TRAIN THE TRAINERS GUIDE

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ECPAT Deutschland e.V. Arbeitsgemeinschaft zum Schutz der Kinder vor sexueller Ausbeutung

KOK German NGO Network against Trafficking in Human Beings

SCANDINAVIAN HUMAN RIGHTS LAWYERS

BGRF bulgarian gender research foundation

Editor: ECPAT Germany e.V.
Mechtild Maurer V.i.S.d.P.
Alfred-Döblin-Platz 1, D-79100 Freiburg
Phone +49 761 45687 148
E-Mail: info@ecpat.de
www.ecpat.de

In cooperation with KOK – German NGO network against trafficking in human beings

Author of the guide: Katrin Grabner
Author of case studies: Christina Clemm
Editing: Verena Keck
Design & Layout: Association Pro Refugiu

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Foreword

Trafficking in human beings (THB) and esp. trafficking of children are complex, not easy to investigate and to identify victims and a challenge to consider the well-being of the victims. At the same time it is a growing global crime with a lot of profit for the traffickers and new forms are being developed. Law Enforcement Agencies perform a key role in preventing and combating this criminal activity. However, to be able to carry out their duties they need to be aware of the current trends and to be able to identify and protect victims. Lawyers acting as victims' attorney are important for the court proceedings and the protection of victims. The testimony of the victim is important as evidence against a trafficker.

Training for lawyers, prosecutors and law enforcement in general is an essential part of the fight against trafficking in human beings. How are people affected by trafficking in trials, especially child victims? Does the national framework provide adequate protection for children, young people and adults affected by trafficking in human beings?

All lawyers involved in the criminal proceedings must be made aware of the situation, taking into account the traumatization and the hardship of those affected.

Corresponding interrogation techniques and framework conditions (premises, retreats, etc.) must be created in order to give the affected person a sense of recognition and sympathy, thus facilitating the statements for those affected.

The psychological and social situation of those concerned must be taken into account, since often the perpetrators sit in the court and there can be an influence. Victims and perpetrators shouldn´t see themselves. Often the statements of those concerned are also influenced by the knowledge that the families of the victims are threatened by the perpetrators. In this case, more understanding must be given by the jurists involved.

For this reason, raising awareness among the above-mentioned points is indispensable for all involved jurists to ensure adequate protection in the legal proceedings.

The following guide developed by ECPAT Germany serves as a basis for educating involved lawyers and law enforcement in general about the issue and training them about the specific challenges that a process with victims of trafficking in human beings entails. The guide was developed as part of the project *Strengthening lawyers legal knowledge and cooperation with prosecutors and judges, to protect victims of human trafficking rights in the judicial proceedings*, a project coordinated by the Romanian organization Association Pro Refugiu in partnership with ECPAT Germany, KOK – German NGO network against trafficking in human beings, Bulgarian Gender Research Foundation and Scandinavian Human Rights Lawyers Sweden.

The guide has been written in order to assist people who are providing training to legal professionals on the topic of trafficking and exploitation of human beings. It includes principles of adult learning, methodology to be used in trainings and basics on how to plan and facilitate interactive learning in legal trainings. Although the guide was designed to help implement training about the issue of trafficking and exploitation for legal professionals, we think that it can be used in trainings on a broad range of issues.

ECPAT Germany would like to thanks the author of the guide and the trainer and participants of the train-the- trainer seminar in November 2016 in Freiburg Germany where the handbook was tested. Their feedback was well received and the train the trainers' guide is now supplemented with additional information and methodology.

We hope that this guide will be useful for your training for trainers and look forward to any improvement suggestions.

Mechtild Maurer
General Director ECPAT Germany

Content

Introduction

The guide is structured in five parts. Part 1 deals with the role of trainers and gives an insight into principles of adult learning, ways to transfer these principles into practical trainings and the skills of a good trainer. Part 1 concludes with information on how to work with culture and differences in training as well as necessary skills and principles for questioning presumed victims of trafficking, especially children and victims from other cultures.

Part 2 includes practical matters on how to plan and organise trainings, such as venue, equipment, setting and training environment.

In Part 3 you can find information on how to plan and deliver a training programme, learn about core training sessions and tools and techniques for trainings. Part 3 is supplemented with references to practical methods, case stories, tools and templates to be found in the appendix.

Part 4 includes helpful information on how to work with difficult participants in training.

In Part 5 we have provided a separate chapter on evaluation.

Guidance on where to find information on trafficking of human beings and exploitation can be found in the resource section.

The guide concludes with an appendix with several useful templates as well as training methods, tools, techniques and case stories that can be applied in trainings.

Part 1
The role of trainers and the process of learning

The role of trainers: From teaching to learning

Once you start working as a trainer, it might be helpful to reflect your own learning experiences. Which experiences do you have? When and how do you learn best? Have you encountered negative learning experiences in the past?

any adults remember their learning experiences at school and in other formal learning. Often only teacher-centered teaching methods (e.g. lectures) were used and little interaction between learners happened (e.g. silent reading exercises).

Even today, classical lectures usually consist of a reception/opening, an information-part, a Q&A session and a closure. Activities of the learners are limited to the last third of the lecture and communication usually only happens between the lecturer and the questioner. From the viewpoint of psychology of learning, this kind of passive learning format is – even when using PowerPoint technique – only 50 per cent effective.[1]

Especially in adult learning these traditional teaching patterns need to be supplemented by more inclusive and active methods in order to facilitate effective learning. A trainer not only needs rhetoric but also tools and techniques that appeal to different senses, help to link new information to previous experiences, facilitate self-learning and create a learning environment that fosters personal development.

Hence, a good trainer always puts the participants into the centre of his training. The way information is presented should be governed by the way the participants learn most effectively and not necessarily by the way the trainer wants to teach. In the end, training is much more about learning than it is about teaching!

[1] Kösel, Stehpan (2006): Train the Trainer Seminar – Seminardidaktik und der individuelle Seminarstil, unveröffentlichtes Manuskript (Teaching and the individual seminar style, unpublished manuscrip); Kösel, Stephan (2006) topomaps – Von der Visualisierung zur Kommunikation von Wissen und Wissenskonstruktion (from visualization to the communication of knowledge and knowledge construction), SD-Verlag Bahlingen a.K.

Seven ´keys´to learning

Deciding to learn… … … …am I prepared to learn?

Everyone learns differently – at a different pace and in different ways

Rhythm is useful to learning – changes in active and more passive phases, breaks and time for reflections

Address all senses and take the perspectives of those who are learning

Real learning is achieved through encounters, interaction and exchanges

Learning not only by rationalization and reason, but also emotion – use associations and images

Find ways to present in interesting ways, for example using film clips

Learning styles and models

Styles of learning differ between individuals. It is important that trainers understand this, have the chance to explore different methodologies and see a variety of methodologies and tools in practice.

There are many different theories to explain the different ways that people learn. Below you can find one model to explain learning, including practical examples on how the preferred learning style should influence practice. It is your task as a trainer to use different tools and techniques in order to best meet the preferred learning styles of your participants.

Learning and Processing Information by Sensory Receivers

An adult person receives information through three main sensory receivers:

- Sight
- Hearing
- Movement

However, one or more of these aspects is usually dominant. The dominant aspect defines the best way for a person to learn, albeit this will also depend on the situation. A person may prefer one style of learning for one task and a combination of other styles for another task.

In training, we need to present information using all three aspects, so that all types of learners can get the most out of the training.

1. Learning by Sight

Visual learning may be linguistic or spatial. Persons who are visual-*linguistic* learners prefer to learn through written language tasks such as reading and writing. They like to write down directions, and they pay better attention to lectures if they watch them.

To facilitate visual-linguistic learners

- use handouts;
- give written tasks;
- use visual written presentations (e.g. with PowerPoint).

Persons who are visual-*spatial* learners usually have difficulty with written language, and do better with charts, demonstrations, videos, and other visual materials. They easily visualise faces and places by using their imagination, and they seldom get lost in new surroundings.

To facilitate visual-spatial learners

- use graphs, charts, illustrations;
- include outlines, agendas, handouts for reading and taking notes;
- include content in handouts to re-read after the session;
- supplement textual information with illustrations;
- show diagrams and then explain them.

Learning through Listening

Auditory learners mainly learn by listening and speaking.

To facilitate auditory learners

- begin new material with a brief explanation of what is coming, and conclude with a summary of what has been covered (“Tell them what they are going to learn, teach them, and then tell them what they have learned.”);
- include aural activities, such as brainstorming, “buzz” groups, etc.;
- leave plenty of time to debrief activities – this allows for connections to be made between what participants have learned and how it applies to their situations;
- ask the participants to verbalise their questions;
- develop a dialogue between the participants and the trainer.

2. **Learning by Movement**

Those who learn best by movement tend to lose their concentration if there is too little external stimulation or movement. When listening to lectures they may want to take notes. When reading, they like to scan the material first ('get the big picture'), and then to focus on the details. They like to use colour highlighters and to draw pictures, diagrams, or to 'doodle'.

To facilitate these learners

- use activities that get the participants up and moving (e.g. position themselves in relation to questions and statements);
- use coloured markers to emphasise key points on flipcharts or white board;
- give frequent 'stretch' breaks;
- provide highlighters, coloured pens/pencils;
- have the participants transfer information from the text to another medium, such as the flipchart.

What makes a good trainer?

Trainers should reflect the skills and qualities that make a good trainer. Some qualities of a good trainer, such as personal sensitivity and commitment, depend on the individual personality of the trainer. However, experience and awareness can improve everyone's skills.

The indicators that trainers should recognise are set out below:

A good trainer has

- Sensitivity towards the feelings of others

  A good trainer will help to create and sustain an environment of trust and openness where everyone feels safe to speak honestly, and where differences of opinion are respected. Most people will not articulate their discomfort, hurt feelings or anger; instead they will silently withdraw from the discussion. Sensing how people are feeling and knowing how to respond is an important skill in training.

