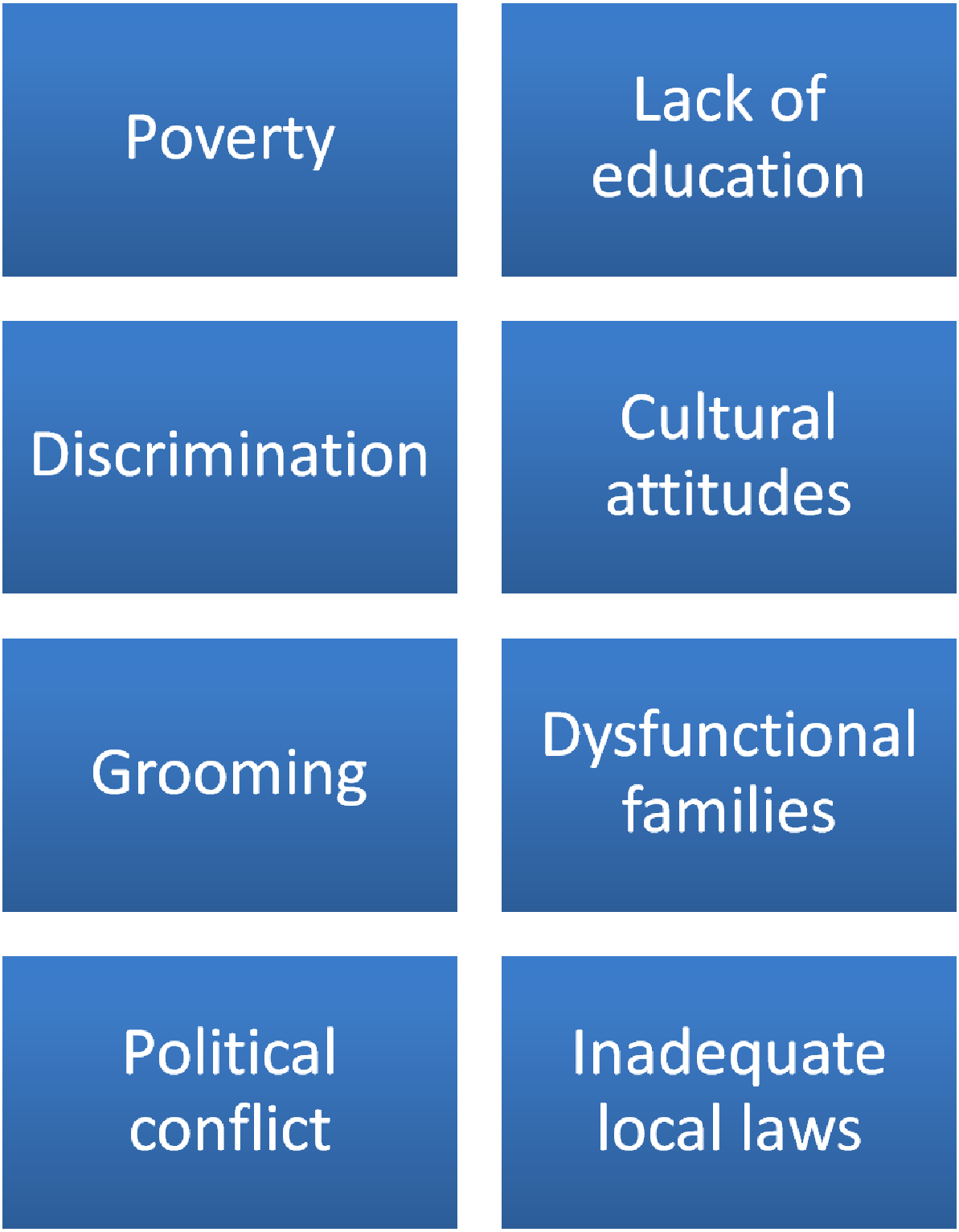
ANNEX 8 – MODULE 1: IDENTIFICATION, SESSION 2 - WHY IS TRAFFICKING POSSIBLE, 8 REASONS OF THB[16]



[16] Based on London Safeguarding Trafficked Children Toolkit, 2011, page 26

ANNEX 9 – MODULE 1: IDENTIFICATION, SESSION 2 - VICTIMS´ADVICE ON INTERVIEWING TECHNIQUES – QUOTES FROM A FEW SURVIVORS OF SEX AND LABOUR TRAFFICKING WITHIN AMERICA[17]

Trust, trust, trust…Building the rapport, trust, and relationship with victims takes time and patience…it is essential for [human trafficking] cases…[this is] one big reason why these cases are different from any other and [why] specialized training is needed. [Plan for m]ultiple contacts, multiple interviews. [Have p]atience! Never expect the victim to give you all, or even hardly any, intel the first interview. The first few meetings are you gaining their trust and building rapport. You will most likely get tiny bits of info, which will grow little by little, and over time pieces will come together. – Anonymous Survivor and Consultant for the International Association of Human Trafficking Investigators (IAHTI)

This same anonymous survivor recommends that law enforcement use the following statements in order to help gain trust and build rapport with victims:

I'll meet with you as many times as it takes – to make you feel more comfortable/for you to trust me;

You're in control, you don't have to tell me anything you don't want to, you get to choose what you want to talk about, and you can say as little or as much as you want;

If you say you're done [or that the] interview's over, then it's over.

