

Training Manual
For
Training of Trainers (ToT)
On
**“Promoting Safe Migration to prevent
Human Trafficking”**

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Part One

Introduction

Human trafficking takes many different forms. It is dynamic and adaptable and, like many other forms of criminal activity, it is constantly changing in order to defeat efforts by law institutions to prevent it. The responses to the problems are also rapidly evolving, in particular since an internationally agreed upon definition was adopted by the United Nations in November 2000. We learn daily about new ways of preventing, investigating and controlling the crime of Human trafficking and about more effective ways of protecting and assisting the victims of this crime. International cooperation, which is so crucial to the success of most interventions against human trafficking, is gaining a new momentum and new cooperation mechanisms are being developed.

The present manual was prepared because there is still much to be learned about what works best to prevent and combat human trafficking under various circumstances. It presents a selection of conceptual, legislative and organizational tools used in different parts of the world.

The manual is based on the premise that the problem of trafficking in persons, whether at the national or local level, can only be addressed effectively on the basis of comprehensive strategies that are based on human rights and that take into account the transnational nature of the problem, the many associated criminal activities, the frequent involvement of organized criminal groups and the profound pain, fear and damage suffered by the victims.

Although the manual offers a few examples of comprehensive national strategies, most of the tools that are offered focus on one specific aspect of the comprehensive response required. Individual tools may be used to develop comprehensive strategies, or to augment or strengthen some of the essential components of existing ones. Many of these tools will need to be adapted to national or local circumstances. None of the tools, by itself, is sufficient to provide an effective response to the problem.

Purpose of the manual

Generally speaking, the manual pursues the same purposes as the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime, which will hereinafter be referred to as the “Trafficking in Persons Protocol” (General Assembly resolution 55/25,) and those of the United Nations Convention against Transnational Organized Crime, hereinafter the “Organized Crime Convention” (Assembly resolution 55/25,). Unfortunately Pakistan is not the signatory of TIP 2000.

These are to prevent and combat trafficking in persons; to protect and assist victims; and to promote international cooperation. Knowledge and practical experience in these areas is gradually building around the world. The purpose of this manual is to facilitate the sharing of this knowledge and information among policymakers, law enforcement

officials, judges and prosecutors, victim service providers and concerned members of civil society.

Content of the Manual and How to Use It

The manual is based on a particular training/ workshop which are focused on the safe migration and anti-trafficking of persons. The inclusion of the general section on trafficking strengthens the participants understanding of the issues enabling them to actively participate in the training. Depending on the background of the participants, the intensity and the focus of the training, that is whether you're focusing on the prevention side or the return and reintegration side, you can choose to pick a few exercises or follow the sequence of the manual.

The manual is divided into two main parts:

Part 1 comprises general background and reading materials for trainers needing information on trafficking. This session is essential for all trainers since it also places the later exercises and activities in context. Whether the trainer wants to share the whole of this section, only a part of it or none of it with participants would depend on the objectives of the training and the preferences of the trainer.

Part 2 comprises the training activities. Activities in this section provide some ideas on getting the training started and are related to the general understanding of the issue of trafficking. This subsection deals with the prevention side of the trafficking issue and also clarifies the concept of trafficking. The training activities in the second part of the manual are presented in the following sequence:

- Activity title
- Learning objective
- Materials needed
- Time needed
- Note for the facilitator
- Steps describing how to implement the activity
- Handouts for participants (where necessary)

Throughout the manual, participatory techniques such as brainstorming, role-plays, small group discussions, simulations using case studies and a family assessment format are used as training activities. These interactive exercises encourage the involvement of participants, help to clarify important concepts related to trafficking and allow participants to experience and practice some of the steps involved in the return and reintegration process.

Definition of trafficking

The international community has, in the Trafficking in Persons Protocol, agreed upon a definition of trafficking in persons. Article 3, subparagraph (a) of the Trafficking in Persons Protocol defines the crime as follows:

“Trafficking in persons” shall mean the recruitment, transportation, transfer, harboring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation including prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs”.

The Protocol defines trafficking in persons for the purpose of determining the scope of application of the Protocol itself and that of the Organized Crime Convention to trafficking activities, as well as to provide a common basis for the formulation of domestic criminal offences, criminal procedures, support and assistance measures for victims and other measures. The definition is broken down into three elements: acts; the means used to commit those acts; and purposes or goals (forms of exploitation).

The Protocol does not define exploitation, but it includes a non-exhaustive list of forms of exploitation. Sexual exploitation is not defined in the Protocol or any other international legal document. Other forms of exploitation listed in the definition, however, have found some definition in other international legal instruments.

By naming the conditions of forced labour, servitude, slavery-like practices and slavery, the Trafficking in Persons Protocol avoids the tendency to restrict the definition of human trafficking to cases involving sexual services, and instead recognizes all forms of trafficking, including trafficking into different forms of forced labour, for the purpose of removal of organs and, as well, recognizes that all persons are potential victims of trafficking, even if women and children are especially vulnerable to this form of victimization.