- Sensitivity to the atmosphere of the group as a whole

  In any group, the whole is greater than the sum of its parts. Group 'chemistry' generally reflects shared emotions. A group may be eager, restless, angry, bored, enthusiastic, suspicious, or even frivolous. Establishing a collaborative dynamic is essential to a good learning environment.

- Sensitivity to the status and capacity of the individual participants in the group

  In a multi-stakeholder group there will be participants with very different backgrounds and formation. A good trainer will be sensitive to how each participant perceives himself/herself and the others in the group. It can take time to build trust between them and to create the environment in which they will be comfortable with each other.

- Ability to listen

By listening both to the explicit meaning of words as well as to tone and implicit meaning, a trainer will be able to sense the feelings of individuals and the group. It is important to ensure that everyone feels included and has the opportunity to participate.

- Ability to hold people's attention

Body language, tone of voice, manner of dress, can affect the way participants will react to a trainer. A trainer who appears confidant will give participants confidence that they are in good hands and will learn something important. A trainer who uses his / her hands in an expressive manner will give participants a friendly working atmosphere of being included. A good trainer will speak clearly, face the participants, and dress appropriately.

- Ability to draw information from participants

Engaging the participants in the proceedings will ensure that they learn from each other, and feel a part of what is happening.

- Tact

Sometimes the trainer has to take unpopular actions or say awkward things for the good of the group as a whole. The ability to do so carefully and kindly is important. Furthermore, the subject matter of the training can evoke strong feelings and painful memories for participants. A trainer needs particular tact to deal with emotional situations respectfully, but also firmly.

- Honesty

A trainer should be honest with participants about the limits to his / her own knowledge. Instead of pretending to know the answer to a difficult question, see if another participant knows the answer, or undertake to find out the answer and bring the correct information at another time.

- Commitment to collaboration

Collaborative learning can seem frustrating and inefficient at times. It can be tempting for a trainer to take on the traditional role of 'teacher', and to lead rather than facilitate. A good trainer will realise the empowering value of collaborative learning, and will establish a collaborative relationship with participants in which the responsibility for learning rests with the whole group.

- A sense of timing

A trainer needs to develop a good sense for the timing during training. He / she should know when to bring a discussion to a close, when to change the topic, when to cut off someone who has spoken for too long, when to let the discussion continue over the allotted time, and when to let silence continue for a little longer. Timing is also important to provide the structure for learning. This includes setting and observing the times for the sessions, putting time limits on presentations, keeping to the agenda, and starting and finishing on time.

- Flexibility

A trainer must plan the sessions, but must also be ready to jettison the plans in response to a situation if that will make the learning experience more successful. Opportunities may present themselves in which it is appropriate to call on the talents and experiences of people in the group, or to use resources suggested by the participants. Flexibility towards delaying or bringing forward breaks in the session can also help to prevent the group from losing its concentration or becoming bored.

- A sense of humour

A trainer's ability to laugh at himself/herself, and to share the laughter of others, enhances the learning experience for everyone. The creation of a warm and friendly atmosphere will make people feel comfortable and open to learning. Laughter should never be directed at someone, but with someone. The issue may be serious but that does not mean that there is no space for humour, if only as a release. However, it is important that jokes are not made about victims and their circumstances.

- Good organisational skills

The trainer must make sure that the 'housekeeping' tasks are done, such as the preparation of materials, the arrangement of the meeting space, and the provision of essential information to participants. Good organisation will give the participants confidence that they are going to learn something important.

- A positive attitude towards the participants

Participants will react well when their opinions and contributions are treated with respect. A good trainer will find a positive way to react to the participants, even when he / she is correcting something or disagreeing with something.

A trainer is NOT

- The person in charge

The whole group is responsible for learning. The role of the trainer is to facilitate that to happen.

- A lecturer

The trainer is a co-learner with the other participants; he / she is exploring the subject as an equal partner and contributing his / her own experiences.

- Necessarily an expert

Although the trainer will have prepared the sessions, he / she may not know as much about some parts of the course as some of the other members of the group. Expertise of participants should always be recognised as an opportunity and a valuable source of knowledge for the whole group – including the trainer.

- The centre of attention

A good trainer generally speaks less than the participants. Instead he / she draws the participants into the discussion or activity.

- A judge

In collaborative learning, no one determines that some opinions are correct or more valid than others, although factual inaccuracies may need to be clarified.

- The maid

While the trainer takes the leadership in coordinating the sessions, he / she should not be the only person to take responsibility for the tasks associated with the training course.

Trainer Remember!

T – *Tell people things only if they cannot do it themselves or do not know it*
R – *Repetition and practice makes permanent and perfect*
A – *Attitudes are not taught, they are caught*
I – *Involve participants to get maximum results*
N – *Needs analysis is the starting point of training*
E – *Evaluate results for constant improvement*
R – *Reading materials are to complement and reinforce learning*

Working with culture and differences

Even if you are only going to be conducting training with people from your own culture, we believe it is important to raise the issue of culture and difference and to consider its impact on training. It is especially important to spend time doing this if it is anticipated that you may be involved in training people from other cultures than your own, or on issues which may bring up cultural differences.

Culture is sometimes referred to as a set of beliefs, ideas, customs or practices that belong to a group of people. While culture can sometimes be obvious – such as the way we dress or what we look like – a lot of it is hidden. Instead it shows itself in the attitudes and assumptions which shape the way we perceive the world and the sense that we make of it.

The notion of culture is further complicated by the fact that, as individuals, we belong to many different groups simultaneously. For example, the area where we live, the religion we practice (or not), our families and even the profession or place we work, can all give us, whether we know it or not, a certain way of living, working and viewing the world.

Sometimes culture is described as being like a pair of spectacles or 'lenses' through which we see things. Although a useful illustration, this explanation can also be misleading. When we are wearing spectacles, we tend to be aware of them. By contrast, our individual and unique culture is such an integral part of us and who we are, that we are often unconscious of it. Nevertheless, it does influence our thoughts and behaviour.

Normally this does not create a problem for us, because we tend to mix with people from similar cultural positions. However, when working around issues related to exploitation it is likely that you are going to encounter people who have a very different frame of reference. This includes professionals, workers, and victims and offenders from different countries. If we are working to repatriate children, for example, we will also need to work with families and communities from outside our own country.

When training people to work with children and adults who have been abused, exploited or trafficked, their communities and those professionals helping them, it is important for participants to be able to reflect upon their own assumptions and beliefs and to think about how this might affect their work, both negatively and positively. Trainers will also need to be able to explore their own culture and how this affects them in the role of trainer.

Exploring culture and difference takes skill, because the beliefs and ideas are often deeply held as they are an integral part of who we are; and yet it is crucial that a trainer is able to challenge unhelpful stereotypes and ideas about others. In doing this, it is important to be able to convey a sense of being non-judgmental. Questions which are non-threatening and communicate a real desire to understand, such as 'where do you think that idea comes from?' or 'what different thoughts / beliefs / feelings do you think others might have?' can be very useful in helping people explore their cultural beliefs.

Principles for working with differences

Here are some ideas of how to explore culture and strategies that might be useful:

<u>Culture should never be used as an excuse for abuse</u>

While there are many different ways of living life that are equally valid, it is important to distinguish those that are abusive. A culturally pluralistic view, in which diverse styles are accepted and valued, recognises the importance of culture. Conversely cultural relativism, in which 'anything goes', can leave children as well as adults unprotected. A particular trap is for workers to presume that a particular behaviour is a cultural practice and thus sanction it as acceptable. At all times it is essential to consider the effect or likely effect on the person involved. If necessary, guidance must be sought to work safely and ensure the victim's protection.

Power imbalances & discrimination must be recognised

Dominant ideas exist in all societies about race, ethnicity and culture - it is important to recognise these and consider how and to what extent their effects can be minimised.

While in many circumstances this can be facilitated by having a professional of the same ethnicity or cultural background as the client, this may not be practically possible or indeed may cause additional stress if the client is concerned about reports getting back to their country of origin.

Working in an open and transparent environment

A safe and supportive working environment needs to be created so that professionals can explore their ideas. Assumptions and values can be made open to colleagues and clients so that they can be examined and challenged.

Culture & ethnicity are always important but not always obvious

It is essential to explore issues such as culture and ethnicity even if professionals and client 'look' the same.

People who are different (from the professionals) are not necessarily the same (as each other)

Professionals must avoid assuming that all people from the 'same' country, family or local culture follow the same rules of behaviour, preferences, etc.

Better to be 'clumsy' rather than 'clever'

While people may be concerned about insulting or upsetting clients or colleagues because of a lack of understanding, it is safer to ask than be ignorant of the meaning of things. Questions such as 'can you help me understand why this is important to you?' or 'what do I need to understand so that I do not offend you?' can in fact help with building positive working relationships with those from a different cultural / ethnic background as they can be seen as a way of wanting to understand rather than judge.

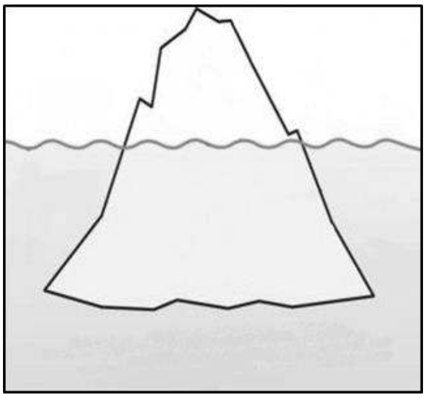
Sensitivity is important, but superficiality must be avoided

It must be remembered that professionals have a job to do. Children and adult victims must be protected and this must not be compromised by a desire to be sensitive to anyone's particular culture.

These principles are based upon ideas proposed by John Burnham, a UK based family therapist and social worker. They have been adapted and reproduced here to give trainers some ideas about how they might both work within their own culture and help others to explore theirs.