Let [the] victim choose [the]location for [the]interview, or choos[e] appropriate locations. [For example, I would have preferred a] butterfly garden. – Anonymous Survivor and Consultant for IAHTI

[Please be] victim-centered, not case-centered. We know you want to get the bad guy(s), but without your victim/survivor, you have nothing. You cannot interview her as if she were a suspect, even though she has information essential to you building your case. – Anonymous Survivor and Consultant for IAHTI

[You] HAVE to understand how trauma affects not just behavior, but memory. You will not get the "perfect statement", in chronological order, with all the "who/what/where/when/why/how" all together at once, making sense. You need to give them time and you need to be a safe person for them to figure out how to formulate that information that they can then later provide to you…if you establish that safety and trust. – Anonymous *Survivor and Consultant for IAHTI*

Understand triggers—these can bring up memories—which then can give you intel. But you need to know how to approach these and help them feel safe in disclosing. You might have to

[17]http://www.commdiginews.com/life/interviewing-victims-of-human-trafficking-survivors-offer-advice-11238/#aEjd9ZYzVt4PY0fk.99

be prepared to help them through a trigger. Done correctly, this can actually be part of facilitating the healing process! – Anonymous Survivor and Consultant for IAHTI

[Learn to pick] up on subtle signs. Not every victim is going to cry through [an] entire interview, but[this]doesn't mean she isn't affected emotionally and needs a break, etc. Many are desensitized, numb, [angry], [and may] give you attitude. [You c]an't take it personally. – Anonymous Survivor and Consultant for IAHTI

If a patrol officer is the one who connects to [a] victim and she trusts him, [please] don't break that relationship. Have a detective [who is trained on human trafficking] communicate with him, advise him, and give him proper questions and techniques to utilize with [the] victim. – Anonymous Survivor and Consultant for IAHTI

[When you are i]n the field with suspected victims or at-risk girls/victims – [this could be] on the streets, in the clubs, etc. – you [should] build a rapport (and therefore, develop that relationship leading to intel or case info) by just being there, showing up, and expecting nothing in return. Bring food, drive her to get cigarettes, minimal things that show you're…not trying to make them do anything or expecting anything. – Anonymous Survivor and Consultant for IAHTI

My advice for law enforcement is that they should be patient when dealing with victims. They need to take the time to really understand what is going on. Some police officers treat victims harshly especially when the trafficker is the one who has called the police on the victim. In my case, my trafficker called the police, which he had been using to threaten [me] before he actually did it. And, when the police came, they were not nice to me. Both the male and female police. Police officers need to learn how to look beneath the surface and focus on[a]victim approach first before the criminal because that is how victims can get help[. A]nd a victim doesn't have [to] suffer in the hands of those who were supposed to protect them. – BukolaOriala, Author of Imprisoned: The Travails of a Trafficked Victim and Founder/Producer of Imprisoned Show

As a survivor of [s]exual [e]xploitation and police brutality, I would advocate for law enforcement and prosecutors to understand that prostitution is rarely a choice. In several studies (Source: Farley, Melissa, Journal of Trauma Practice, Volume 2, Issue 3-4, 2004, The Haworth Press, Inc., 2003.), 89-92% of women wanted to exit but had no means to do so (doesn't sound like choice to me). In training to [law enforcement] in particular, I usually talk about "Planting that Seed" and tell the story about a San Francisco [p]olice [o]fficer [who] took the time to find out why I was out there on the street and let me know there were other options – no [police department/detective] had ever done that. A year or so later, I took the seed he planted and began to change my life (with the help of a peer-led program). Generally, in interviewing a Survivor, find a positive truth about that person and let them know that [he or she is] smart [or has] the gift of gab, [or]whatever, [just point out] some[thing that] is intellectual and TRUE [about that person]. You never know what that statement might mean to the person and what they might do with it to make positive change – that's the growth part that may blossom into a whole new life for the Survivor. It did for me! – Autumn Burris, Founder and Director of Survivors for Solutions;

[B]asically I would say [that law enforcement should develop] trauma-informed interviewing techniques. This is because [survivors can become] triggered and fearful, thus appearing uncooperative…[I would also stress] the importance[of]patience [and] trust-building. [I

would] also mention the importance of [understanding] stereotypes [associated with] "bad kids who choose this" [way of life]. – Anonymous Survivor and Social Scientist

Law enforcement who directly deal with the victims who c[o]me from another country [often] don't know how to deal with them [due to a] lack of [understanding for their] culture and language. Law enforcement [often] don't have any patien[ce when] dealing with those victims, especially foreign people and children. I learned that one way to [help both] law enforcement [and foreign-born victims] is giving [law enforcement] more training related human trafficking[and]sensitivity…[during an] interview. I believe, if law enforcement have a high sensitivity to understand about the victim's condition and their culture, it will help them to identify the potential victim more easily. [Law enforcement must learn to] look beaneath the surface. [V]ictims [are often] confused and [have often] lost…trust [in] people…even [law enforcement. L]aw enforcement need[s] to be more patient…not pushing the victim[; law enforcement must offer] respect and give them more time to talk…maybe [law enforcement] need[s] to collaborate with organization[s] or survivor[s] who speak in the[potential victim's] language, this [will] also help [law enforcement] to do [more effective] interviewing[. The] victim will easily trust people who speak their language and [will also trust a] survivor of the same crime. – ShandraWoworuntu, Member of Voices of Hope

ANNEX 10 – MODULE 1: IDENTIFICATION, SESSION 2 - QUESTIONNAIRE TO FACILITATE IDENTIFICATION OF A MINOR AS A CHILD TRAFFICKING VICTIM[18]

Filling in institution (type):

Address:

E-mail, phone number

I. GENERAL INFORMATION ABOUT THE CHILD

1. Sex: ☐ girl ☐ boy

☐☐ **Age:** ..... years old
/should you not be able to state the age, please provide a rough estimate/

☐ 4 - 7 yrs ☐ 8 - 13 yrs

☐ 14 - 17 yrs

3. Nationality.....
Country of origin: ..... **Language the child speaks in**:.....

4**. Stay in the Republic of Poland:** ☐ legal ☐ illegal ☐ no info/ I don't know
/applies only to foreigners/

II. CIRCUMSTANCES OF FIRST CONTACT WITH THE CHILD

5. Place of first /personal/ contact of staff member with the child:.....
.....

6. Child's behavior:.....
.....

7. How was the child introduced (who brought the child to the institution):
.....
8. Was the child recorded by Law Enforcement Agency as trafficking victim before the first meeting?