Human Trafficking and Pakistan

Pakistan is a source, destination, and transit country for men, women, and children trafficked for the purposes of sexual exploitation and involuntary servitude. Pakistani women and men migrate voluntarily to the Gulf, Iran, Turkey, and Greece for work as domestic servants or construction workers. Once abroad, however, some find themselves in situations of involuntary servitude when faced with overwhelming recruitment and transportation fees, restrictions on their movement, and physical or sexual abuse. There were no new confirmed reports of the trafficking of Pakistani boys to the Middle East to serve as camel jockeys, but some NGOs contend that Pakistani children are trafficked to

the Gulf for sexual exploitation. Pakistan faces a significant internal trafficking problem reportedly involving thousands of women and children trafficked to settle debts and disputes or forced into sexual exploitation or domestic servitude. Unconfirmed estimates of Pakistani victims of bonded labor are in the millions. Women and children from Bangladesh, India, Burma, Afghanistan, Sri Lanka, Nepal, Azerbaijan, Iran, Kazakhstan, Kyrgyz Republic, Turkmenistan, Uzbekistan, and Tajikistan are also trafficked to Pakistan for sexual exploitation and involuntary servitude. In addition, Bangladeshi, Sri Lankan, Nepali, and Burmese women are trafficked through Pakistan.

The Government of Pakistan does not fully comply with the minimum standards for the elimination of trafficking; however, it is making significant efforts to do so. In 2007, the government prosecuted traffickers, including government officials facilitating trafficking, and continued to refer victims to available protection services. Pakistan did not, however, demonstrate efforts to address the serious issues of bonded labor and other forms of involuntary servitude. Over the next year, Pakistan should continue to increase its anti-trafficking efforts, particularly in the areas of bonded labor, forced child labor, and internal trafficking for commercial sexual exploitation.

Prevention, investigation and prosecution

The Trafficking in Persons Protocol applies to the prevention, investigation and prosecution of Protocol offences, but only where these are transnational in nature and involve an organized criminal group. It should be noted that the obligation on States parties is to criminalize trafficking in their national legislation, irrespective of whether it is transnational in nature or involves an organized criminal group.

Pakistan prohibits all forms of trafficking in persons through its 2002 Prevention and Control of Human Trafficking Ordinance. In 2007, the government convicted 65 traffickers under the Human Trafficking Ordinance. The government began an anti-trafficking investigation of 20 major traffickers and also requested that Interpol issue arrest warrants for 22 of its nationals accused of trafficking. In addition, Pakistan filed cases against 21 government officials for complicity in trafficking. Notably, in February 2007, the Federal Investigations Agency (FIA) began investigating a trafficking case involving a current Federal Minister. Nonetheless, Pakistan did not demonstrate increasing law enforcement efforts against bonded labor or other labor forms of trafficking. Although Pakistan has a significant bonded labor problem - estimated at over 1 million victims - the government did not provide evidence of any investigations, prosecutions, convictions, or sentences for bonded labor or involuntary servitude. The government should strengthen law enforcement efforts against such forms of trafficking, as well as against the internal trafficking of boys and girls for commercial sexual exploitation.

The presence of these elements is a test for applying the Convention and Protocol between States parties, but neither of them should be an element that must be proved in any domestic prosecution. The Organized Crime Convention further encourages the use of additional measures that are “more strict or severe” against all forms of

transnational organized crime, including trafficking in persons. Apart from specifically criminalizing the offence of trafficking in persons, many States are also creating additional criminal offences to deal specifically with conduct that forms only part of the human trafficking offence itself, such as the making of “debt-bondage” contracts or forced or coercive prostitution operations.

Pakistan made some progress in preventing trafficking over the last years. In March 2006, law enforcement officers from India and Pakistan formed a working group to cooperate on cross-border trafficking. Pakistan joined in a similar agreement with Iran in June 2006. The government continues to use technology to monitor airports for trafficking patterns and victims. Pakistan has not ratified the 2000 UN TIP Protocol.

Smuggling of migrants

The Protocol against the Smuggling of Migrants by Land, Sea and Air, supplementing the United Nations Convention against Transnational Organized Crime, hereinafter the “Migrants Protocol” (General Assembly resolution 55/25, annex III) is there in order “to prevent and combat the smuggling of migrants, as well as to promote cooperation among States Parties, while protecting the rights of smuggled migrants”

The Migrants Protocol defines “smuggling” of migrants as “the procurement, in order to obtain, directly or indirectly, a financial or other material benefit, of the illegal entry of a person into a State Party of which the person is not a national or a permanent resident” (art. 3, subpart. (a)). It contains the following elements:

- the procurement of illegal entry
- into a State of which the person is not a national or a permanent resident
- to obtain direct financial or other material benefit.

In addition to criminalizing smuggling per se, the Migrants Protocol also requires States parties to criminalize additional conduct often associated with smuggling. They are required to criminalize the “producing” and the “procuring, providing or possessing” of a “fraudulent travel or identity document”.