It is also important not only to see culture from an ethnic or religious perspective. Less obvious but in training – especially in multistakeholder trainings – highly important are for instance differences in work cultures. If you are facilitating training on human trafficking for police officers, prosecutors, social workers, immigration officers, guardians and NGO workers, you have to be aware of various possible cultural differences – including viewpoints, assumptions, beliefs and values, aims and even language. In such cases it is advisable to prepare time for building trust and mutual understanding. In a similar way it is commendable to reflect gender before and in training.

Tip! A good exercise for getting participants to consider culture and difference is to break into small groups. Each group should draw an iceberg floating in the sea.



On the part of the iceberg which is visible above water participants should note things that are visible about their own cultures (for example, dress). Below the surface participants should write things that are not so obvious or visible (for example, what are the rules about paying for meals?). If there are people from different cultures in each small group then this can generate a lot of discussion. There is no need for consensus. At the end of the exercise the groups should feedback to the large group. The aim of this exercise is not to give definitive answers, but just to highlight that there are many different, equally valid ways of living.

Additionally, throughout the course a trainer should highlight any points where he / she thinks that there might be cultural variances. A non-threatening way of doing this is to compare a value that a participant has expressed to the trainer's own cultural position on that value.

Dealing with (presumed) victims of trafficking

Professionals from law enforcement need to be equipped to work with (presumed) victims of trafficking and exploitation in a sensitive manner, especially when dealing with children and victims from other cultural backgrounds. This is not only a question of victim protection and victim rights. It is also necessary for effective law enforcement as the cooperation of the victim is essential to the success of prosecution and judicial proceedings.

Professionals need to know how to communicate with (presumed) victims – verbal and non-verbal, by talking and listening. Skills required include empathy, non-violent communication, active listening, cultural awareness, knowledge about sexual abuse and trauma and knowledge on how to communicate with affected persons about sexual violence. This often requires the reflection of one's own experiences, biases and taboos as a starting point.

In your trainings, you should always include a session on dealing with victims and on self-reflection on possible prejudices, values and paradigm. Below you can find some helpful methods to incorporate this into your training.

Tip! Exercises on "association and perception"

Divide the participants into groups of max. ten people. Explain that you are going to tell them a word and that it is their task to write down ten substantives/nouns they associate with this word. They are not supposed to see what the others are writing.

Depending on the workshop format you can for instance use the word 'sex', 'love' or 'violence'. While the participants are working, write down on a flipchart the numbers '0-1', so it is visible for everybody.

After about five minutes, explain that you are now going to compare the congruencies between the different lists and that only full congruencies count (this means that a word is only in agreement if every single participant has written it down on his / her paper).

Let one person read out lout his / her associations one after the other (ask for a volunteer as not everybody will like to do this). The other participants should raise their hands in case they have the same word on their paper.

Only identical words that everybody in the group has on his / her list count! You will see that it is usually none or only one match. Here you can refer to what you have written down on the flipchart earlier.

Explain that this exercise shows that we often talk with somebody about something but don't mean the same thing. What we perceive as 'love', 'sex' or 'violence' might be something else from what others think it is. This is why we need to be sensitive when talking with others and not impose our perception onto them but rather try to understand what our counterpart feels. This is of special importance when dealing with victims of violence, abuse and exploitation.

Another variation is to brainstorm colloquial terms for genitals. There will also be pejorative terms and some participants might feel uncomfortable to express themselves. Start a discussion about what message is transported with the relevant term and how this can impact communication.

Part 2
Practical issues and training environment

Venue and equipment

Thought should be given to the venue for the training. However options (especially if finance is tight) may be limited.

The ideal venue is:

- Large enough for the group to sit comfortably in a circle, and have space to circulate during group work / practical exercises
- At a comfortable temperature, with adjustable heating / air conditioning
- With natural lighting, and if possible windows that open for fresh air
- Near to toilets and refreshment areas, but not where there is a lot of passing foot traffic or noise
- With 'breakout' rooms or areas where small groups can work comfortably
- Near to residential facilities if potential trainers need to stay overnight

Equipment and resource needs will depend upon the programme, but at a minimum should include:

- Audio visual equipment – such as laptop, projector, speakers
- Screen / projector area
- A 'moderation board', onto which cards can be pinned
- Flip chart stand

A digital camera (or a camera phone) to take pictures throughout the training course is worth considering; pictures can assist with reviews of the previous day by prompting memories; it could be used for the wrap up or the feedback methods

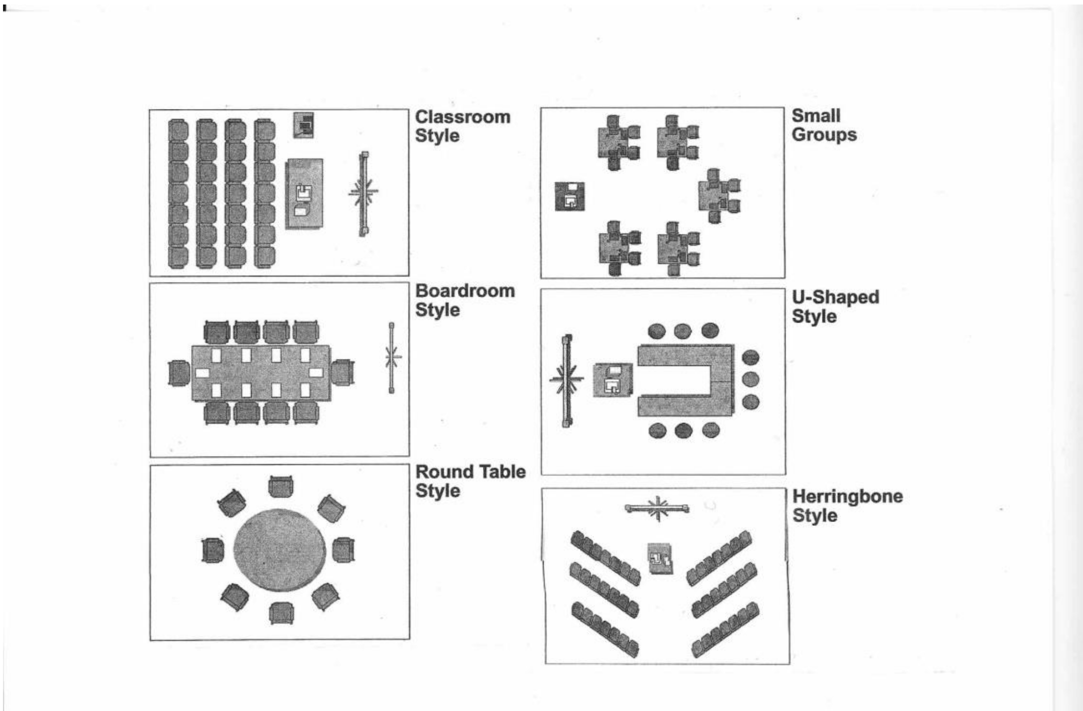
Please check!

Standard resources for trainings:

- Flip chart paper
- Tape / Blu-tack (for sticking paper to walls) and pins
- Marker pens / felt tips & pencils
- 'Post It' notes
- Small coloured cards (in different shapes)
- Scissors
- Note paper
- Worksheets / handouts / exercises, as dictated by the programme

Seating options:

Circular seating with tables to place materials on ('U-shaped style') encourages greater interaction and makes for a better learning environment than a 'classroom' style arrangement. Flexible seating is preferable as many activities in training involve moving around. The following diagrams show different types of seating arrangements.



Refreshments and breaks

While this might seem obvious, it is worth thinking about the arrangements to be made for refreshments and breaks, so as to ensure that they are a productive use of time.

To maintain energy levels, it is important to ensure that sufficient breaks are provided. Breaks also provide an opportunity for networking and informal exchanges which participants often find just as useful as the more formal sessions. Discussions over breaks can give participants time to reflect on what has been explored in the previous session and to further share their thinking and ideas on this. Informal, non-course related conversations can help foster relationships, which are important, both on the course and if the participants will be working together in the future.

In timetabling any course it is a good idea to allow for one break mid-morning and one break mid-afternoon for tea / coffee. Each break should be 30 minutes. This means that if a session runs over slightly there is still time for participants to get a break, without seriously running out of time.

The time needed for lunch will be partly dependent upon the type of lunch provided (e.g. sit down served lunch versus self-service buffet). Allowing one and a half hours for lunch, while seeming generous, will ensure that there is sufficient time to eat and get a rest; it also provides a 'buffer' in case the course runs over the allotted time.

If there are no resources to pay for food and refreshments, then this needs to be made clear to participants in advance, so that they have the opportunity to make their own arrangements.

Arrival & departure times

Before the course, details of venue and travel options should be provided to all participants. This should also include expected arrival times, and the time when the course will finish.

If participants are travelling long distances, it is important to ensure that they are comfortable. It may be necessary to book accommodation and to give information about the location.

It is essential to be clear what costs, if any, will be refunded by the organisers, and if there are any accounting procedures related to such costs.

Certificates & presentations

Participants often value a certificate recognising their attendance, especially if they have few ‘official’ qualifications or need to demonstrate ongoing development as part of professional recognition. A sample certificate is included in Appendix F, which can be adapted as necessary.

Recorder

It is sometimes necessary to provide a fully documented record / minutes of the course, especially as a requirement of the funding. It will be impossible for the trainers to do this while also facilitating the course, so, if a written record is needed, then someone should be identified to act as a keeper of the minutes.

Checklist

A training checklist can be useful for ensuring that all the necessary practical and logistical arrangements have been made. A suggested format has been included in Appendix A.

Part 3
Developing and designing a training programme

Process planning

Depending on whether you will be delivering a specific training programme that already exists or will have to design your own course, process planning will be less or more complex. If the course material is already available, there will be relatively little work for you to do in developing the programme. You might just need to ensure that the objectives and the contents are relevant in the context (for example making sure that case studies fit the situation) or to adjust some of the timings (if less time is available).