☐ YES ☐ NO

III. ASSESSMENT OF CHILD'S CONDITION AT THE TIME OF ACCEPTING THE CHILD TO THE INSTITUTION

9. Proof of child's identity:

[18] This document is a draft version of questionnaire established by Polish Ministry of Interior in cooperation with Nobody's Children Foundation in February 2011

☐ YES (type of the document)......./

☐ NO

10. Neglect symptoms:

☐ YES (what kind of) :...../

☐ NO

11. General health condition:

Physical ☐ v. good ☐ good ☐ bad ☐ v. bad

Psychological ☐ v. good ☐ good ☐ bad ☐ v. bad

12. Traces of violence:

☐ cigarette burns ☐ bruises ☐ twists ☐ scratches ☐ scars

☐ fractures ☐ other.....

13. Need for medical treatment/ surgery:

☐ pediatric ☐ gynecologic ☐ psychological

☐ surgical ☐ other.....

IV. INDICATORS THAT CHILD IS A TRAFFICKING VICTIM

14. Before taking into the institution was the child under custody (control) of an adult who was not the child's legal guardian:

☐ YES ☐ NO

15. The child does not have an ID or has a possibly false one:

☐ YES ☐ NO

16. The child has marks on the body that indicate physical violence:

☐ YES ☐ NO

17. The child seems to be intimidated /avoids eye contact, does not want to answer questions etc./:

☐ YES ☐ NO

18. The child is neglected or quite the contrary - is wearing unreasonably expensive clothes taken the situation the child is in:

☐ YES ☐ NO

19. The child probably was involved in work and/ or criminal offence (e.g. thefts, begging):
□ YES □ NO

20. The child is convinced that s/he must pay back a debt that s/he or the family has made:

☐ YES ☐ NO

21. Child's behavior indicates forced separation from the family and no possibility of contacting relatives

☐ YES ☐ NO

If you marked YES in points 19, 20 you should immediately contact local Law Enforcement Agency and inform them about possible trafficking case.

Filling in the 5th part of the questionnaire will provide more details about child's abuse experience.

V. CHILD'S ABUSE RELATED EXPERIENCE
/in order to identify the proper type, you should mark both -the type and the characteristics of the abuse type which refers to child's circumstances/

22. CHILD LABOR TRAFFICKING
/profiting from forced child labor/

☐ there was a person who controlled the work

☐ child was forced to work and could not quit it

☐ no possibility of moving freely or contact with other people

☐ bad living/ work conditions

☐ promise of remuneration for performed work

☐ no clear rules of remuneration

☐ a debt/ obligation to be paid-off by the child

23. BEGGARY CHILD TRAFFICKING
/forcing child to get money from others/

☐ child wandering around public spaces/ alone or with other people getting/ swindling money out of other people

☐ there was a person who controlled the work

☐ promise of remuneration for performed work

☐ no clear rules of remuneration

☐ there was a minimum time "worked" or minimal amount of money to be "earned" per day

☐ physical violence connected with not following rules

☐ the child is not aware/ does not know the purpose/ use of the money s/he "earned"

☐ the child is drowsy /as if under medicines or sedatives/

☐ the child was forced to pretend e.g. disability

24. SEX RELATED CHILD TRAFFICKING
/children prostitution, sexual contacts with the child/

☐ child participation in sexual contacts

☐ encouraging/ persuading child to sexual contacts

☐ promise of remuneration for sexual activity

☐ profiting financially or in other way from child's activity

☐ there is a person who facilitates this type of abuse/ organizing a place and conditions for sexual contact with the child/

☐ forcing to follow orders of the person who organized the activity /blackmail, threats, promises/

☐ physical violence connected with sexual services

☐ sexually transmitted diseases

☐ pregnancies

☐ previous abortions

☐ age-inappropriate clothes

☐ child took part in creating pornography e.g. pictures, video files, sound files, recording sexual contacts/

25. MINOR CRIME CHILD TRAFFICKING
/forcing the child to petty thefts/

☐ promise of remuneration or other profits for minor crimes

☐ there is a person who organizes this type of abuse/providing place and possibilities/

☐ forcing to follow orders of the person who organized the activity /blackmail, threats, promises/

☐ award/ punishment system for improperly/ well performed activities

☐ a debt/ obligation to be paid-off by the child

VI. CHILD'S CONTACT WITH PEOPLE OUTSIDE THE INSTITUTION

26. People who try to make contact with the child while s/he stays in the institution, are:

☐ a person known to the child

☐ a person that child does not know at all /does not recognize/

☐ a person who the child is afraid of

☐ No one tried to make contact with the child

☐ The child tried to make contact with someone/ who with?..../

27. Assessing the risk of child's contact with people who may be involved in trafficking

☐ high risk /child has money, unlimited access to their own phone (phone card), informs about plans to change the place of residence/
□ moderate risk /child has money, does not have phone access, but demands it, awaits contact with people from outside the institution/
□ low risk /child does not have money, does not have phone access, neither demands it, does not want to leave the institution, does not want to contact people outside the institution/

Comments/ extra information:
.....
.....
.....
.....

ANNEX 11 – MODULE 1: IDENTIFICATION, SESSION 2 -IDENTIFICATION AND RULES OF PROCEDURE IN CASE OF SUSPICION OF HUMAN TRAFFICKING CRIME – GUIDELINES FOR OFFICERS

Remember, every minor (under 18 years):

- ✓ Can be easilymanipulated
- ✓ It iseasy to takecontroloverhim
- ✓ Israrelyaware of beingvictim of trafficking

Childrenbelonging to theriskgroupsare:

- ✓ Unaccompaniedforeignminors (travelling orresiding in Poland) orminorsaccompanied by unrelatedadults
- ✓ Teenagersseekng for a job
- ✓ Children from diisadvantagedfamilies
- ✓ Childrenwhoareleftalone

It isimportant to rememberthat in specificcircumstancespotentialvictims of humantraffickingcanbelong to differentgroupsthanmentionedabove.
In case of staying in contact with minorbelonging to riskgroupitisnecessary to checkif the childis a minor victim of humantrafficking!!