States parties must also criminalize the offence of “enabling illegal residence”. The intention in establishing this offence is to include cases where the entry of migrants is through legal means, such as visitors’ permits or visas, but the stay is through resorting to illegal means. These illegal means enable them to remain for reasons other than those used for entry or beyond the length of time covered by their permits or authorization to enter.

Distinction between trafficking in persons and smuggling of migrants

Smuggling of migrants and human trafficking both involve moving human beings for profit. However, in the case of human trafficking, two additional elements beyond

smuggling must be present: there must be some improper form of recruitment, such as coercion, deception or some abuse of authority; and the activity must have been undertaken for some exploitive purpose, although that purpose need not necessarily have been fulfilled.

In human trafficking, the major source of revenue for offenders and the economic driving force behind the offence are the proceeds derived from the exploitation of victims in prostitution, forced labour or in other ways. In smuggling, the smuggling fee paid by the illegal migrant is the major source of revenue and there usually is no ongoing relationship between the offender and the migrant once the latter has arrived at the destination. The other major difference between smuggling and trafficking is that smuggling is always transnational in nature, but trafficking may or may not be.

Trafficking in persons and smuggling of migrants are distinct crimes, but they represent overlapping crime problems. Their legal definitions contain common elements. Actual cases may involve elements of both offences or they may shift from one to the other. Many victims of human trafficking begin their journey by consenting to be smuggled from one State to another. Smuggled migrants may later be deceived or coerced into exploitive situations and thus become victims of human trafficking. In fact, it may often be difficult for law enforcement officials and victim service providers to determine whether a particular case is one of smuggling or trafficking. In practice, law enforcement officials will sometimes use the initially gathered evidence to launch a smuggling investigation, which will later focus on human trafficking as additional evidence comes to light. In such cases, law enforcement officials will frequently have to rely on existing measures against the smuggling of migrants until the additional elements of a human trafficking offence can be established.

Protection and assistance services are required to be offered to victims of human trafficking but are not typically available to migrants who have been smuggled into a State. Thus, there is sometimes a concern that authorities may treat cases of human trafficking as cases of smuggling of migrants in order to minimize their responsibility to offer victim protection and support. This concern is heightened by the fact that the status of victims of trafficking is often determined as such only by the designation or characterization of a case by the prosecutors or by law enforcement officials. A process rarely exists whereby victims of trafficking or others acting on their behalf can seek to have their status determined in order to ensure their access to the support and assistance they require.

For all these reasons, it is important to ensure that States become parties to both Protocols, whenever possible.

So what are the differences between trafficking and smuggling?

There are three important differences:

Consent

The smuggling of migrants, while often undertaken in dangerous or degrading conditions, involves migrants who have consented to the smuggling. Trafficking victims, on the other hand, have either never consented or, if they initially consented, that consent has been rendered meaningless by the coercive, deceptive or abusive actions of the traffickers.

Exploitation

Smuggling ends with the migrants' arrival at their destination, whereas trafficking involves the ongoing exploitation of the victim. From a practical standpoint, victims of trafficking also tend to be affected more severely and to be in greater need of protection from re-victimization and other forms of further abuse than are smuggled migrants.

Trans-nationality

Smuggling is always transnational, whereas trafficking may not be. Trafficking can occur regardless of whether victims are taken to another State or only moved from one place to another within the same State.

Consent of victims

One of the key issues in developing a response to trafficking has been the issue of the need to consider whether the victim consented to being smuggled or trafficked. The Trafficking in Persons Protocol also establishes that, for the purpose of that definition, consent of the victim is irrelevant where the use of illicit means is established.

In doing so, the Protocol recognizes that a victim's exercise of free will is often limited by means of force, deception or the abuse of power. It respects the ability of adult persons to make self-determined decisions about their lives, specifically regarding labour and migration choices. However, the Trafficking in Persons Protocol excludes a consent-based defense in cases where the use of improper means of obtaining consent is established. A child cannot consent to being trafficked; the Protocol excludes any possibility of consent from a victim under the age of 18.

Some of these points are illustrated by the following examples:

Example 1

Sara was not able to find a job when she finished her education at the age of 20. She was unemployed for a year and lived with her parents in an Eastern European country. The situation was very difficult for them all. Many people she knew had gone abroad and earned money to support themselves and their families. Sara wanted to do the same. A woman she knew put her in touch with a man who said he could help her obtain a job as a waitress in a South-Eastern European country. The man offered his help in obtaining a passport and a ticket and said that she could reimburse him later. Sara told all her friends

and family she was leaving and they were all happy for her. Some of Sara's friends wanted to leave with her. When Sara arrived in the country of destination, she was handed over to a group of men who told her she owed them money and that she had to pay off the debts by selling sex.

Sara's story is common in that she consented to be taken to Turkey for a legitimate job. In many trafficking cases the false offer includes the promise of a valid work and residency permit. Sometimes the victim agrees to being smuggled into a State illegally in order to find work. The victims clearly do not consent to the subsequent exploitation. It is not possible under international law to consent to torture and abuse.