However, if you are going to develop your own courses, it is important to learn how to develop a training programme and to allocate enough time in preparation for this. Generally speaking, it takes double the time to prepare a new course as it takes to deliver the course.

In case you are designing the programme yourself, it is advisable to start with reflecting on the purpose of each session in order to make sure, that contents and methods serve this purpose.

Designing a training programme is a three stage process: the objectives of the course must be identified, the contents must be selected, and then the strategy or methodologies for delivering the material must be developed.

When identifying the objectives of the course, key questions are 'what are the purposes of the course?' and 'who will be attending and / or who is the target group?' Sometimes it is useful to express the objectives as learning outcomes – that is, what participants should know / be able to do at the end of the course.

Obviously, the contents of the programme must be relevant to the topic of the training. They should cover, at a minimum, the main themes, chosen by reference to the objectives to be achieved.

Developing the strategy / methodology for delivering the contents is likely to take the major part of any preparatory work. A variety of different methods should be used (such as case studies, working in pairs, ideas storming) in order to meet the different learning attitudes of participants. However creativity about the methodology should never be at the expense of the contents. It might be tempting to include a 'good exercise', but it must first meet an objective of the course. Similarly, trainers should avoid including something that, while it might be interesting, does not meet an expected learning outcome of the course.

Core sessions of trainings

Welcome & Key Announcements

The beginning of the course sets the tone for the course. A warm welcome and clear explanation about how the course is to be run is important. If participants have not received a programme in advance, this is the opportunity to ensure that everyone knows the timetable for the coming day(s).

Introductions

Especially for a lengthy course, where people are going to be 'exposing' themselves by practicing skills, it is useful for participants to have the opportunity to get to know each other.

There are many different ways that this can be done, from each participant in turn introducing themselves and saying a little about their background, to more creative ways, such as games (see Appendix D – Warm-ups and energizers for some examples). While creative introduction sessions can be fun, for shy or more senior people on the course, these can be intimidating or seem a waste of time.

Learning Agreement

This is basically an agreement about how everyone on the course, both trainers and participants, want to work together over the duration of the course. We prefer not to call it 'ground rules', as this implies something that is imposed, rather than agreed by the whole group.

A balance needs to be struck between getting the ideas of the group, and not spending too much time on this activity. The simplest way, which also demonstrates the use of 'ideas storming', is to ask participants to call out suggestions and then to write these on the flipchart.

The learning agreement should be pinned on the wall throughout the course, so that reference can be made to it if necessary.

The trainers also need to remember to stick to the learning agreement!

Typical issues that are included in a learning agreement include:

- Time keeping
- Mobile phone use (or not)
- Smoking rules
- Confidentiality
- Listening to each other
- Agreeing to differ – respecting the opinions of others
- Importance of asking questions

'Parking Lot'

During a course, inevitably, questions are raised which will be answered in later sessions, or issues crop up which are outside the scope of the course. While sometimes these matters can be dealt with on the spot, at other times to do so would be very disruptive and it makes more sense to postpone the discussion until a later time. In order to ensure that issues are not forgotten, it is useful to establish a 'parking lot' – somewhere a question can be 'parked' until later. We normally do this by either pinning up a piece of flip chart and writing notes on it, or by pinning cards on a board.

It is important to ensure that all items on the 'parking lot' are dealt with by the end of the course.

Establishing Knowledge Levels

At the beginning of a course it is useful to establish the knowledge levels of the participants. This is helpful to chart learning and to evaluate the effectiveness of the course. One method is to complete a baseline knowledge test before or at the beginning of the course, and to review the test at the end of the course. A sample baseline knowledge test, which can be adapted, is included in Appendix C.

Review of each Day

On any course that lasts more than one day, it is usual to start the next day with a review of what was covered on the previous day. Such review reinforces learning, sets the context for the coming day's work and gives an opportunity for questions and comments.

If the review can be done in a way that is engaging and fun, it sets a positive tone for the day. One method is to take photographs during the day, and to download these onto a computer and show them as a slide show during the subsequent day's review session.

Before taking any photos it is important to get permission to do so from the whole group.

Closing Exercise

Just as the start of the course sets the tone for the course, it is important to ensure that the course 'ends well'. This does not have to be elaborate – one way is for participants simply to express openly one or two things that they will take home from the course. Also, the presentation of certificates is normally done at this time.

Ending the course in a positive manner sets the tone for work in the future. It helps to create constructive memories of the course, gives respect and value to the time spent working together, and helps motivate participants for work together in future.

Expectations and objectives

In any course it is important to ensure that participants' expectations match the course objectives in order to have a successful outcome. Sometimes it is not possible to fulfil expectations, in which case this needs to be clear from the outset, so that participants do not leave feeling disappointed.

'Ideas storming' is one way to identify expectations, but another way, which demonstrates to the trainers in training a different methodology, is to use a moderation board and cards. Participants write their expectations on cards, which are then pinned up and discussed. Cards can be moved around the board and grouped together into similar themes. As a trainer you can refer to these expectations and objectives during the course whenever suitable. Especially at the end of the course, it is a good idea to 'revisit' the expectations and objectives and reflect together with the participants if the group was able to meet them.

Tools and techniques

Tools and Techniques to Meet Different Learning Styles

An overview of different methodologies, tools and techniques that can be used to promote learning is helpful, especially if you will be required to develop your own material for courses that you will be running. We have provided some examples in Appendix D.

Forming Groups & Dividing Up

The making of a group is dynamic, and is the key to the learning process.

- For example, participants might be divided up by assigning each group a number (1, 2, 3 etc.) and nominating a number to each person in the room consecutively, until everyone has been assigned to a group.
- Or participants might be assigned to a group by simply grouping them as they sit ('the first six go to room A, the next six go to room B', etc.). Or they might be assigned according to their expertise in or preference for the subject to be discussed in the small group.
- Groups consisting of two or three persons are suitable for short interventions and theme introductions or buzz groups. When the interventions take more time, the stronger / better / more active person inevitably has a larger role, which can affect the power balance in the relationship between the participants.
- In bigger groups of four to six people, it can be difficult for everyone to learn something or equally contribute.

Tip! Groups consisting of three persons are the most effective. The number three alone already results in a productive setting and mini group dynamics. This leads to a better balancing of periods of active and passive behaviour, to more continuous engagement, and to more tangible results. Groups of three have an extra advantage because several such groups can work in one room at the same time, since this work form is relatively silent.

Trainers need to consider also how small groups will report, and to experiment with different forms of reporting. Some models for reporting from small groups are:

- Silent report

Working groups make the results of their work visual on posters or flip chart paper. The posters are exhibited along the walls of the room. Participants from other groups can ask questions and the group can explain their posters.

- Group report

Instead of one person presenting a group report, all group members can report on a specific element of their work. This could also be done in a discussion format in which different speakers take different positions.

- Group mix

The small groups are mixed again into new groups. The different members should then inform each other on what they have discussed in their first groups.

- Hearing

The whole group makes itself available for questioning by an expert on the results of their work. The questions should be simple and the answers should be short. The facilitator of reporting back should not allow repetitive questions and every person should be limited in his / her answer, to avoid that one person answers all questions.

- Interview

Only one person from the group will be asked questions, either by one person from the whole group or by several. The number of questions should be limited.

Decision making process

Different solutions or proposals which have resulted from the working groups are presented and explained to the whole group and put to a vote. It is important that the proposals which will be voted on are available in writing and that the number is restricted.

Use of different media

Trainers like to use multimedia technology on courses, as it allows material to be presented in different formats and in ways that are engaging to participants. Unfortunately such media is often badly used, and gets in the way of learning, so it is important that participants know how to use it appropriately. For example, almost everyone has seen examples of PowerPoint presentations where the text is too small or where there is so much text that it is impossible to read it before the presenter moves on to the next slide. Instruction by a technician on some basic skills for understanding and using the available technology can be helpful to potential trainers.

It is also advisable to alternate digital technologies with traditional media. Variety is the key in order to keep up the attention of the participants. It is important to alternate different media such as PowerPoint, flipchart-paper or video during the programme.

Warm up and energizers

These are games designed to help participants to get to know each other and to feel comfortable with each other. They are important in creating a sense of trust between the participants. Games also help to clear the mind so that participants can concentrate better. The trainer should choose exercises that are appropriate for the particular participants and that will suit the mood of the group, especially as some participants can find them patronising and a waste of time. Games can also be used during or between the other sessions if the trainer feels that it would help the group to work better together. Also after (lunch) breaks it can be helpful to start with an energizer.

It is important to know what you want to achieve by doing the game, so that you choose the appropriate game at the right time. Social and cultural norms must be taken into account – for example it may not be appropriate to play a game where there is close contact between members of the opposite sex.

The use of warm up exercises and energisers is a contentious issue, and one that requires consideration. People either like them, or find them a waste of time. If they are to be used, the selection of exercises requires thought, especially if training in, or with, different cultures.

Time spent on energisers should be short and active, or have an important function, such as helping participants to get to know one another at the beginning of a course.

You can find different examples of warm-ups and energisers in Appendix D.

Part 4
Dealing with difficult participants

Every course is likely to encounter at least one 'difficult' participant – for example someone who will not stop talking and has an opinion on everything, or someone who is shy and does not want to participate. In the worst cases there may be outright hostility between participants. It is important that potential trainers know how to deal constructively with any difficulties that arise.

Examples of a 'Difficult Person' Situation, and how to Manage it

- 'This will never work.'

Try to regard the statement of difficulty as an invitation to build, and not as an obstacle. Try asking the individual to suggest a solution to the problem they have identified. You should listen to the difficulty expressed, and try to deal with it, but under no circumstances should you allow the session to develop into a 'complaints' session.