1. Indicators of possiblecrime of humantraffickingaccording to minor:
    - minor isleftunaccompaniedorstays with unrelatedadult
    - minor does not possessany ID ordocuments (includingtraveldocuments) ortherearesuspicionsaboutitsauthenticity
    - therearesigns of experiencedphysicalviolence (bruises, scratches, burns)
    - the child gives the impression of being intimidated (avoids eye contact, does not want to answer the questions)
    - the minor is neglected or, on the contrary, has expensive clothes which are inappropriate and inadequate

2. In case of indicators mentioned above the suggested actions are as follow:
    - if the childreveals signs of physical harm and violenceorgives the impression of being intoxicated - rapid medical help and examination (including all tests needed)
    - interview with the minor (without accompanying adults); if the child is not speaking your language–it is necessary to provide the translator or cultural mediator. It is crucial to get the information:
        - where are the parents of the minor
        - if the parents are aware that a child is travelling
        - when the minor saw the parents last time
        - who is taking care of the minor during separation with the parents/while travelling
        - destination and purpose of travelling
        - if any person waits for the minor at the destination point (who)

- if the minor knows the people travelling to/if the child saw them before/what is their relation to the minor
- how long is the trip/when the minor plans to return home
- if the minor is willing to return home, why if so
- who organized the trip
- who pays for the travel
- if the child is convinced to work off the debt (incurred by himself or member of the family)
- what means of transport were used while travelling
- if the child can describe the route (towns, cities, border crossings)
- if the child is aware where he/she is right now
- if the minor knows where are his/her travel documents (if the child does not possess them)
- if the minor was forced to work, what happened to the money earned
- if he/she wasforcedof criminal offenses(such asbegging, theft)
- if the minor was engaged in sexual activities (receiving money or other gratification)
- if anybody threatened the child or used violent behaviour toward him/her

3. If this conversation and minor's behavior reveal that:
    - minor cannot answer the majority of the questions and his/her orientation in the present situation is weak
    - minor is convinced that he/she must work off the debt
    - there is high probability of coerced labour or committed offenses (begging, theft)
    - there is high probability of using physical or/and mental violence
    - there is high risk of being forced to prostitution or/and pornography

4. Then it is desirable to:
    - rapidly inform the coordinator officer of human trafficking unit in the police department (or border guards)
    - establish contact with NGO helping victims of trafficking
    - submit the petition to the court about placing the minor into the institution and appointment of the guardian

ANNEX 12 – MODULE 2a: EMPOWERMENT OF OPERATORS, SESSION 1 - EXERCISE:

MAPPING GEOGRAPHICAL AND EMOTIONAL DISTANCE

Specific exercises can be employed to map both the geographical and emotional distance between the minor and his/her "family" members as well as to help identify the relationships where practitioners should intervene. The first step in this process involves the mapping of geographical distance between the minor and each family member and other emotionally significant individuals. This entails first asking the minor for a list of *all* their family members or others who are of significance to him/her. The minor is then asked to place each individual on a piece of paper where the minor indicates where each of the listed family members (or significant individuals) is geographically located in relation to the minor along with a specification of the city and country. [Alternatively the practitioner may take small pieces of paper and then ask the minor to write each family members' name on a separate piece and then place them on the table with the minor's name in the centre.] The exercise is repeated for emotional distance and can be repeated as time passes in order to assess change.

Taking these two maps together should make it possible to better understand the physical and emotional space that separates the minor from a parent, sibling, or other significant individual.
Upon completion of these "current situation" maps, the practitioner should ask the minor to specify where he/she would like each of the individuals to be located both in terms of geographical space and emotional space. Taken together, these exercises provide information that can be useful in determining how to best work with the minor and his/her family by providing the practitioner with a basis for understanding the current situation and an ideal future situation – both from the minor's point of view.

The mapping exercises represent the starting point for exploring the nature of existing relationships including, but not limited to, the identification of:
- sources of stable support;
- cases of abuse, neglect or violence;
- emotionally significant but troubled relationships (e.g., relationships that are a source of stress for the minor);
- individuals that are harmful to the minor and where distance should be maintained and/or increased;
- individuals with which the minor would like to have more contact and/or improve the relationship.

This exercise is also useful in case of foreign children are coming with their parents to understand if the parents have a family relationship with minors.

ANNEX 13 – MODULE 2a: EMPOWERMENT OF OPERATORS - CONFLICT RESOLUTION

The good news is that by resolving conflict successfully, you can solve many of the problems that it has brought to the surface, as well as getting benefits that you might not at first expect:

- **Increased understanding:** The discussion needed to resolve conflict expands people's awareness of the situation, giving them an insight into how they can achieve their own goals without undermining those of other people.
- **Increased group cohesion:** When conflict is resolved effectively, team members can develop stronger mutual respect, and a renewed faith in their ability to work together.
- **Improved self-knowledge:** Conflict pushes individuals to examine their goals in close detail, helping them understand the things that are most important to them, sharpening their focus, and enhancing their effectiveness.

In resolving conflict using this approach, you must follow the following rules:

- **Make sure that good relationships are the first priority:** As far as possible, make sure that you treat the other calmly and that you try to build mutual respect. Do your best to be courteous to one-another and remain constructive under pressure.
- **Keep people and problems separate:** Recognize that in many cases the other person is not just "being difficult" – real and valid differences can lie behind conflictive positions. By separating the problem from the person, real issues can be debated without damaging working relationships.
- **Pay attention to the interests that are being presented:** By listening carefully you'll most-likely understand why the person is adopting his or her position.
- **Listen first; talk second:** To solve a problem effectively you have to understand where the other person is coming from before defending your own position.
- **Set out the "Facts":** Agree and establish the objective, observable elements that will have an impact on the decision.