Example 2

Sonia began working as a prostitute in a Latin American country when she was evicted from home at the age of 14. She tried to get other jobs as well, but always returned to prostitution. When she was 17, a taxi driver invited her to go to Europe.

The taxi driver said she was very pretty and would make a fortune if she moved to Europe and worked there. With her looks, he said, she could probably work as model, and he would take care of all the arrangements. Sonia was very tempted but still afraid. After a while she accepted his offer. It took him a month to arrange everything for her. Three other girls went with her. When they got to Europe, another taxi driver took their passports and said they needed to trust him since the city was very dangerous. They had to work everyday from 6 p.m. to 6 a.m. as prostitutes and were told that they would not get their passports back before the house manager was paid back for the travel arrangements. Sonia says she expected prostitution but had never imagined she would be a prisoner, threatened day and night.

In this example, the fact that the victim knew in advance that she was going to engage in prostitution does not mitigate the criminality of the trafficker—the means of trafficking are utilized and the element of exploitation remains. The gravity of it is not diminished because the victim was aware of the nature of the work but not of the working conditions.

It is not just trafficking of women into prostitution that leads from consent to enslavement. There are also cases of men recruited to work in construction who consented to what they believed were legitimate temporary jobs only to find themselves locked in at the worksite, paid nothing and physically abused.

Example 3

Police rescued 116 male children and young adults from slave camps inside an African country. The rescued victims were only some of those enslaved in child slave camps discovered in the western states of this country. The victims, all of a neighboring country nationality, were camped in the bush without any shelter and forced to sleep outside on the bare ground. They were used to crush granite and stones at quarry sites in the camps. The children's parents had allegedly released them to labour traffickers, many in the hope

of a better future for their children. Some of the children had been working in the quarries for up to four years.

In this example, it is important to note that a child under the age of 18 cannot give his or her consent even if none of the means of trafficking are used. In other words, even if a child is not threatened, no force is used against him or her, or he or she is not coerced, abducted or deceived, the child cannot give consent to the act of trafficking for the purpose of exploitation. Moreover, even the custodian of the child cannot give consent to the trafficking act for the purpose of exploitation.

This is why the young boys, who were rescued from the West African granite quarries and repatriated, were victims of human trafficking even if they gave their consent to working in the quarry and they were not deceived as to the working conditions. The boys had been recruited, transported (the act of trafficking) to the granite quarries and exploited for labour purposes (the purpose of trafficking). Even if none of the means were utilized, the boys, solely because of their age, were victims of trafficking.

Root causes of trafficking in persons

The root causes of trafficking are various and often differ from one country to another. In search of a better life elsewhere, disadvantaged people are often drawn into the control of criminals who will take advantage of their situation and exploit them. Economic hardship, conflict, crime and social violence, natural disasters and other such pressures create a desperate situation for millions of people and make them vulnerable to various forms of exploitation and enslavement. In many societies, girls are less valued than boys and are expected to sacrifice their education and assume domestic responsibilities such as taking care of their parents and siblings. This gender-based discrimination makes women and girls disproportionately vulnerable to trafficking.

Porous borders, corrupt government officials, involvement of international organized criminal groups or networks, limited capacity of or commitment by immigration and law enforcement officers to control the borders, lack of adequate legislation and political will and commitment to enforce existing legislation or mandates are other factors that facilitate trafficking in persons

Role of organized criminal groups

The involvement of a criminal organization in a particular case may not be readily apparent to the law enforcement officials investigating it or to others who encounter the victims involved.

Organized criminal groups have begun trafficking in persons as a supplement to other criminal activities, such as trafficking in illicit drugs, weapons or other lucrative commodities. These groups are also involved in crimes intended to protect illicit operations, including money-laundering, violence, intimidation and corruption of officials.

Recent years have seen the expansion of the involvement of criminal organizations in smuggling of migrants and trafficking in persons because of the extremely high profits and relatively low risks involved. Human trafficking may be carried out by a series of small, loosely connected organizations recruiting and selling victims from one to another as they move from the State of origin to a State of destination, or it may be carried out by large and sophisticated criminal organizations operating every stage of the process. In either scenario, few groups limit their criminal activities to trafficking in persons; other forms of trafficking or other crimes are almost always occurring.

Challenges for policymakers

Policy is the precise statement of agreed goals and their translation into action. In the case of human trafficking, it is important that this policymaking is sound. Like the challenges faced by law enforcement and the judiciary, those faced by law and policymakers working against human trafficking are complex. The reality of trafficking is that it crosses a number of policy boundaries as well as state boundaries.