- Conflict between two persons

You should be aware of the situation, but should not intervene too early, as this could lose you the support of the group. If you do have to intervene, try to emphasise the points of agreement that you have been able to identify and to draw others into the discussion. It is important to de-personalise the issue, and it may be appropriate to get the participants to agree to 'park' it for the time being. You can come back and deal with it later, when the situation has calmed down.

- 'I'm not going to say a word if I can help it.'

This person may be shy, or they might be nervous of speaking in front of their boss or their peers. He / she might find it easier to speak in a small group, which is why it is important to use a variety of learning styles. As the facilitator, it is important that you value everyone's contribution. Ask the person for their opinion about something; then they cannot make a mistake, because it is only their opinion. Be careful to acknowledge any contribution that they do make.

- 'I'm the expert on this subject.'

The person may be truly an expert, in which case you should show respect for what he / she can bring to the discussion. Use the expertise to help the learning experience of the others, but mentally set limits on how long you will allow him / her to talk, and stick to those limits. Use your body language to indicate when he / she should stop talking. Encourage the person to listen, and consider giving him / her a part to play in answering questions from other participants. If appropriate, invite the person to do a short presentation on the subject under discussion.

- 'I like the sound of my own voice.'

This individual is likely to want to dominate the discussion, and you must take control, but in a constructive way. Try to involve other participants by calling on them by name to get involved. In most cases you will find that the group itself will take control and tell the difficult person to stop talking.

- 'I've heard it all before.'

Whatever you do, don't get angry or defensive. Try to find some merit in what the person is saying. Encourage the person to focus on the positive.

- 'I don't agree.'

A person who is constantly disagreeing and raising objections can introduce a negative atmosphere into a training session. A good technique to use for such situations is for the trainer to move outside of the group while the problem is being discussed. For example by getting up, or moving to another position in the room. This forces the person who is being negative to address the trainer at the exterior of the group. Moving to a space outside the group prevents the negative energy from entering the group. It allows the trainer to keep the positive energy within the group, and to return to that positive position after dealing with the problem.

- <u>'I want to discuss a different and difficult issue.'</u>

If an issue is brought up which will take too long to deal with immediately, or which is not appropriate for the session, 'park' it, and come back to it later. Write down the key word for the issue, and place it where it can be seen; explain to the participants that you will return to it at another time. The paper is a reminder that the problem remains to be tackled. Once you have dealt with the issue, take the paper away.

- <u>'I won't attend the whole programme.'</u>

It will be very difficult for the members of the group to concentrate and trust each other if one participant is reluctant to be there or will only attend parts of the sessions. A participant will not get value from doing only a part of a course you have designed. If someone is not prepared to attend the whole course, it is important to find out why – they may have a very valid reason. However, you may need to be strict, and insist that the person drops out of the course altogether. Discussions about attendance and timekeeping are best conducted privately outside of the session.

Part 5
Evaluation

Why we evaluate

Feedback and evaluation is extremely important; it helps people to grow and develop. Constructive feedback is essential, but it must be done in a safe way; this means creating an atmosphere in which both the givers and the receivers of the feedback feel able to speak freely. Depending on the group dynamic and the setting of the course, you might prefer open feedback or anonymous feedback.

For you as a trainer evaluation is an essential tool to

- understand the impact of your training
- learn about factors that lead to success and failure
- know *what* is working and know *why* things are working
- identify room for improvement and adapt your training if necessary
- establish good practices for the future
- track progress
- learn about unintended consequences and outcomes (positive or negative)
- provide for accountability to stakeholders
- make results visible and enable you to communicate the value of your work

Feedback and evaluation models

Daily Feedback

It is important for trainers to get feedback for themselves at the end of each day. This should be done using a variety of methods, so that participants have the chance to experience different ways of getting feedback. Included in appendices H and I are two methods for getting daily feedback that we find particularly useful, the 'Feeling Barometer' and the 'Learning Target'. We especially like these models as they are easy and quick to complete and capture relevant information which is easily understood without the need for any analysis.

Written Feedback

A classical feedback method is to use an evaluation sheet. In appendix G we have added a sample evaluation form that you can adapt according to your needs.

Postcard or 'Post it' Evaluation

This form of evaluation links feedback with remembering what we have learned and what we want to achieve. It also helps to transfer theory of training into practice.

Provide different postcards and put them onto the floor between the participants or in a basket. Ask the participants to look at the postcards and select one they like. Or provide 'post it' notes. The participants should now write on the back or the 'post it' note what they would like to do or achieve until the next training (or within the next X weeks / months) and complete the postcard with their address. Recollect the postcards or the 'post it' notes (and scan) and send them to the participants after the respective period via mail or email.

Resources

Training Manuals

These training manuals, in addition to providing technical information, also have a range of methodologies and exercises that may be useful when developing a training program:

Delaney S & Cotterill C (2005) (2nd edition) *The Psychosocial Rehabilitation of Children who have been Commercially Sexually Exploited;* ECPAT International, Bangkok, Thailand

International Centre for Migration Policy Development (ICMPD) (2006) Anti-Trafficking Training Material for Judges and Prosecutors Handbook in EU Member States and Accession and Candidate Countries, Vienna

International Organization for Migration (IOM) (2014) Counter Trafficking Training Modules, London

ILO - IPEC (2002) *Specialized Training Manual on Psychosocial Counseling for Trafficked Youth;* ILO, Katmandu, Nepal

O Briain M, Van den Borne A & Noten T (2006a) *Combating the Trafficking in Children for Sexual Purposes – A Training Guide;* ECPAT Europe Law Enforcement Group / ECPAT International, Bangkok, Thailand

ECPAT Deutschland e.V. (ed.) (2007, 2010, 2011) Trainingsmanual zum Verhaltenskodex - Schutz der Kinder vor sexueller Ausbeutung im Tourismus, Freiburg, Germany

ECPAT Deutschland e.V. / Venro/ AEJ (ed.) (2012) *Aktiver Kinderschutz konkret;*

Guides & Publications

Consortium for Street Children (2004). *Police training on Child Rights and Child Protection.*

Dottridge M (2004) *Kids as Commodities? Child Trafficking and What to Do about It*; Terre des Hommes, Lausanne, Switzerland

ECPAT International (2006) *Questions & Answers about the Commercial Sexual Exploitation of Children;* ECPAT International, Bangkok, Thailand

ECPAT International (2008) *Combating Child Sex Tourism: Questions & Answers;* ECPAT International, Bangkok, Thailand

O Briain M, Van den Borne A & Noten T (2006) *Combating the Trafficking in Children for Sexual Purposes – Questions & Answers;* ECPAT Europe Law Enforcement Group / ECPAT International, Bangkok, Thailand

Europol (2016) *Situation Report - Trafficking in human beings in the EU,* Den Haag 2016

Child Rights International Network (2016): *Rights, Remedies & Representation: Global Report on Access to Justice for Children*, United Kingdom

Council of Baltic Sea States Secretariat (2015): Guidelines Promoting the Human Rights and the Best Interests of the Child in Transnational Child Protection Cases, Stockholm

Council of Baltic Sea States Secretariat (2015): *Transnational Child Protection: Practical guide for caseworkers and case officers*, Stockholm

Useful Websites

There are many websites with information relating to training, and to trafficking in humans or specifically in children.

Some of the most useful are:

ECPAT International www.ecpat.net

Terre des Hommes www.terredeshommes.org

www.childtrafficking.com and www.humantrafficking.org

German NGO network against trafficking in human beings (KOK) www.kok-gegen-menschenhandel.de/en/home/

Save the Children UK www.savethechildren.org

Keeping Children Safe www.keepingchildrensafe.org.uk/

Kindernothilfe e.V. www.kindernothilfe.org

APPENDICES

A. Sample Training Check List

B. Sample Planning Grid

C. Sample Evaluation Form

D. Training Methods, Tools and Techniques

E. Sample Case Stories

F. Sample Certificate

G. Feeling Barometer

H. Learning Target

Appendix A – Sample Training Checklist

Element	Criteria	Check
1. Determine the need for the course	1.1 Identify and consult with Stakeholders to establish training aims & requirements	
	1.2 Outline course proposal in line with stakeholders aims	
	1.3 Identify existing courses or contributors that may be relevant	
2. Identify the learner profile	2.1 Potential learners are identified	
	2.2 Determine any literacy or language issues	
3. Develop course structure	3.1 Core modules are identified	
	3.2 Determine/document the relationship between modules and expected outcomes	
	3.3 Identify prerequisites for the course and specific modules	
4.Determine the training & evaluation requirements	4.1 Determine the requirements for trainers	
	4.2 Identify learning resources, materials, equipment, human resources	
5. Define the training content	5.1 Clearly specify the key learning points	
	5.2 Identify what knowledge must be there at entry level	
	5.3 Identify assessment/evaluation methods	
6. Develop course monitoring methods	6.1 Design mechanisms to monitor the course in consultation with stakeholders/ trainers	
	6.2 Make arrangements to ensure course can be evaluated against relevant performance indicators	
7. Identify pathways	7.1 Identify opportunities to link course completion to future pathways	

Appendix B – Sample Planning Grid

When	What	How	Who	Remarks

Appendix C – Sample Evaluation Form

		++	+	0	-	- -
Topic Please evaluate the following questions according to the benefit of the discussed training contents for profession		+ +	+	0	-	- -
a)	*Content of training session*					
b)	…					
c)	…					
Open Questions Please answer the following questions in your own words:						
a)	Which elements of the training did you especially like / were especially helpful?					
b)	Which elements of the training did you like less / think of as at least useful?					
c)	What has been missing?					
Trainer Please assess the following items…						
a)	…the subject expertise					
b)	...the applied presentation techniques					
c)	…ability to participate- the consideration of your opinion					
d)	…orientation on previous knowledge and on the needs of participants					
e)	…learning-/working atmosphere					
The training was... (please mark) a) too long ☐ b) too short ☐ c) just right ☐ **Accommodation and venue:** ☺ 😐 ☹ **Meals:** ☺ 😐 ☹						

Appendix D – Training Methods, Tools and Techniques

Tools and Techniques to Meet Different Learning Styles

TRAINING TECHNIQUES

- Brainstorming / Ideas storming

This is an idea generation technique. It consists of a rapid discussion that allows everyone to make their suggestions, or to provide their information. The group is given a topic, and is then asked to come up with opinions, ideas, experiences on the topic, with everyone contributing in a rapid and short way. Ideas are allowed to flow freely, without evaluation. Only a short amount of time is allowed, as the important thing is the quantity of the ideas, not the quality. The technique allows participants to realise that there can be many ways in which to look at a problem. While the ideas are being collected, use keywords to summarise the ideas on the flipchart. These ideas can then be used as a basis for discussion / further exploration.