- **Explore options together:** Be open to the idea that a third position may exist, and that you can get to this idea jointly.

By following these rules, you can often keep contentious discussions positive and constructive. This helps to prevent the antagonism and dislike which so-often causes conflict to spin out of control.

Then use the process below to resolve the conflict:

Step One: Set the Scene

If appropriate to the situation, make sure that people understand that the conflict may be a mutual problem, which may be best resolved through discussion and negotiation rather than through raw aggression.

If you are involved in the conflict, emphasize the fact that you are presenting your perception of the problem. Use **active listening** skills to ensure you hear and understand other's positions and perceptions.

- Restate.
- Paraphrase.
- Summarize.

And make sure that when you talk, you're using an adult, **assertive** approach rather than a submissive or aggressive style.

Step Two: Gather Information

Here you are trying to get to the underlying interests, needs, and concerns. Ask for the other person's viewpoint and confirm that you respect his or her opinion and need his or her cooperation to solve the problem.

Try to understand his or her motivations and goals, and see how your actions may be affecting these.

Also, try to understand the conflict in objective terms: Is it affecting work performance? damaging the delivery to the client? disrupting team work? hampering decision-making? or so on. Be sure to focus on work issues and leave personalities out of the discussion.

- Listen with empathy and see the conflict from the other person's point of view.
- Identify issues clearly and concisely.

- Use "I" statements.
- Remain flexible.
- Clarify feelings.

Step Three: Agree the Problem

This sounds like an obvious step, but often different underlying needs, interests and goals can cause people to perceive problems very differently. You'll need to agree the problems that you are trying to solve before you'll find a mutually acceptable solution.

Sometimes different people will see different but interlocking problems – if you can't reach a common perception of the problem, then at the very least, you need to understand what the other person sees as the problem.

Step Four: Brainstorm Possible Solutions

If everyone is going to feel satisfied with the resolution, it will help if everyone has had fair input in generating solutions. Brainstorm possible solutions, and be open to all ideas, including ones you never considered before.

Step Five: Negotiate a Solution

By this stage, the conflict may be resolved: Both sides may better understand the position of the other, and a mutually satisfactory solution may be clear to all.

However you may also have uncovered real differences between your positions. This is where a technique like **win-win negotiation** can be useful to find a solution that, at least to some extent, satisfies everyone.

There are three guiding principles here: **Be Calm, Be Patient, Have Respect.**

ANNEX 14 – MODULE 2B: EMPOWERMENT OF CHILDREN / MODULE 2: RISKS AND SURVIVAL - CASE STUDIES

Case Study 1

Johanna is a 16 year-old teenager who is attending a training course on hairdressing. She lives with her mother, stepfather and 3 siblings. She's extroverted and makes friends easily.

Johanna is fond of everything related to fashion, she's very photogenic, posts lots of photos on facebook and gets many "likes". She says she'd like to be rich and famous, a top model or actress.

She uses to cut and style her neighbours' hair to get some extra money, because she often likes to buy new clothes and to go out to the disco.

In one of these nights out, an 18 year-old friend called Sandra that attends the same disco asked Johanna if she wanted to work in the summer holidays in Spain with her. They're friends since childhood.

Sandra explained that she uses to work there during 2 or 3 months as a disco dancer. She comes home and returns there according to the work load. She has lots of fun, is paid to do something she really likes and Johanna can also earn a lot of money because she dances very well. Besides, the disco offers the dancers the accommodation and food.

Johanna believes that this proposal is a good opportunity and her mother and stepfather are also very happy for her. They know Sandra for many years and are thankful for such a good opportunity.

Case Study 2

John is a 16 year-old teenager that quit school some years ago. He uses to spend the days in the neighbourhood where he lives with his parents and younger sister.

He wakes up every day at 12h and then goes to the café to meet his friends. Sometimes they go to the shopping centre during the day and at night they're regular clients at a disco where they know the doorman. He lets them enter without paying.

John knows that some of his friends practice "schemes", i.e., illegal activities to get money. Actually, they are the ones that pay his drinks at the disco.

He'd also want to have money to spend in everything he wants. He doesn't want to work with his father. Sometimes his father gets him a chore, but John thinks he has to work too much and earns too few.

John started to date Anna, a girl from his group that easily gets what she wants. Anna makes little thefts often and has already participated in thefts to houses with other elements of their group.

Anna invited John to participate in a robbery that was very successful and from then on John continued to participate in all the group's "schemes" to get money.

One day some of the elements of the group were caught in a robbery and John escaped. After some time, those friends asked him to transport drug to Spain, as the police was with an eye on them and they couldn't make it. John wouldn't have any expenses, but wouldn't earn any money as well. It would only be a way to help his friends (that had also helped him before) and to show that they could keep counting on him.

ANNEX 15 – MODULE 2B: EMPOWERMENT OF CHILDREN / MODULE 3: APPROACH AND RECRUITMENT - INVESTIGATION GUIDELINES

Was the victim cheated during the recruitment?	**Was there coercion?**	**What types of THB do you identify?**
Ex.: Cheated concerning: - The type of work to be done - About the location of the work - About the salary - About the conditions of the accommodation	Ex.: - Violence - Abduction - Keeping the victim's documents and/or money - Servitude for debt - Surveillance - Movement restriction - Threat of denouncing to the authorities - Threat of violence to the one and/or the family	Ex.: - Sexual exploitation - Forced labour - Organ trade - Domestic servitude - Criminal activities