Policy to lead a national effort on trafficking in persons must bring together and coordinate work in:

- Immigration and border control
- Law enforcement
- Intelligence-gathering
- The judiciary
- Law-making
- International diplomacy
- Social and human services and housing
- Medical and psychological care
- Financial management
- Public information
- Personnel training, including the military
- Additionally, it is likely to have an impact on public perceptions and opinions concerning:
 - Control of immigration
 - Ethnic and national differences
 - Prostitution
 - Labour surpluses or shortages
 - Cultural norms concerning the care of children
 - The treatment of women
 - Corruption
 - Organized crime

While the underlying problem of the criminal activity of trafficking in and abuse of persons is relatively non-controversial, many of the issues that extend from this do generate debate and controversy.

Challenges for law enforcement

Law enforcement agencies everywhere face some difficult challenges in their attempt to prevent and control human trafficking. Primary among these is the fact that trafficking is frequently a crime of an international nature, crossing national borders and jurisdictions. Law enforcement efforts can often be confounded by the need to conduct investigations or pursue criminals across international borders.

Stopping human trafficking is a complex problem for law enforcement. Human trafficking is in fact better understood as a collection of crimes bundled together rather than a single offence; a criminal process rather than a criminal event. It is often difficult to identify and harder still to convict traffickers. In many States, existing laws are difficult to enforce. The crime of trafficking often goes unreported because victims of trafficking are frightened to give evidence, may have been brutalized and be in need of care, are likely to need interpretation services, and may sometimes have been treated as criminals themselves by some enforcement agencies.

In many States, both substantive and procedural law reforms are required to ensure that human trafficking and related offences are treated as serious crimes and that adequate powers are granted to law enforcement authorities in order to enable effective domestic investigations and prosecutions and facilitate international judicial and law enforcement cooperation.

Nevertheless, there are law enforcement personnel around the world who are arresting, prosecuting and punishing traffickers in persons. Some are achieving success by tracing the profits and money generated by this crime. Others have found that linking the efforts of law enforcement in destination States with the skills and activities of law enforcement in the origin States can bring about arrests and convictions. Others find that increasing training of police at all levels and making sure that law enforcement personnel recognize indications and clues that trafficking in persons is taking place, lead to increased intervention and arrests. Most have recognized the importance of coordinating their efforts across agencies, including working with new partners such as non-governmental organizations dedicated to combating human trafficking and various other service providers.

Challenges for the criminal justice system and the judiciary

Trafficking offences are difficult to prosecute for some of the same reasons that they are difficult to investigate. Because of the nature of the offence, the frequent need to rely on evidence collected abroad, the potential for victims and witnesses to be traumatized and intimidated or for public officials to be corrupted and the need for

interpreters and translators, the prosecution of these offences offers some new and difficult challenges to the judiciary. Enhanced international judicial collaboration, effective collaboration with victim assistance services, and the development of stronger witness protection measures must be part of any strategy to address these challenges.

Challenges for non-governmental organizations and service providers

Non-governmental organizations and victim services providers often find themselves in the front line in the fight against trafficking in persons. They usually need to meet the immediate and pressing needs of victims of trafficking, to act as their advocates, to help them understand national laws and regulations and identify the recourses that they may have under the law, to provide them with shelter and care, and to work closely with state agencies.

There are some non-governmental organizations that have been specifically established to do this work. Many were initially developed to serve women in need or to help individuals in need of housing or immigration services. Many non-governmental organizations have taken on work with trafficking victims in addition to their other heavy commitments to offer services.

The work of non-governmental organizations has been important in bringing to the fore the human face of trafficking victims. Some of the organizations were able to sensitize policymakers and law enforcement officials to the need to protect victims of human trafficking in order to empower them to participate in the battle against traffickers. In many States, closer links have been developed between non-governmental organizations and various state agencies, usually with excellent results. For example, in some instances representatives of non-governmental organizations can now accompany police on raids on establishments that may house trafficking victims. This appears to increase the victims' willingness to testify against those who have exploited and abused them.

Many non-governmental organizations also play a crucial role with respect to public education and information. They can thus prevent some individuals from becoming victimized by traffickers and they can help victims of trafficking to escape from the control of their exploiters.

Part Two

Activity 1: Getting to know one another

Learning objective: To break the ice among participants and let them get to know one another.

Materials needed: none

Time needed: 20-30 minutes

Note for the facilitator:

This introductory activity consists of two exercises (paired introductions and ‘name chain’) that do not immediately touch upon the issue of trafficking. You may choose to do either both exercises or just one, depending on how well participants know one another at the start of the workshop.

How to do this exercise:

1. **Paired introductions:** The facilitator requests every participant to choose a partner and to stand or sit facing one another. Explain that each person gets 5 minutes to tell something about her/him to the other. The other person may ask questions also. When each person has had their turn, they will be introducing their partners to the group.
2. Indicate the start of the first 5 minutes and let the pairs talk.
3. After 5 minutes have passed, the facilitator asks the other person of each pair to talk for 5 minutes to their partner.
4. After another 5 minutes, ask the pairs to come back to the group (plenary) and let every participant in turn introduce their partner to the other participants. Allow 1 minute per participant.
5. **Name chain:** the facilitator asks the participants to stand in a circle. Explain the exercise: the first participant will start by calling out her/his name, the next one (clock-wise) will call out the previous name and then her/his own, the next one will call out the first and second names and then her/his own, and so on.
6. Ask the participants to think of a task for those who miss a name and agree on something – this should be light and funny, so it is not seen as a ‘punishment’.
7. Start the exercise, asking anyone who misses a name to do as the group has requested. Keep going until most participants remember each other’s names

Activity 2: Expectations and fears about the training

Learning objective: let participants explore and express their expectations and fears regarding the workshop.