- Working groups

By setting up small working groups to discuss a particular problem, participants are enabled to express their own ideas and opinions as well as listen to others. Working in small numbers together, each one will be obliged to contribute to the effort. The groups are given a problem to solve and a limited time in which to discuss it and come up with their responses. Each group has to nominate a facilitator and someone to take notes. When the time is up, one of the nominated persons presents the work of the group to the general audience of participants. If the responses from all of the groups are likely to be very similar, the trainer can ask each group to only present its 'different' conclusions to the whole group.

- Nominal group technique

This is an alternative to brainstorming. It allows for the generation of ideas, and then the choice of a preferred course of action. A problem is presented to the group, and the participants are invited to come up with as many solutions as possible. The proposed solutions are written on a flipchart. When all the ideas are recorded, the participants are invited to discuss each one. The result is that the participants reach a clearer understanding of the problem. Later the participants can vote for their preferred solutions.

- Dialogue

This is a technique whereby the trainer sets the scene of a problem, and then invites comments from the participants. This allows for a wide variety of contributions to be made by the participants, so they can learn from each other. It also allows for the trainer to correct any misunderstandings or incorrect suggestions.

- Panel discussions

If there is good relevant expertise among the participants at a training session, a panel discussion is a good way in which to share that expertise with everyone. A panel is chosen with two or three persons who have specific knowledge and expertise on a relevant topic. They are asked to make a short presentation to the whole group, and then there is a 'Question and Answer' session during which the group clarifies the information given, or contributes other opinions and information. Panel discussions can also be helpful to include external experts on specific topics.

- Practical exercises

These are ways to practice skills. They are created situations or 'plays' in which participants are required to act a part. Practical exercises need to be fully thought out by the trainer in advance of the session, and the expectations clearly explained to the participants. Each one needs to know the part they will play, and have a description of what their character will do, or is able to do. If a police man is asked to play the part of a victim, for example, he has to place himself in the situation of the victim, and will realise how powerless he can be in that situation. Practical exercises can be a very enjoyable way in which to learn, but care is needed to avoid participants moving away from the point of the exercise, or exceeding their 'role'. It is also important to be sensitive to the willingness of participants to play a part. Some people do not like to pretend as part of a learning endeavour, and will resist this form of participation.

- Engaging the participants in practical activities

A trainer can create opportunities for the participants to engage in practical activities, such as filling in parts of a map on a flipchart, or placing cards with information on a wall. Such opportunities allow the participants to move around, and to relate their intellectual understanding to a practical movement. Even the task of dividing into small groups could be made into an activity, for example by asking the participants to group according to hair colour or age range.

- Drawing pictures

This can be an activity for each participant, or for the participants to do in small groups. It can help them to visualise the issue they are discussing. For example asking participants to draw their idea of a 'victim or child victim of trafficking' makes them think about the signs that make such a child visible. It also provokes discussion about the issue. When the drawings are finished, the participants can discuss the differences and the similarities in the images they have produced, and the reasons behind those differences / similarities.

- Reflecting

If the trainer periodically spends a couple of minutes reflecting on what has been happening, and checking with the participants how they are reacting to the session, it helps to keep the group focused on the topic and the objectives of the training. It also helps the trainer to check that things are going well with the training.

- Traditional teaching method

If there is a lot of specialist knowledge to convey, it can be easiest to convey the information in a formal 'teaching' style. In order to keep the attention of the group, it is important for the 'teacher' to keep active, to use the flipchart, or to provide the information using digital media (PowerPoint, Prezi, videos) and handouts. Even if using traditional teaching methods, it will help to interrupt occasionally and involve the participants in discussion or reaction.

- Concentric circles

This is a technique by which a lot of information can be shared in a short space of time. Place the participants in two circles – not more than five persons on the inner circle and five on the outside circle, facing each other. Give each person in the inside circle a role which he / she has to explain and defend, and the outside circle a single issue which each participant has to explore with the inside circle. For example, the persons on the inside circle might be given one of the following roles: (child) victim, parent, policeman, teacher, judge. The persons on the outside circle might be given the issue of whether the criminal justice system should protect young children rather than criminalise them. The outside circle discusses the question with the 'person' in the inner circle for several minutes, and then moves to discuss the same question with the next person on the inner circle. The participants can change their place in the circles after the round has been completed, and new roles and issues can be devised. However, this technique should only be used if you are confident with it and have practiced it already.

TRAINING TOOLS

- Case studies

Case studies are stories / scenarios that seek to convey the reality of a problem situation. They are helpful in engaging the participants in the issue and making them think about real people and real-life situations, with problems that require realistic solutions. Case studies can be taken from the course documentation or can be devised by the trainer, using the newspapers, court reports, cases known to the trainer, anecdotal reports of real cases, or an amalgam of several sources. If the persons in the case studies are realistic for participants, they are more likely to come up with good solutions to the problem being addressed. Case studies can also help to create empathy between the participants and the persons whose situation they are examining in the study sessions.

If an exercise involves reading a case study we prefer to give the instructions for the exercise, and then distribute the scenarios, so that participants are not distracted from listening by reading.

- Audio-visual and visual materials

Visual materials are information tools that assist a training session by showing the information in video, film or picture images. They are useful to provoke discussion and to bring home the reality of what is being taught to the participants on the course, but should not be used purely to 'shock'. A trainer should choose materials that will tie in with the objectives of the course, illustrate the session in a relevant way, and at the right time, and ensure that there is enough time and facilities to use the material effectively.

- PowerPoint presentation

This is a way in which the important points of an issue can be made clear to participants on a course. Using pictures or even videos in the presentation can help tell the story. The presentation should only pick out the key concepts, and be made with short sentences. Presentations take time to prepare and should not be overloaded with information. Another option is using presentation tools, which work with movement, zoom, animation and spatial relations. In any case, a trainer needs to be capable of using the respective computer software (see also below: Use of different media).

- Use of information sheets and fact sheets

Handouts can be an excellent way of reinforcing learning, but the timing of their distribution is important, and it is worth discussing this with participants. People tend to be curious, and giving handouts during a session often means that attention becomes focused on the handout, rather than on what is going on. For this reason we suggest that handouts are given either at the end of the day, or at the end of a session.

Warm-Ups and Energizers

- The world is distant:

Pick a question and ask people to stand up if they agree with it. Example:

    - Is alcohol a problem in the world? (If you agree, stay standing)
    - Is alcohol a problem in this country? (If you agree, stay standing)
    - Is alcohol a problem in this city? (If you agree, stay standing)
    - Is alcohol a problem in this room? (If you agree, stay standing)
    - This exercise helps people to relate global issues to their local situation.

- Two truths, one lie:

Break everyone into groups of between three and five persons. Each person in the group must tell the others two truths and one lie about themselves. The other members of the group must then guess which statement was a lie. When finished, the groups can choose their best 'liar', who can then try and fool the rest of the groups.

This exercise helps people to realise how difficult it is to know a person just from external appearance and from what they say.

- Name game:

This is a 'get to know you' game. Groups of about ten persons are formed. The person who starts must say his / her name, as well as a word that starts with the same letter as the first letter of the name. The trainer could give a specific topic for the additional word, such as food or vegetables. The second person must give the name and additional word of the person before, as well as their own name and additional word, and so on until everyone in the group has said their own name and the names of everyone else. For example, if the first person is called Karen and the second person is called Scott, then Karen might say 'Kiwi Karen', and the second person would say 'Kiwi Karen', and might add 'Scallion Scott'.

This exercise helps people to remember each other's names, and creates a fun atmosphere. It is difficult to do with a large group.

- Movement game:

Each person picks a movement for themselves, for example, putting out their right arm. The person next to them has to imitate that movement, and create their own movement. The next person has to repeat both the earlier movements and make their own movement, and so on.

- Country on forehead:

Everyone has a sticker on their forehead with the name of a country. The person does not know what country is named on their own sticker. The participants must then ask questions of each other, to which the only answer can be 'yes' or 'no', and try to guess which country they have on their forehead.

This exercise helps people to get to know each other and to feel comfortable in each other's presence.

- Blindfold game:

Participants are divided into pairs, and one of the pair has a blindfold over their eyes. The other one has to lead the blindfolded person around the room and around obstacles in the room, such as tables, chairs, flipchart. After five minutes, the couple change roles, and the leader becomes the blindfolded person.

After the exercise, discuss with the participants how they felt during the exercise.

The aim of this exercise is to help people to trust each other, and also to help participants to realise what it is like to be in a vulnerable situation. Care should be taken in using this exercise as some people find it very uncomfortable, and become resistant to learning.

A variation on this exercise is for one of the pair to be blindfolded, and have to draw a picture (for example of a child or a house) following the directions of their partner. This exercise can be more acceptable to participants, as it feels less physically threatening.

- Interview game:

Each person pairs off with one other and asks several questions. Then, having learnt something of each other, each partner introduces the other to the whole group. Some leading questions might be:

  - When you hear the phrase 'a human right,' what do you think about?
  - What animal represents you best?
  - What event in your life has most affected your view of the world?
  - What brought you here?
  - What do you like most about your job?