ANNEX 16 – MODULE 2B: EMPOWERMENT OF CHILDREN / MODULE 3: APPROACH AND RECRUITMENT - THB SITUTATIONS

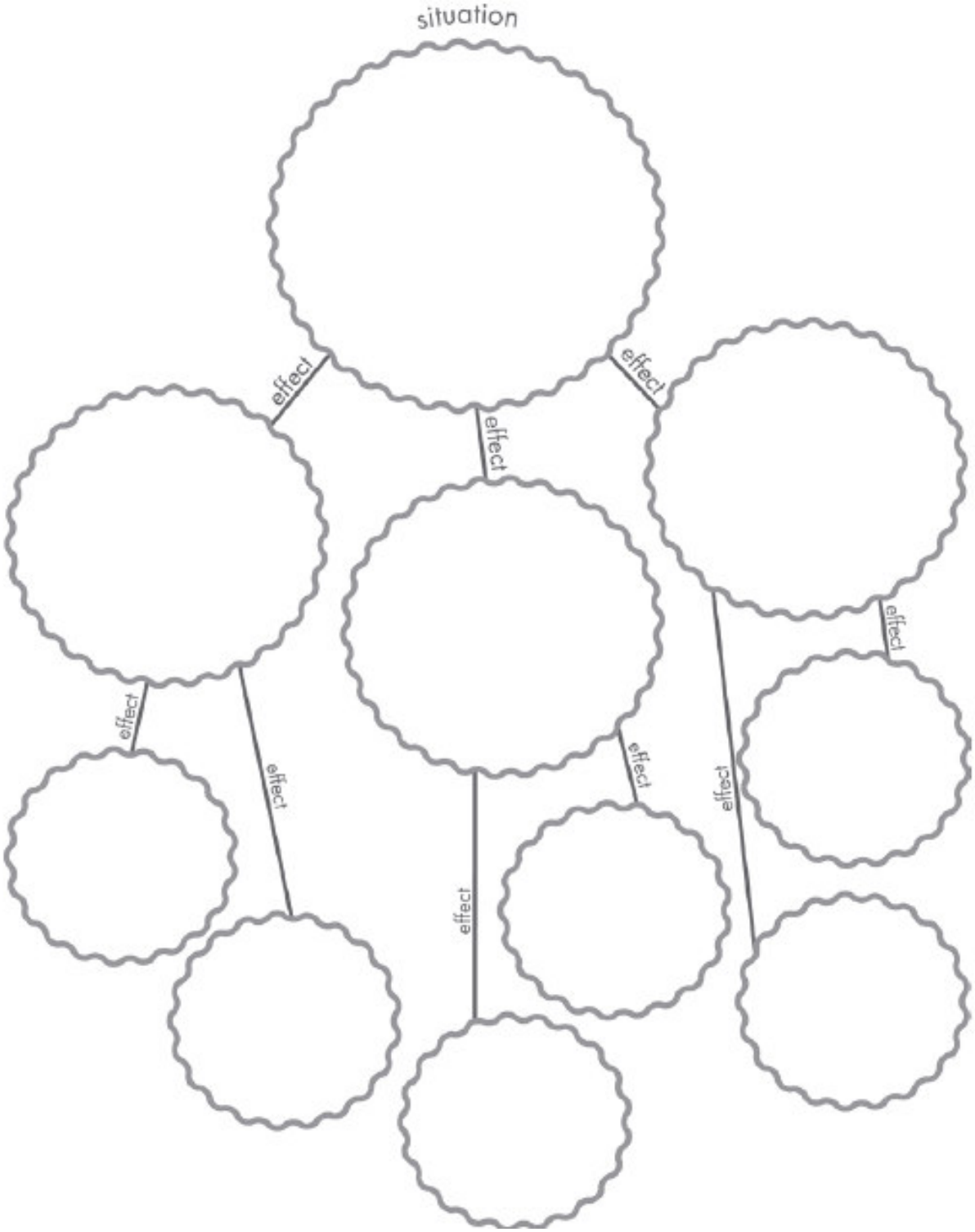
Analysis of a THB situation - 1

Mario is a 17 year-old teenager that ran away from home and lived for 2 months at his friend Peter's house. Peter offered him a roof, so that he didn't have to sleep in the streets.
Since the first day that Mario felt very welcomed by Peter's family.
But 3 weeks ago Peter talked to Mario about the expenses they were having since he was living with them and that he had to pay for the accommodation. Peter had already thought about how Mario could contribute: he could help by delivering "orders" and charging money to people that owe Peter's father.
After a month Mario considered it was too risky and was afraid to be caught. When he tried to go back to his home, they told him that if he quit working, his family would suffer the consequences because he already knew too much.

Analysis of a THB situation – 2

Maria is a 17 year-old teenager that ran away from home, so that she could live the life she wanted without giving satisfactions. She likes to go out at night and meet new people.
She considered that leaving home was the first step to her independence and that she could get a job easily because she knows a lot of people.
She slept for a while at some friends' homes, each week in a different place.
Maria received an invitation to work at a bar in a different city, where she'd have free accommodation and food. She didn't know for sure how much she was going to earn, but she knew they'd pay her commissions plus the wage. A friend of hers that works there said that one earns a lot of money and that they have several bars, so they can change and know new places.
Maria accepted the invitation because she thought it was an excellent opportunity, far from home, she'd earn her money and have the life she wanted.
When she got there the first thing she had to do was to give them her ID. She didn't want to, but she realised there was no other choice.
Now it's been really hard to hang on, she's sharing a room with other girls and they are forced to prostitute themselves. Although she tried to run away several times, she was always caught and punished. Her boss says that she owes him money for the expenses he's been having with her and that she'll only be free when she pays for that.

ANNEX 17 – MODULE 2B: EMPOWERMENT OF CHILDREN / MODULE 4: PROTECTION AND PREVENTION - EFFECTS CASCADE



ANNEX 18 – MODULE 2B: EMPOWERMENT OF CHILDREN

MODULE 4: PROTECTION AND PREVENTION - FORUM THEATRE: SITUATION AND LIST OF CHARACTERS

Situation:
The victim is invited by his/her childhood friend to work in a disco in London, where the friend is working nowadays.
He/she says that the conditions are very good and that one earns a lot of money easily.

Characters:

- Victim
- Recruiter
- Transporter
- …

Recruiter
Recruits potential candidates. Chooses the victims, talks to them, makes fake offers and sends them to be transported to other place. Draws the victim's attention, offering a too generous job proposal, showing how easy it is to make money and how well he/she lives. This trick usually has good results when the victim already knows the recruiter and trusts him/her.

Transporter
Transports the victims in vans, cars, airplanes, containers or by foot to the place where they're going to be exploited. The trip might be made in overcrowded and insecure conditions and there might be sexual or physical abuse.

ANNEX 19 – MODULE 3: DATA COLLECTION - SUPPORTING EXERCISES: ICE BREAKERS AND ENERGIZERS

The following list (elaborated by UNICEF) includes a series of exercises (ice-breakers, team-building exercises and energizers) which are essential to keep energy and fun levels high during workshops with young people.

Ice-breakers

 Ball toss: Everyone in a circle. Participants throw a small soft ball from one person to the next. When you catch it, you introduce yourself. Once people have started to learn each other's names, when you catch the ball, instead of saying your name, you can say the name of the person who threw it to you.

 Partner introductions: Participants first organize themselves in pairs and introduce themselves to each other. Then each participant introduces his/her partner to the group.

 Group portrait: The facilitator writes the name of the workshop at the top of a flip chart, and then adds "Group Portrait". Everyone is invited to come up one by one, and to draw a symbol that expresses something about them, and then sign their name. Before going back to their seat, they explain to the group what the symbol means to them. When everyone is finished the facilitator draws a big circle around all the symbols and names, and comments on the team (e.g. diversity, richness etc.).

 Share stories of:
- what you wanted to be when you were a child
- an important turning point in your life, or the most important thing you ever did
- the most dangerous moment in your life, or the riskiest thing you ever did
- your wish for the world ("If I were in charge of the world…")
- favourite leisure activities
- people you admire.

 Who is it? Have everyone write something about themselves that no one in the group knows about and that might be a surprise; then collect them, read them out, and have the participants try to guess who it is.
Alternatively, become someone else, mime it, and have people guess who it is.

 Find me: Just before coffee break, have everyone discreetly write 3 things about themselves on a card (favourite food, colour, animal, hobbies, sports; last movie they saw; dream vacation; personal characteristic or personality type …); explain that we'll redistribute the cards, and you'll have to find the person who wrote the card you have, and then tell the group who it is after the break.

 Three truths and a lie: Each person writes 4 statements about themselves on a card: 3 true and 1 false. Explain that the goal is to fool people about which is the lie. Allow 5 minutes to write the statements, then each person reads out their statements, and the

group tries to guess which is the lie. Prizes to those who fool the group the most. This takes a long time.

 Scavenger hunt: Ahead of time make a culturally-appropriate list of 5-10 characteristics, e.g.:

FIND SOMEONE WHO…	
	… was born in the same month as you
	… has a younger sister
	… is wearing blue
	… goes to the movies at least once a week
	… likes hiking
	… has a pet

Give everyone a list. They have to find someone corresponding to each of the criteria, and get them to sign on the left. They must find a different person for each characteristic.

 Feeling circle: Feeling circles are an opportunity for members to say whatever is on their mind. They can be general in nature, or they can be focused on a particular issue or a conflict. The goal(s) of the feeling circle are written where everyone can see them. Rules:
• Start all contributions with "I".
• Only one person speaks at a time.
• No interruptions or defensive reactions.
• End with a round of "I really appreciate … ".

 "Check in – check out" + Group sculpture: Can be used to begin and end a workshop. Everyone checks in, saying in one word how they are feeling. Then when it is over, everyone checks out, again saying how they feel in one word.
Variant: can be used to end a workshop. Everyone is invited to check in to a group sculpture, saying how they are feeling, and then illustrating that feeling with their bodies as sculpture.
Each person checking in must touch someone already there, adding their pose to the group sculpture. When everyone is in, the facilitator invites everyone to make the sculpture move, without breaking the links. Then everyone checks out, saying how they feel now as they leave the group sculpture.

 Appreciation: When a group has worked together for a few days already. Everyone is invited to be silent for 30 seconds, and think of something specific and concrete that they have really appreciated about the person to their right. Then we go around the room, and share what we appreciate about the person next to us.

 “What I like about you is …”: Make copies for everyone of the list of participants, and highlight each person’s name on their own copy. Then on the back write (in red ink) “(Name of participant), what I like about you is …”. Everyone sits in a circle, and the facilitator passes everyone’s own sheet out to them. Then everyone passes their sheet to the right, and everyone writes what they like about that person on the back of their sheet. The sheets get

passed all the way around the circle until they come back to the owner, full of comments from all the participants on what they like about you. This exercise can take a while – allow 1 to 1.5 minutes per participant.

Energizers

 Animals: Everyone stands in a tight circle, linking arms. The facilitator tells the participants s/he will assign each person as one of four animals, but in fact s/he uses only two animals.
The facilitator whispers the name of an animal to each participant, with about 1/3 getting animal 1 (cat, for example), and 2/3 getting animal 2 (e.g., rat). When the facilitator says “Cat!” all the cats fall down, and the others must hold them up. When the facilitator says “Zebra!” no-one falls down. When the facilitator says “Rat!” all the rats fall down, and since they are twice as numerous as the cats, the whole circle tends to collapse (with laughter).

 Catch the robot: Everyone has to shut their eyes (or is given a blindfold), except one person who is the robot. The robot moves around, saying “beep, beep, beep” from time to time, and everyone tries to find the robot. The robot moves around to try to avoid being caught. The person to catch the robot then becomes the robot in the next round.

 Circle-massage: Everyone in a circle. Turn and give a shoulder massage to the person on your right. The facilitator can add a story about the weather (sunny, rain, hail) to direct and vary the type of massage.

 Countdown: Everyone standing in a circle. Everyone waves their right hand in circles 7 times, then their left hand 7 times, then their right food 7 times, then their left foot 7 times. Then the whole process is repeated 6 times, then 5 times, then 4, 3, 2 – always going faster and faster.

 Crocodiles: Take a few pieces of flipchart paper (about 1 for every 6-8 participants); put them on the floor, and explain that they are islands. When the facilitator says “Swim!”, everyone “swims” around the islands until the facilitator calls out “Crocodiles!” – at which point everyone jumps on to one of the islands. Anyone not on a piece of paper is out.
Repeat. As the participants are swimming, the facilitator goes around and rips off parts of the papers so that the islands become smaller, then calls out “Crocodiles!” again. Keep repeating with smaller and smaller islands, and then with fewer and fewer small islands until there is only one very small island left. The result can be hysterically funny, with people jumping together and hugging each other to stay on the same little island.

 Great orators: The facilitator prepares some flash cards in advance with one word written in large letters on each card (onion, bra, trees, heels, coffee, condom, etc.), then asks for volunteers to come up and tell a story. The facilitator flashes a card, and the speaker has to tell a story or make a speech using that word. The facilitator also shows the word to the audience. Then the facilitator flashes another word to the speaker, who then has to use that word in the story. After four or five words, that speaker's turn ends, and everyone applauds. Then the facilitator asks for another volunteer. A provocative word here and there makes it more fun. The facilitator can choose from their collection of words as a function of how the story is evolving to spice it up or to add bizarre elements.

 Gym class: Everyone in a circle. One by one we take turns being the gym teacher, and give an aerobic, stretching, or other exercise to the group. Continue around the circle until everyone has had a chance to be the gym teacher.

 Hands-on-the-floor concentration: Everyone kneels down on the floor in a circle, with their hands on the floor. They cross hands, so that everyone's right hand crosses their right neighbour's left hand. Then the instigator starts a signal in one direction by tapping once on the floor with their hand. The hand next to that hand (thus the person one removed) has to tap once to keep the movement going in the same direction. If they tap twice, the movement changes direction, and the person on their other side has to tap once or twice to keep the movement happening. Whenever someone makes a mistake, they are out of the game. The last two people are the winners – it's nice to give them award certificates for their concentration.

 Human knot: The group sits on the floor in a circle with their legs towards the middle. They link hands with other people. However, they cannot link hands with the people beside them, nor can they give two hands to the same person. Then the group must stand up and untangle the knot without letting go.

 "It": Participants in pairs. One is "it": they must catch their partner, but before they can start they must turn around twice (during which time the partner runs away). When caught, the other becomes "it". Very lively.

 Mime a lie: Everyone in a circle. The facilitator starts by miming an action (e.g., jumping rope), and they say "I am doing X" where X = something completely different (e.g., washing my hair). The person to the facilitator's right then has to mime what the facilitator said they were doing (washing their hair), while saying they are doing something else (e.g., riding a horse). The miming goes around the circle until everyone has had a turn.

 Molecule: Everyone in a circle. We all walk around randomly like lost atoms, with little antennae motions (index fingers curled on our heads), and making little beep-beep noises. When the facilitator calls out a number, then the participants have to quickly come together making molecules with that number of atoms. Anyone left out of a molecule is out. Repeat with different size molecules.

 Pass the banana: Participants stand in a very tight circle, touching shoulders, and with their hands behind their backs. One person volunteers to stand in the middle. The facilitator

walks around the outside of the circle and secretly slips the “banana” (usually a marker) to someone. The “banana” is then secretly passed around the circle behind the participants’ backs. The person in the middle has to observe the participants in the circle and guess where the banana is. When they guess right, the person with the banana becomes the person in the middle.

 Slurp and send the energy: Everyone in a circle. The facilitator makes a motion with their hand from under their chin, while slurping, and sends the energy either to the person directly to their right or left, or – if they extend their hand straight out towards the right or the left after slurping – it skips the person immediately to their right or left and goes to the next person. The designated person slurps and sends the energy to someone else. The trick it to react quickly and correctly when you’ve been designated, and keep the energy going, faster and faster.

 The wind blows: Like musical chairs. Chairs in a U shape. One less chair than the number of participants. Participants sitting on chairs. The first facilitator says “The wind blows at … (e.g., those wearing jeans; those with ties; those wearing red; those with ears). All the people corresponding to that description must get up and quickly find another seat. The one left out becomes the facilitator, and the number of chairs is reduced by one.

 Threes (or Sevens): This is an exercise in concentration. Everyone in a circle. Explain that we count out loud around the circle – except that everyone who has a number containing a 3 or which is a multiple of 3 must jump, and remain silent. Whenever a player makes a mistake (jumps when they shouldn’t; says a number when they shouldn’t, etc.), they are out.
Continue until there is a winner, and then award them a diploma for concentration.
You can also do this with sevens: 1, 2, 3, 4, 5, 6, jump, 8, 9, 10, 11, 12, 13, jump, 15, 16, jump, 18, 19, 20, jump, 22, 23, 24, 25, 26, jump, jump, 29, 30 … Keep going till you get to 50, then start over.

 Watermelon: Divide the group into four groups, who stand together. The four groups are in a circle. The facilitator throws an imaginary watermelon to Group 1, who make motions of catching the watermelon. Group 2 makes motions of eating the watermelon (with sound effects and corn-on-the-cob like technique). Group 3 then spits out the imaginary seeds.
Group 4 says “Mmm” and rubs their tummies in satisfaction. Repeat around and around the circle, faster and faster.

 Transferring impulses: Everyone stands in a loose, wide circle. Starting with one person, they turn to the right, look in their neighbour’s eyes, and both clap their hands simultaneously. Then that person turns right and makes eye-contact and claps together with their neighbour. The impulse continues around the circle, faster and faster. Once it is going well, the instigator starts another impulse going, so there are two going around

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