Materials needed: Two flipcharts: one with questions about 'expectations' and one with questions about 'concerns/fears'. Colored sheets of paper (two different colors), or Post-It (sticky) notes of two different colors.

Time needed: 20-30 minutes

Note for the facilitator:

As a trainer, you can make this activity less threatening for participants by starting to express your own expectations and fears or concerns regarding the workshop: its topic, objectives or methods to be used. This may lower the barrier for participants to speak out about their own expectations and concerns.

How to do this exercise:

1. Distribute several sheets of paper or sticky notes of two different colours to every participant and make sure they have pens or markers to write with.
2. Explain that on one colors (mention which one) they should write their most important expectations of the workshop, and the other colors (mention which one) their main concerns or fears. Ask participants to use a separate sheet or note for each expectation, fear or concern they write down.
3. Put a flipchart on the wall or whiteboard with the fears on a chart on one side and expectations on the other hand.
4. Give the participants 10 minutes to write down their expectations and fears on the sheets and ask them to come forward to stick them on the appropriate flipchart, once they are ready.
5. After 10 minutes, ask all participants (who have not done so already) to put their papers on the flipcharts.
6. The facilitators read through the sheets quickly on their own, grouping similar expectations or fears together on the flipchart. Make notes of concerns which need to be addressed immediately and discuss those. Mention that the other fears and concerns expressed by participants will be addressed later during the training.

Activity 3: Ground rules for the workshop

Learning objective: To establish some basic rules together with the participants, in order to have well-functioning training sessions.

Materials needed: Flipcharts and markers

Time needed: 15 minutes

Note for the facilitator:

Some examples for useful ground rules in a workshop are:

- Being on time
- Respecting others' opinions
- Active participation in the training
- Not putting others down
- Not interrupting others when they are talking
- Not to monopolize the time by talking too much

How to do this exercise:

1. The facilitator explains that it may be useful to agree on some basic rules, so that the discussions and other activities in the workshop will be pleasant and effective.
2. Ask participants what rules they would like to have for the workshop, and write them on a flipchart.
3. The facilitator reads out the list of rules suggested by the participants and asks for comments and agreement from the group. S/he can also give her/his own comments, or suggest adding some rules.
4. When the list is complete, put it up on a wall in the training room, for reference during the rest of the workshop. Stress that these are the rules everyone, facilitator(s) included, should try to go by.
5. If participants want to add any rules later in the workshop, they can suggest this to the facilitators, who will discuss it with the group and ask for approval to add them to the list.

Activity 4: What does the word trafficking mean to me?

Learning objective: To explore participants' perceptions of and explanations for the phenomenon of trafficking.

Materials needed: flipcharts, markers, tape

Time needed: 30 minutes

Note for the facilitator:

This exercise is an important one, as it allows participants to analyze their own meanings for the concept of trafficking and to arrive at a common understanding of the phenomenon.

How to do this exercise:

1. Introduce the English word 'trafficking' together with the standard word or the official term in the local language. Write both words on a flipchart.
2. The facilitator explains that it is very important to explore our own understanding of trafficking – to ask the questions 'what does it mean to us?' The words used in different languages tell us something about what the local meaning is.
3. Ask the participants to express the word 'trafficking' their own local language. There may be one or more words to describe the concept.
4. The facilitator writes these words on a flipchart, without commenting on whether they are 'correct' or representative of the concept.
5. When there are no more new ideas, go over the list and ask participants to agree on one word or a combination of words describing best what trafficking means to them.
6. Use this word throughout the training.

Activity 5: Sharing stories

Learning objective: To connect the concept of trafficking with experiences of participants in their work or home areas.

Materials needed: Flipchart and markers

Time needed: 1 hour (depending on group size)

Note for the facilitator:

There are two alternatives for this exercise. If the participants have experience with trafficking, having them share these experiences in story form would be the most appropriate alternative. In case they don't have experiences to share, the facilitator can provide case studies or a video about trafficking to further introduce the issue.

How to do this exercise:

1. Ask participants if trafficking occurs in their areas of residence and whether they have heard stories about it or talked personally with trafficked persons. If it is not the case, discuss case studies or show a video.
2. If the participants do have any experience with trafficking, ask them to form small groups, based on the areas where they work and/or live. In the groups they can share these experiences and decide on a particular example story to share with the rest of the participants. Ask them to select a story they think is representative for the issue of trafficking in their area. (Allow 30 minutes.)
3. Ask one spokesperson from each small group to tell the story they selected to the other participants. Meanwhile, the facilitator takes notes on key issues like the reasons for being trafficked, modes of recruitment and transport, etcetera. Keep the flipchart with key issues from the stories to use in the next activities.
4. When each group has told its story, ask participants to discuss the similarities and differences between the different stories and to ask any questions they may have to other groups or to the facilitator.