This is an exercise for introductions and helps people to understand each other.

- Snowball:

  This is a game that asks for spontaneous responses from participants. It can be used for a quick evaluation, or to throw up ideas quickly. Make a ball out of paper. Call out your own opinion or idea, and then throw the ball to another participant, who then has to call out his / her opinion or idea before throwing to the next person. For example ‘At the end of this days training I am feeling ....’ or ‘One thing I learnt today............’

Appendix E – Case stories

Case Study

Factual background

Lara, a young woman, meets Kevin[2] in the small Romanian town where she lives. He works in Germany and promises to get her a good job either in the catering industry or as a live-in housekeeper. Lara is a single mother with a toddler. She leaves her child with her mother and goes to Berlin with Kevin. She does not speak a word of German and has never travelled. On their arrival in Berlin, Kevin takes her to a flat in which another Romanian woman, Naja, is living. She is romantically involved with Kevin and works as a prostitute. Kevin and Naja announce to Lara that she is also expected to prostitute herself. They claim there are no other jobs available and that she now owes money to Kevin for organising her travel. Lara sees no other way out than to engage in prostitution. Naja briefs her and works with her over the following weeks in various brothels and on the kerb. Kevin takes her to work and picks her up. She is required to hand over all her earnings to Kevin, who claims he is keeping a detailed account and will revise them with her after three months. Although Lara is in a dreadful mental and physical state, she has to work every single day, even when she is on her period or ill. Naja has days off and can keep part of the money. When Lara refuses a punter because she has already worked for him and he was aggressive, Kevin hits her. She says that she can no longer bear this and wants to return to Romania; Kevin threatens to tell her mother she is working as a prostitute and suggests things will not look good for her child if she leaves. Lara continues working. Four months later, she shares her story with a Romanian-speaking punter who calls the police.

Preliminary investigation

The police retrieve her from the brothel where she is working and take her to a police station that specialises in the field of trafficking in human beings and procuring. Lara is questioned for six hours through an interpreter. The police also get in touch with a specialised counselling centre whose staff joins them at the police station. The counselling centre organise temporary accommodation in a safe house.

The police are in permanent contact with the prosecution. After Lara's first questioning, the police officer in charge of the file at the criminal police unit passes it on to the prosecution, which obtains a search warrant for Kevin's flat from the court. Seven hours after the initial questioning, four police officers search Kevin's flat; they secure a strong body of evidence, seize 25,000 EURO, two sports cars registered in his name, and many documents relating to bank accounts. Kevin is taken into custody. He refuses to be questioned. On the basis of Lara's initial questioning and the evidence – in particular records regarding Lara and other unidentified persons' activities – of Lara's passport, that was found in Kevin's flat, the prosecution asks for an arrest warrant to be issued against Kevin. Before the end of the following day, he is brought before an examining magistrate who issues an arrest warrant against him. Kevin is put on remand. Naja is also arrested, but she is free to leave after extensive questioning. Lara is questioned again five times by the police and spends hours driving around Berlin with criminal police officers identifying locations relevant to the case. Using other strains of evidence, the police manage to identify two other trafficked persons and to question one of them, who is still in Germany.

In the meantime, the counselling centre helps Lara to find a lawyer who will represent her. Lara also receives medical care and psychosocial support from the counselling centre. Lara hires a lawyer who can act for her even during the preliminary investigation. In particular, she requests that she will be informed immediately if Kevin is released. Two weeks later, Kevin applies for a review of his detention, but he is not released.

Approximatively three months later, Lara is granted access to the file through her lawyer. This is how she finds out that three other trafficked persons worked for Kevin in very similar conditions before her. She also discovers that Kevin is claiming that she and the other trafficked persons worked for him voluntarily and of

[2] Are not the real names

their own accord, and that he only acted as their driver and made sure, at their request that nothing happened to them.

Four months after the formal complaint, the prosecution charges Kevin with four counts of serious trafficking in human beings, ‘authoritarian procuring’ [dirigistische Zuhälterei], bodily harm and intimidation before the Criminal Division of the regional court [Landgericht] in Berlin. Naja is charged with aiding and abetting serious trafficking in human beings and authoritarian procuring. Five and a half months after Kevin was detained, the trial against Kevin and Naja begins. Twelve hearings are scheduled for the case; Lara is to be heard as a witness during the second hearing. She has joined the public prosecution as a ‘private accessory prosecutor’ [Nebenklägerin] and has been granted access to a lawyer, which means she does not have to pay for legal representation. She has also received a translation of the bill of indictment at her request.

Lara waives her right to be present during the entire trial and asks her lawyer to represent her during the hearings. They have discussed the course of action that is to be taken during the trial, and the lawyer knows which points are particularly relevant in Lara’s eyes.

The trial

During the first hearing, the court offers Kevin a plea bargain if he agrees to plead guilty. He would be handed down a prison sentence of between three years and eight months and four years and two months were he to plead guilty to all charges. His lawyers announce that the defendant refuses the offer as he claims he is innocent.

The indictment is read out and Kevin gives his statement regarding the allegations through his lawyers. He claims that Lara and Naja worked of their own free will. According to Kevin, he told her back in Romania that she would be working as a prostitute and that she already prostituted herself in her home country. He explained that the reason he kept her passport and her money in Germany was that she asked him to do so. She was free to move around as she wished and worked autonomously. Kevin says nothing about the other trafficked persons but denies any involvement. Kevin answers none of the questions.

Naja refuses to give evidence before the court and makes it known that she was questioned unlawfully after she was arrested and that she was not duly notified of her rights.

Due to the principle of orality, evidence required to hand down the judgment must always be presented orally during the trial. The content of the case cannot simply be put forward: Witnesses must be questioned in person and additional evidence must be physically exhibited or introduced through statements by investigating officers.

Lara is heard as a witness. As she is not severely psychologically compromised, she is questioned in the presence of the defendant. Her fear of the defendant is not sufficient for her testimony to be carried out through videoconference or for the defendant to be excluded.

This is only possible when this could pose an acute risk for the witness’s health or when the witness is a minor.

At her lawyer’s request, the public is excluded during her hearing. Lara is very afraid. There are relatives and acquaintances of the defendant waiting at the courtroom door; despite not speaking to her directly, their presence is very threatening to Lara.

Lara tells her lawyer and the court that she no longer wishes to testify. She is notified that this is forbidden, as she has no right to refuse to give evidence or to remain silent unless the testimony given up to that point was incorrect.

After extensive consultation with her lawyer, Lara decides to testify. She is questioned over three hearings. On top of questions regarding the events themselves, Lara is asked numerous questions regarding her previous biography and her present life. Her lawyer intervenes several times to have questions dismissed. Most of the questions, however, must be answered, as they are justified by the need to assess Lara’s credibility as a witness. She is therefore asked whether she engaged in prostitution in Romania, what her life was like in her home country, what she has told her relatives at home, and why she is still living in Germany. She is also asked what she is doing at the moment and answers truthfully, explaining she is still working as a prostitute. In the meantime, the defence has produced notarised ‘statements’ from several people in Romania claiming that Lara already worked as a prostitute in Romania. Lara continues to deny this.

During the trial, Lara’s child is brought to Germany with the help of the counselling centre and reunited with Lara. This lifts a lot of pressure and fear from her shoulders. She also tells her family she was forced to engage in prostitution in Germany, which is also a relief. However, she does not mention her current activity.

After Lara is heard, the other trafficked persons are to be heard as witnesses. They have all moved back to Romania since the deed. They are all summoned as witnesses through the mutual legal assistance agreement and are requested to come to Berlin to testify. Only one of them comes to testify. At the last moment, she also hires a lawyer who supports her during her testimony. As the deed she was subjected to had occurred six years previously, the witness cannot remember all the details. For example, she cannot give any information regarding the timeline or price of her services; she cannot state any precise locations either. However, like Lara, she explains that she was approached in Romania, promised she would work as a live-in housekeeper, and only told in Berlin that she was expected to work as a prostitute. Kevin did not confiscate her passport and after three weeks’ work, she managed to flee back to Romania with the help of an acquaintance. Kevin never hit her or threatened her after her return to Romania; she never received any money from him either and never asked for any out of fear. The two other trafficked persons do not respond to the summons and refuse to testify before the court.

The court then hears police officers, witnesses from brothels, punters and neighbours. The financial investigations regarding Lara and Naja’s revenues are also presented. The defence, the prosecution and the lawyer of the private accessory prosecution file many applications to examine additional evidence to hear additional witnesses. Some of these are accepted. The scheduled hearings are insufficient; additional hearings are needed. As the two other trafficked persons did not testify, the cases regarding these witnesses and the expected sentences are dropped.

Lara requests a consolidated civil and criminal procedure through her lawyer so that the defendant is sentenced to pay damages for injury and compensation. The sum is to cover the unpaid revenues as a prostitute as well as damages for the mental and physical hardship suffered. This totals 38,000 EURO.

After 35 hearings, the examination of evidence is concluded and the prosecution, the private accessory prosecution, and the defence give their closing statement, which includes all the points they consider particularly relevant.

The prosecution requests that the court sentence Kevin to five years and three months in prison and order the seizure of his money and vehicles on two counts of serious trafficking in human beings and authoritarian procuring. They also request that the court sentence Naja to a two-year prison sentence, which can be suspended, for aiding and abetting the crime. In her closing statement, Lara’s lawyer stresses the huge strain on Lara and goes through the details of the evidence. She does not request any particular sentence other than for Kevin and Naja to be punished and to pay damages for injury and compensation.

Kevin’s defence requests his acquittal and, alternatively, a prison sentence which can be suspended (i.e. two years maximum) for authoritarian procuring. As a further alternative, they request he be spared remand since his permanent residence is in Germany and he will not flee and has already spent one year and eight days on remand.

Naja’s defence requests that she be acquitted.

Kevin is sentenced to a five-year prison sentence for serious trafficking in human beings and authoritarian procuring and is ordered to pay 30,000 EURO in damages for injury and compensation. He is therefore spared remand pending his incarceration and is released from prison on the day of the hearing. However, he must report to the police three times a week and deposit his passport.

Naja is sentenced to a suspended prison sentence of one year and six months for aiding and abetting serious trafficking in human beings and authoritarian procuring. She is ordered to pay damages for injury and compensation jointly with Kevin.

Appeal

Kevin and Naja appeal against the ruling. The case goes to the German Federal Court of Justice [Bundesgerichtshof]. Thirteen weeks after the ruling, the written grounds for the judgment are delivered and the defence justify their appeal.

In the meantime, Kevin has failed to report to the police and has disappeared. Lara new arrest warrant is issued against him. He is arrested five months later in Romania and extradited.

Seven months after the Federal Court of Justice ruling, the appeal is dismissed and the judgment obtains legal force.

Lara is paid out 20,000 EURO of the seized money. She agrees with Naja to be paid out 100 EURO per month.

Appendix F – Sample Certificate

Certificate of Recognition

This is to certify that

(Name)

participated in

(Name of Course)

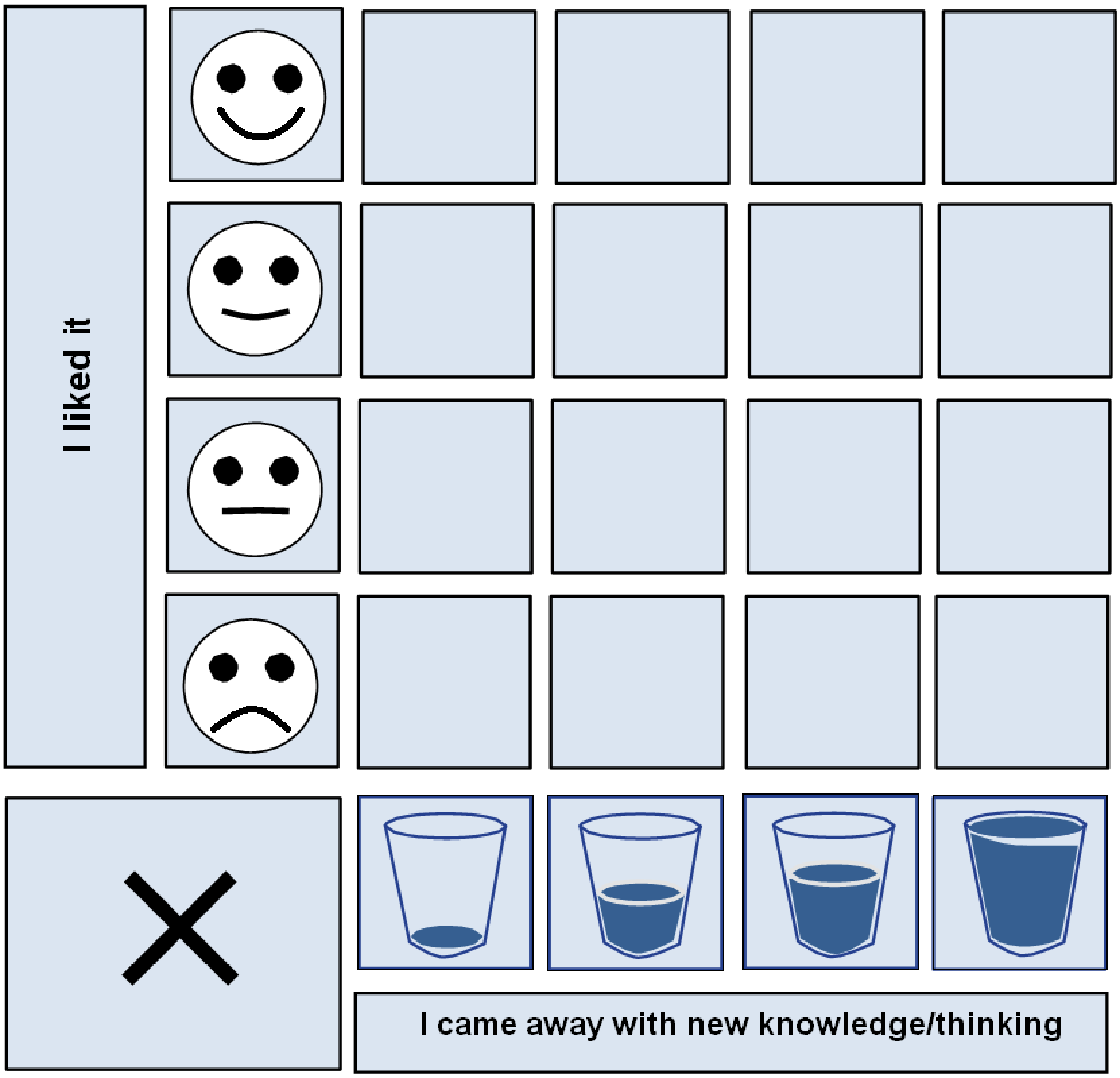
on

(Date & Venue)

Insert logo of organisation / organiser / commissioner of training

....	....
Name & Signature of Trainer	**Name & Signature of Trainer**

Appendix G – Feeling Barometer



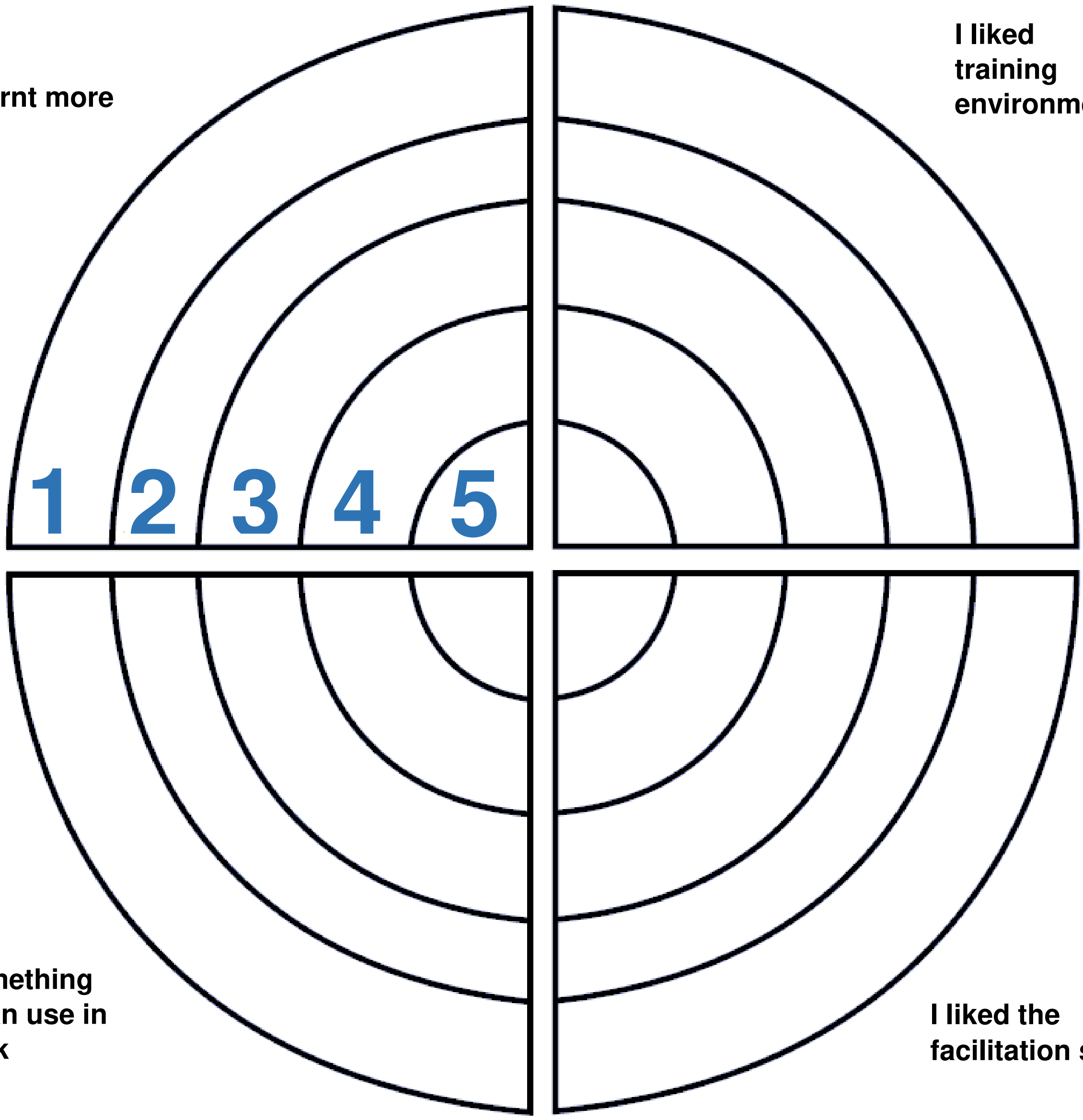
Introduction: The feeling barometer can be filled in either individually, or preferably as a group exercise by copying it onto flipchart paper and then asking each participant to mark the square that corresponds to how they are feeling.

This can be done one at a time with the board turned away from the group so that feedback is confidential. Using the feeling barometer in this way gives a clear visual image of responses to the course, which is easily shared with the group.

Appendix H – Learning Target

I have learnt more

I liked training environment



It is something that I can use in my work

I liked the facilitation style

Introduction: Learning target should be drawn onto flipchart / enlarged & pinned up so that the group cannot see it. One by one participants place an ´x´ in each quadrant. In this way their views remain confidential and private.