Activity 6: Definitions of trafficking

Learning objective: To use the local words for trafficking and participants' experiences with the phenomenon to come up with an easily understandable definition of trafficking. Compare this definition with any one or all of the internationally used definition.

Materials needed: Flipchart and marker, Handouts with UN definition, Cards with key words from definition (see next page)

Time needed: 1 hour

Note for the facilitator:

Make sure that participants understand the different terms used in the UN, Save the Children Alliance', and GAAATW's definition by spending some time on discussing these. You can also stress that it is more important to understand the concept of trafficking than to remember the official definition(s) exactly.

How to do this exercise:

Ask the participants to form small groups and discuss the words selected to describe trafficking (outcome from activity 4) and the key issues emerging from the stories they shared (outcome from activity 5), to come up with their own definition of trafficking. Allow 15 minutes.

1. A presenter from each group is asked to share the group's definition in the plenary.
2. The facilitator takes notes on key points mentioned.
3. When every group has presented its definition, the facilitator comments on the key points and the main similarities and differences between the various definitions.
4. The facilitator explains to the participants that there is not just one 'official' definition of trafficking which is used internationally, but several different ones. Trafficking is complex issue, as we have already seen and the definitions are equally complex.

The following are some of the most widely used definitions on trafficking:

UN definition of trafficking:

Trafficking in persons shall mean recruitment, transportation, transfer, harboring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability, or of the giving or receiving of payments or benefits to achieve the consent of a person

having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal or organs.

GAATW (Global Alliance against Traffic in Women) definition of trafficking:

All acts and attempted acts involved in the recruitment, transportation within or across borders, purchase, sale, transfer, harboring or receipt of a person involving the use of deception and coercion including the use or threat of force or the abuse of authority or debt bondage for the purpose of placing or holding such person, whether for pay or not, in involuntary servitude (domestic, sexual or reproductive), in forced or bonded labour, or in slave-like conditions, in a community other than the one in which such person lived at the time of the original deception, coercion or debt bondage.

Save the Children Alliance's working definition:

All acts of recruitment, transportation, purchase, sale, transfer, receipt or harboring of a person including a child (as defined by the United Nations Convention on the Rights of the Child and/or the applicable national laws of states parties) within or across borders that involve the use of deception, coercion (including the use or threat of force or the abuse of authority) or debt bondage, whether or not any payment is given or received, for the purpose of placing or holding such person in involuntary servitude (domestic, sexual or reproductive), in forced or bonded labour, in slavery-like condition or for false adoption.

Key words from the above definitions (to be written on separate cards for discussion, activities using these cards proved to be very popular):

RECRUITMENT TRANSPORTATION HARBOURING
RECEIPT DECEPTION COERCION
USE/THREAT OF FORCE ABUSE OF AUTHORITY INVOLUNTARY SERVITUDE
SLAVE-LIKE CONDITION DEBT BONDAGE FORCED LABOUR
PLACE OF ORIGIN PLACE OF TRANSIT PLACE OF DESTINATION
FRAUD ABDUCTION EXPLOITATION

5. Discuss some of the key concepts from this definition with participants, by distributing cards with the words printed on them randomly to participants. Ask participants to read out the word on their card and explain in simple terms what they mean. Other participants can help with suggestions. The facilitator takes notes on a flipchart and if none are found by the participants- suggests easier equivalents for the key concepts
6. In a plenary discussion, try to combine the simpler terms of the key concepts from the definition into a more easily understandable yet comprehensible definition of trafficking. Use the participants' own definitions in this process.

7. The facilitator writes the simplified definition on a flipchart and keeps the flipchart on the wall during the rest of the workshop.
8. Give each participant a handout with the UN, and/or GAATW and/or Save the Children Alliance definition and ask them to write the simplified definition from step 6 on their handout, for future reference.

Activity 7: Analyzing the main causes of migration and trafficking

Learning objective: To help participants think about the root causes of trafficking; how they are interrelated and explore opportunities and capabilities in the communities which can be used to create alternatives and find solutions to combat trafficking.

Materials needed: Flipchart and markers

Time needed: 1 hour

Note for the facilitator:

In this exercise, participants are again encouraged to reflect on their own experiences with trafficking and on what has been discussed during the training so far to identify some salient causes of trafficking.

How to do this exercise:

1. In a plenary discussion, the facilitator asks participants to respond to the question “Why do you think trafficking occurs?” The facilitator takes notes on a flipchart, listing the causes mentioned by participants.
2. When there are no more suggestions, the facilitator reads out the list of causes and asks participants to think about how important each cause is in relation to the others. If someone thinks a particular cause is the most important one, that participant should raise her/his hand when the cause is mentioned.
3. The facilitator counts the number of hands raised after reading out a cause, and notes it down on the flipchart. In this way, an initial prioritization of the causes is done – the main cause being the one that got most votes, and so on. An example of prioritization of causes of trafficking done in the Myanmar workshop is printed below. Only the top five causes are listed as an example of the activity undertaken:

Causes of trafficking Hand counts Priority

- Issue of livelihood
 - Better job opportunity in other country
 - Lack of knowledge and information
 - Lack of peace and security
 - Get more wage on the other side
4. Related to the above activity is to draw a “problem tree”. The facilitator writes the priority cause identified by the participants on a flipchart, and asks participants to suggest how the other causes they identified are related to this main cause. You can draw out this ‘problem tree’ or another graph (see example below) to

visualize the interrelations between the various causes and add other factors participants identify.

Note:

The Problem Tree exercise enables the participants to see trafficking as a complex and multi-faceted issue needing wholistic and integrated programmes to combat the issue.

Activity 8: Exploring alternatives and solutions

Learning objective: To help participants explore the existing strengths and capabilities in the communities that can be used to create possible alternatives for / solutions to the problem of trafficking.

Materials needed: Flipchart and markers

Time needed: 1 hour

Note for the facilitator:

In this exercise, participants are encouraged to think about creating their own alternatives for and possible solutions to the problem of trafficking at the community level. The time is of course too limited to come up with detailed strategies or solutions, but the exercise provides a first step in this process. This activity basically focuses on the preventive side of the trafficking continuum. Depending on the focus of the training the activity can be expanded into Action Plans for prevention.

How to do this exercise:

1. Ask the participants to form small groups. Each group then identifies an issue or a cause that they feel they would need to/like to and can address. Discuss ways of tackling the identified cause (s) of trafficking (see the previous activity).
2. Stress that it is important to think of the strengths that lie in their community and of ways in which they can mobilize and use these strengths to create activities contributing to finding solutions to the problem of trafficking. Facilitators must encourage the participants to think about how the activities will be implemented, with what resources and within what timeframe.
3. Give each group flipcharts and markers to take notes about the views, ideas and strategies on how to handle the identified issues emerging from the group discussion. Allow 30 minutes for the small group discussion.
4. The facilitator goes from group to group to ask questions, eliciting as many ideas and sometimes probing into their ideas as much as possible.
5. Call the groups back together and ask one person from each group to present the outcome of their discussion to the rest of the participants. Encourage the participants to ask questions and provide comments.

Activity 9: Aspects of trafficking: an overview

Learning objective: To bring together the information from previous activities in a presentation. To encourage participants to look critically and analytically at the issues related to trafficking.

Materials needed: (optional) overhead projector, presentation on OHP sheets

Time needed: 30 minutes

Note for the facilitator:

Use this presentation to wrap up the 2B part of the workshop and make a transition to the third part, which will focus solely on return and reintegration.

- An alternative to this-exercise is for the facilitator-to design a “Quiz” on trafficking issues either separately or following this exercise.

How to do the presentation:

1. The facilitator presents an overview of the issues related to trafficking which have been discussed in the workshop so far (see next page), to reinforce the participants’ understanding of these issues. In addition to the table provided, the facilitator can also refer back to the key words in the definition of trafficking or any other section as she/he sees fit.
2. Encourage participants to ask questions and make comments during the presentation, so that any doubts can be clarified before ending the second part of the workshop.

Presentation

What happens when a person is trafficked?

Recruitment Transportation Workplace

(Or voluntary migration)

(Recruitment may occur here also)

Deception, coercion and threat of force may occur at any of these points!

- | | | |
|---|--------------------------------------|--------------------------------------|
| False information about Work and working Conditions | False passport/id card | Wages lower than Promised |
| - False promise of Opportunities | - Confiscation of personal Documents | - Non-payment of wages |
| - Family pressure to earn Money | - Abuse of authority | - Threat/use of violence |
| - Abuse of authority | - Fear of arrest | - Confiscation of personal Documents |
| - Sale | - Threat/use of violence | - Fear of arrest |
| - Kidnapping | - Sexual harassment | - Sexual harassment |
| - Destination unknown | - Rape | - Confinement |
| | - Resold to other agents | - Debt bondage |
| | - Destination unknown | - Unfamiliar environment |
| | - Language problems | - Language problems |
| | | - No social support network |

Daily evaluation form

This form can be distributed at the end of every day of the workshop and collected, so that the facilitators can make adjustments in programme based on feedback from participants. Each new day can begin with a feedback to the participants on their comments making them feel that their perception and thoughts matter. It is a powerful tool to show your commitment to their participation. A slightly modified and a more detailed form can be designed for the evaluation of the entire workshop.

Date: _____

1. Which parts of today's programme did you understand well?

2. Which parts of today's programme did you not understand well?

3. What did you like about today's training programme?

4. What did you not like about today's training programme?

5. Which parts of today's training programme will help you in your work?

6. Which parts of today's training programme are not useful for your work?

7. Other remarks or suggestions: