

## Contents

<b>How to use this guide</b>	<b>4</b>
<b>Training Tips</b>	<b>6</b>
<b>Evaluations and feedback</b>	<b>7</b>
<b>Pre and post training questionnaires</b>	<b>7</b>
<b>Basic Awareness Training (Short)</b>	<b>9</b>
<b>Basic Awareness Training (Long)</b>	<b>12</b>
<b>Legislation and Definitions Training (Short)</b>	<b>16</b>
<b>Legislation and Definitions Training (Long)</b>	<b>18</b>
<b>Trafficking and Health Training (Short)</b>	<b>23</b>
<b>Trafficking and Health Training (Long)</b>	<b>25</b>
<b>Child Trafficking Training (Short)</b>	<b>28</b>
<b>Child Trafficking Training (Long)</b>	<b>30</b>
<b>Identification and Referral Training (Short)</b>	<b>34</b>
<b>Identification and Referral Training (Long)</b>	<b>36</b>
<b>Ice Breaker Activities for Training Sessions</b>	<b>39</b>
<b>Additional Resources</b>	<b>40</b>
<b>Feedback form</b>	<b>41</b>

## How to use this guide:

This facilitator's guide has been designed to accompany the *'Human Trafficking: A modern form of slavery'* training manual and training programme, with the aim of providing participants with a complete package of lesson plans and training skills necessary for carrying out short training and information sessions on human trafficking.

The guide includes training tips and guidelines for effective communication skills; lesson plans covering five thematic areas and an appendix of ice breaker activities and additional resources. An updated information sheet is included in the inside cover of the training manual, as a corrigendum to the 2009 edition. Extra PowerPoint slides are also included on the updated 2012 CD and are available to download on the Blue Blindfold website: [www.blueblindfold.gov.ie](http://www.blueblindfold.gov.ie)

The training tips and guidelines can be referred to throughout the planning and implementation stages of your training sessions, and will help you to strengthen your facilitation and communication skills.

The five thematic areas covered are:

- Basic Awareness
- Definitions and Legislation
- Health
- Children
- Victim Identification & Referral

Two lesson plans have been developed for each theme and can be delivered as either a one hour information session (short), or as a half day training session (long), depending on how much time is available. The lesson plans can also be easily adapted to meet the needs of participants in various organisations. Each lesson can also function as a stand alone self contained training plan, allowing you to deliver as many or as few training sessions as meet your needs.

For example: Participants working in health care provision will benefit most from the long health training session, while a short information session on basic awareness may also be necessary for those with no prior knowledge of the topic. Depending on the time available and the relevance to participants, you can do a mixture of both long and short lesson plans from these two thematic areas.

The overview at the start of each lesson plan outlines the aims; objectives; duration; materials and advanced preparation needed for each session.

## 1. Basic Awareness

This thematic area provides a good rounded overview to the topic of Trafficking and covers a number of key learning objectives including:

- To understand the definition of Human Trafficking
- Have an awareness of the legislative framework around Trafficking in Ireland
- Gain an understanding of what to do if you suspect a person is a victim of Trafficking.

The Basic Awareness plans are aimed at those with little or no knowledge of Trafficking. However they can also be used as a refresher before other thematic training plans are delivered, and can be combined effectively with any of the other thematic training plans to create a more comprehensive module.

## 2. Definitions and Legislation

This training is more legislation based rather than practical. It does not cover any identification or referral practical issues, rather the training provides a useful synopsis of the key definitions and legislation in place around the area of Trafficking, covering both the Irish and International contexts.

The learning objectives of this training includes:

- To understand the definition of Human Trafficking
- Have an awareness of the legislative framework around Trafficking in Ireland
- Be aware of key legislative issues around the Trafficking of children
- Have an overview of European counter-trafficking legislation and the Council of Europe Convention on Trafficking.

This training is particularly useful for those who may not have a frontline role - potentially working with or coming into contact with victims of trafficking (VOTs), but who are desk based with more policy/planning functions.

### Remember!

**Consult the 'Updates Sheet (Corrigenda)' on the DVD, inside your manual cover, or on [www.blueblindfold.gov.ie](http://www.blueblindfold.gov.ie) before you deliver your trainings to ensure all your information is correct and up to date!**



### 3. Trafficking and Health

The trafficking and health training topics in this guide are both practical and informative.

The learning objectives of this training includes:

- An understanding of the health risks and impacts of trafficking on a victim
- To understand what to do if you suspect a client is a VOT
- A familiarity with an ABC of trauma informed care to facilitate working with VOTs.

Both 'Trafficking and Health' training assumes a basic awareness of the key definitions around Trafficking so may need to be preceded/combined with a Basic Awareness session depending on the level of audience knowledge.

### 4. Victim identification & referral:

This training topic is essential for those who may potentially come into direct contact with suspected victims of trafficking, with the overarching goal being to ensure that appropriate measures can be taken to provide assistance.

Key objectives of the lesson plan are to:

- learn what steps to take if you suspect the person to be a victim of trafficking
- understand the process of identifying a victim
- gain an awareness of the legislative/administrative and principles of protection for victims.

This topic requires some prior knowledge of human trafficking. If participants are new to the subject, you may want to do a short or long Basic Awareness or Definitions & Legislation information session first, depending on who you are training and for what purpose.

For example:

- If participants are working in an area that requires thorough knowledge of the formal identification process, a training session on definitions and legislation may be the most beneficial. You could choose to do either the short or long session as time allows.
- If participants are primarily engaged with potential victims of trafficking as a referral agency, you could choose to do a short or long session on Basic Awareness in advance.

### 5. Child trafficking:

The training plans focussing on child trafficking aim to provide participants with a basic awareness of human trafficking, while highlighting the issues specific to children. This training will be of interest to those working in statutory and non-statutory agencies with responsibility for child rights and/or services.

Key objectives of the lesson plans are to:

- gain an understanding of Irish legislation on counter-trafficking with regard to children
- give an overview of key identification and referral issues for child victims
- understand the physical and psychological health effects for children.

This topic does not require any prior knowledge of counter-trafficking and can be used as a stand alone training plan for basic awareness of counter-trafficking with regard to children. If participants from your organisation have a good understanding of counter-trafficking issues already, you can focus on delivering the short lesson plan instead, and perhaps adapting one of the other short training plans as appropriate.

## Training Tips



- Stay focussed on learning objectives so discussion will follow the right direction.
- Encourage participation by using pair work and small groups for discussions. At the same time, avoid required/ enforced participation.
- Allow for thinking/reflection time in exercises before taking any responses. Learning is not a competition.
- Be aware of participant's needs: Check in with participant's regularly to ensure their needs are met (Do you need more time? Any more questions?)
- Summarise important information at beginning and end of a session.
- Review important concepts with participants, rather than only presenting ideas once.
- Emphasize key words and phrases to point out important information.
- If there are notes on some of the PowerPoint slides – read and use them! They will support your information delivery.
- Use images and symbols to stimulate participant recall.
- The learning experience should be active, not passive: Use a variety of case studies/role plays so participants practice implementing their new skills.
- Ask participants to explain, rather than explaining to participants.
- Timing: Remember that energy levels often decrease after lunch time so be aware that you may need to do an icebreaker activity to get the group warmed up!

## Effective Communication Skills:



- Maintain eye contact
- Stand in front of participants, without any barriers such as desk, podium etc.
- Demonstrate enthusiasm by using gestures
- Vary the pitch, tone and volume of the voice
- Speak clearly
- Be inclusive: Encourage questions
- Allow learner's to answer each other's questions
- Emphasise important points
- Make smooth transitions from one topic to another
- Present one idea at a time.

## Training Checklist



### Planning the Presentation

- Who is my audience? Are there any special considerations, age, language, ability, subject matter knowledge etc?
- What is the purpose of the presentation? Is my topic appropriate?
- Where is the venue? What facilities are available and/or appropriate for the venue?
- How much preparation and practice time do I have?
- Is the style of presentation appropriate for the audience and my abilities?

### Structure of the Presentation and Resources

- What are the 3 things the audience should remember/ understand from this presentation? Are they clear and memorable?
- Is there a logical sequence to how the information is presented?
- Have I given sufficient, clear examples to illustrate difficult or important points?
- Do I have enough handouts?
- Do I know how to work the visual aids? Do I have a back-up?

### Practice

- Can I deliver the presentation within time, including audience questions?
- Am I speaking clearly and confidently? Will all my audience hear me?
- What questions or objections am I likely to get, and do I know how to answer them?

## Evaluations and feedback

This Facilitator's Guide is a new initiative, which aims to support the delivery of 'Counter Trafficking Training Modules' by a wide range of persons, in a wide range of settings and a variety of formats. The guide will support you to tailor make trainings to suit your own needs and those of your colleagues.

As this is the first edition of this guide, we would very much welcome feedback from you, the users, on your experience of using this resource. Feel free to feed back on the good and the bad! It's important that we receive realistic and practical feedback on how well this resource works for you. This in turn will help us adapt the guide in the future, where possible, to make it more streamlined and effective.

IOM Dublin would very much welcome your feedback on the following key questions:

1. What do you feel worked best for you in this guide?
2. What do you feel was not clear or did not work well for you in this guide?
3. Any suggestions on how the content and design could be improved?

An evaluation feedback sheet is included at the back of this guide and we would very much encourage you to complete it. Please contact IOM Dublin at [iomdublin@iom.int](mailto:iomdublin@iom.int) with your feedback. We look forward to hearing from you.



## Some ideas to get you started

Below are some ideas of how you can use the training ideas in this guide, and how you can also mix and match them to suit your needs. This list is certainly not exhaustive, feel free to make your own combinations, and do let us know in your evaluation feedback as to what has worked well for you.

### Examples:

#### Full day trainings, which combine two long trainings together over a one day period:

- Basic Awareness and Health for those working in the health sector
- Basic Awareness and Children for those with a child protection/welfare remit
- Basic Awareness and Definitions and Legislation for those who may not meet VOTs in the course of their work but need a more policy based training.

#### Short trainings:

- These trainings can act as both refreshers, as well as a brief intro for those who do not need an indepth training on the particular theme.

#### Mix and match trainings:

- For example a short Basic Awareness training as a refresher coupled with any other long training of relevance to your group / work setting. You can mix and match in any combination of themes and with short or long trainings as best suits your needs.

## Pre and post training questionnaires

Your key tools to help plan and evaluate your training!



should all be answered in advance, so that you can tailor the training to suit!

Assessing the needs of your participants is vital to ensure that you plan and adapt the training for maximum impact.

### (A) Pre Training Questionnaire (Sample in your resource folder on DVD):

Aim	Method	Remember!	Timing
To learn about participants prior knowledge of subject, and what they are hoping to gain from the training.	Use template from your DVD. Email around to all participants prior to training. Ideal to circulate around a week in advance. Make sure you give a deadline for them to return it to you, so that you can adapt training a little if you wish, according to feedback.	You can also give this out on the day of training however the downside with this approach is that this does not give much time for any modifications to be made to the training schedule. It is still worthwhile however, and will always serve as a useful comparison to the post training questionnaire when evaluating the impact of the training.	Pre training planning time

### (B) Post Training Questionnaire (Sample on DVD to be adapted appropriately):

Aim	Method	Remember!	Timing
To assess the impact of the training on the participants knowledge of CT thematic areas, and to rate how they received the training style and approach.	Use template from your DVD. This can also be adapted to best suit your needs. Hand out to all participants of training. Make sure you leave around 15 minutes at the end of your training time for completion of the feedback sheet. This sheet will help you evaluate your training and also assist with adapting or revising trainings for future groups.	Make sure you keep an eye on your timings as you go along through the half day training time. You may need to adjust timings here and there depending on the dynamics of the group. Ensure sufficient time will be left at the end of the day for feedback.  The feedback from your training participants will be an important resource for you in compiling your own evaluation sheet at the end of your training delivery.	15 mins

# Basic Awareness Training (Short)



## Aim:

**To provide a basic overview on the issue of Trafficking**



## Learning Objectives:

At the end of this session, participants will be able to:

- understand the definition of Human Trafficking
- understand the modus operandi of Traffickers



## Topics Covered:

Explain the purpose of the training session at the start of each topic. Invite the participants to ask questions whenever they wish.

**What is Human Trafficking?**

**What is the difference between Trafficking and Smuggling?**

**How do Traffickers operate?**



## Materials:

- Flipchart
- Slides 5-8 / 9-17 / 18-21 / 42-48
- DVD Video Clip 2, 3, 4, 7c & 14
- Group work case study handouts, pages 83-85 of manual.  
Text of Admin Arrangements from resources folder on DVD



## Advance Preparation:

**Manual reading:** read module 1, pages 6-12 / module 2 pages 14-17 / module 3 pages 22-26

**Familiarise yourself:** with powerpoint slides needed for this section - no's 5-8, 9-17, 18-21 & 42-48


**Watch:** dvds 2, 3, 4, 7c & 14

**Prepare:** trafficking & smuggling diagram / if wished copy of powerpoint slides for participants. Easiest to group many slides per page!

**Photocopy:** admin arrangements text.



**Total Time: 1 hour**


Aim	Activity	Method	Timing Guides
<p>To gain a good basic understanding of the definition of Human Trafficking.</p>	<p>Visual DVDs 2,3&amp;4 &amp; 14</p> <p>PowerPoint slides No's 5-8 / 9-17</p> <p>Manual page 6</p> <p>Overview</p> <p>Manual page 7-9</p> <p>Slide 8 can be used as a reference handout for participants to help them understand the complex definitions!</p>	<ul style="list-style-type: none"> <li>• VISUAL: Show DVD 14 (Irish TVC) as a visual intro to the subject in the Irish context.</li> <li>• Show slide 5 and read the overview from page 6 of Manual and emphasise to participants how recent this phenomenon is, and how recent the legislative response is. However this is still a 'modern day form of slavery'.</li> <li>• Show slide 6 and start with the UN definition of Trafficking from Palermo Protocol. Read definition and emphasise 3 key stages: Act, means and purpose. Show slide 7 and then slide 8 using PP notes to assist.</li> <li>• Outline Human Trafficking as a process by reading through the three stages from pages 7-9 in the manual. Show DVD 2, 3 and 4 after each stage. Use PP 9-17 to support the 3 stages.</li> <li>• Show slide 8 &amp; explain different types of acts and means from manual. Move on to explain the Types of exploitation (sexual, Labour, organs).</li> </ul>	<p>30 mins</p> 

### Remember!

The fact that the first video we show in this training is in the Irish context is important. It reminds participants that Trafficking happens in Ireland, into Ireland and from Ireland.

The Palermo Protocol definition of Trafficking is worded in a notoriously confusing way! Worth spending time clarifying this issue as it is key to understanding Trafficking.


The use of the framework of Act/Means/Purpose is a useful and easier way to break down the definition and make it easier to grasp.

<p>To understand the difference between Trafficking and Smuggling?</p>	<p>PowerPoint Slides No's 18-21</p> <p>Handout diagram – slide 19</p>	<ul style="list-style-type: none"> <li>• Ask group for their thoughts on how smuggling differs from Trafficking.</li> <li>• Show definition of Smuggling and explain using PP 18-20.</li> <li>• Show slide number 21 to sum up, and handout a copy of slide 19 to the group.</li> </ul>	<p>10 mins</p> 
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### Remember!

Useful differentiation – Trafficking is a crime against a person / Smuggling is a crime against a State.



Aim	Activity	Method	Timing Guides
<p>To understand how Traffickers operate?</p>	<p>PowerPoint Slides No's 42-48</p> <p>Visual - DVD 7c</p> <p>Manual page 23-24</p> <p>Questions?</p> <p>Group Feedback</p> <p>Manual page 25-26</p>	<ul style="list-style-type: none"> <li>Show slides 42-46 and use pages 22-24 in your manual to expand.</li> <li>VISUAL – show DVD 7c then use key points on pages 23 and 24 to show how traffickers exercise control over victims.</li> <li>QUESTIONS: Before showing slides 47 and 48 ask the group their thoughts on the following questions: How many people do you think may be trafficked globally every year? / What percentage are women or girls? / How many children may be trafficked globally per year? Use pages 25 and 26 from the manual to expand and explain these issues a little more.</li> </ul>	<p>20 mins</p> 

### Remember!

When asking the group questions, you can divide them into small groups, or you can ask people just to volunteer answers., depending on the size and dynamics of the group

Asking the group for their reaction to the answers to these 3 questions, will help reinforce the scale of the problem, the global nature of the problem, the seriousness of the crime, the response needed, and the human face of Trafficking.

# Basic Awareness Training (Long)



## Aim:

**To provide a comprehensive basic overview on the issue of Trafficking**



## Learning Objectives:

At the end of this session, participants will be able to:

- understand the definition of Human Trafficking and how Traffickers operate
- understand the key distinctions between Trafficking and Smuggling
- have an awareness of the legislative framework around Trafficking in Ireland
- gain an understanding of what to do if you suspect a person is a victim of Trafficking.



## Topics Covered:

Explain the purpose of the training session at the start of each topic. Invite the participants to ask questions whenever they wish.

**What is Human Trafficking?**

**What is the difference between Trafficking and Smuggling?**

**An outline of Ireland's CT legislation.**

**How do Traffickers operate?**

**Identification and Referral of a possible VOT.**



## Materials:

- Flipchart
- Slides 6-8 / 9-17 / 18-28 / 29-36 / 41-48 / 59-60 / 77-83
- DVD Video Clip 1-6, 7-8, 11 & 14
- Group work case study handouts, pages 83-85 of manual. Text of Admin Arrangements



## Advance Preparation:

### Choose ice breaker activity

**Manual reading:** Read Module 1, pages 6, - 12 / Module 2 pages 14-17 / Module 3 pages 22-26 / Module 4 pages 32-48, 45

**Familiarise yourself:** with PowerPoint slides needed for this section / Refer to notes under the slides for useful guidance and additional info

**Watch:** DVDs 1-6 / 7-8 / 11 / 14


**Prepare:** Handouts – Copy of Irish legislation / Copy of Admin arrangements (in resource folder on DVD) / Trafficking & Smuggling diagram / Group work case study handouts – pages 83-85 / If wished copy of PowerPoint slides for participants. Easiest to group many slides per page!

**Photocopy:** case study handouts and Admin Arrangements text.




**Total Time: 3 hours**

## Pre Training Questionnaire

Aim	Activity	Method	Timing Guides
To open communication channels and relax participants.	Icebreaker	<ul style="list-style-type: none"> <li>Choose from the icebreakers provided in the resources section of this handbook or feel free to think of your own.</li> <li>Show slide 8 &amp; explain different types of acts and means from manual. Move on to explain the Types of exploitation (sexual, Labour, organs).</li> </ul>	10 – 15 mins 

### Remember!

Icebreakers are meant to be fun! Something to put the participants at ease. A small fun activity that everyone can participate in – does not at all need to be linked to the training theme!


To gain a good basic understanding of the definition of Human Trafficking.	Exercise  Visual DVD 14 Irish television campaign  Manual Overview page 6  PowerPoint slides No's 6-8 and 9-17.  PowerPoint slides 9-17	<ul style="list-style-type: none"> <li>EXERCISE: ask participants for words which they think of when they think of Trafficking – see what they already know! Write these on a flip chart – can be used for revision later.</li> <li>VISUAL: Show DVD 14 as a visual intro to the subject in the Irish context.</li> <li>Read the overview from page 6 of manual and emphasise to participants how recent this phenomenon is, and how recent the legislative response is. However this is still a 'modern day form of slavery'.</li> <li>Show slide 6 and start with the UN definition of Trafficking from Palermo Protocol. Read definition and emphasise 3 key stages: Act, means and purpose.</li> <li>Show slide 8.</li> <li>Human Trafficking as a process – show and read through slides 9-17.</li> <li>Types of exploitation – Slide 15.</li> <li>VISUAL – DVD No 1-6 support this section.</li> </ul>	40 mins 
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### Remember!

The fact that the first video we show in this training is in the Irish context is important. It reminds participants that Trafficking happens in Ireland, into Ireland and from Ireland.

The Palermo Protocol definition of Trafficking is worded in a notoriously confusing way! Worth spending time clarifying this issue as it is key to understanding Trafficking.

The use of the framework of Act/Means/Purpose is a useful and easier way to break down the definition and make it easier to grasp.


Aim	Activity	Method	Timing Guides
To understand the difference between Trafficking and Smuggling?	Exercise  PowerPoint slides No's 18-21  Groupwork  PowerPoint Slides No's 18-21 / 22-28	<ul style="list-style-type: none"> <li>EXERCISE : Use two flip chart pages with a heading of Trafficking on one and Smuggling on another. Stick on wall. Ask participants, either in groups or individuals to write key words under each heading. Refer back to this when showing the key differences and the overlaps.</li> <li>Show definition of Smuggling and explain using PP 18-21.</li> <li>GROUPWORK – In groups handout two case studies from pages 83-89 of manual. Give each group two case studies (Antonio, Sara, Kim, Michelle, Anna, Lou or Yvonne) Give sufficient time for each group to read and discuss the case studies and each group can nominate a group spokesperson to answer the question 'Is this Trafficking or Smuggling'.</li> <li>The relevant PP slides 22-28 will provide you with the key answers to define which cases are T and which S and why.</li> </ul>	40 mins  

### Remember!

The exercise can be done over a cup of coffee or a short break. It is often easier for people to write their ideas down in a more informal setting. Leave a bunch of markers at each page.

For the GROUPWORK, it's useful to make sure to include case studies E and G. E is a case of smuggling, and G refers to a child, and both of these will serve to highlight key issues for the group. Then pick some or all of the others depending on group numbers.

### This might be a good time for a short coffee break

To be aware of Irelands CT legislation and admin framework.	PowerPoint slides No's 29-36 / 77-83  Manual page 40-42  Handouts - Admin Arrangements	<ul style="list-style-type: none"> <li>Slide 36 - Explain very briefly the key three groups in the Admin Framework. Info is outlined on page 17 of manual.</li> <li>Read through the main slides 31-35 and 77-83. Page 40-42 of manual provides supporting information.</li> <li>Highlight the fact that for someone to be officially given status of 'suspected VOT', this can only be done by a GNIB Superintendent.</li> <li>Then admin arrangements take effect (provide handout for group).</li> <li>Slide 77-83 - Highlight key points of admin arrangements : 5. R&amp;R 60 days / Reasons for R&amp;R / Not subject to removal during R&amp;R / 11. R&amp;R can be longer for under 18 / 6 mth Temp residence permit / 12. Read out conditions.</li> </ul>	20 mins    *Note relevant changes in the Updates/ Corrigenda sheet on the inside cover of your training manual.
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### Remember!

For most people a basic awareness is all that is needed of the legislation.

If a more detailed overview of the legislation is required, then see the 'Legislation and Definitions' trainings.

This training highlights the administrative framework (i.e. the structures put in place to prevent and combat THB) as well as the key points of the admin arrangements.

It is always worth drawing participants attention to the information boxes in the manual relating to Children. Read these out for their additional info.


Aim	Activity	Method	Timing Guides
<p>To understand how Traffickers operate?</p>	<p>PowerPoint No's 42-46</p> <p>Visual – DVD 7c Manual page 22-24</p> <p>Questions</p> <p>PowerPoint slides No's 47-48</p> <p>Group Feedback</p> <p>Manual page 25-26</p>	<ul style="list-style-type: none"> <li>Show slides 42-46 and use pages 22-24 in your Handbook to expand on the key points in the slides.</li> <li>VISUAL – show DVD 7 (c) then use key points on pages 23 and 24 to show how traffickers exercise control over victims.</li> <li>QUESTIONS: Before showing slides 47 and 48 ask the group their thoughts on the following questions: How many people do you think may be trafficked globally every year? / What percentage are women or girls? / How many children may be trafficked globally per year?</li> <li>Ask the group for their reactions and feedback on the scale of Trafficking. Use pages 25 and 26 from the manual to expand and explain these issues a little more.</li> </ul>	<p>30 mins</p> 

### Remember!

When asking the group questions, you can divide them into small groups, or you can ask people just to volunteer answers.

Depending on the dynamics of the group, and how participatory they are, the Questions exercise can be approached either way.

Asking the group for their reaction to the answers to these 3 questions, will help reinforce the scale of the problem, the global nature of the problem, the seriousness of the crime, the response needed, and the human face of Trafficking.

<p>To have a basic overview of key Identification and Referral issues.</p>	<p>Flipchart</p> <p>PowerPoint slides 59-60</p> <p>Handout – NRM map</p> <p>Pages 42-45 of manual with copy of Updated Info Sheet 2012 / corrigendum.</p>	<ul style="list-style-type: none"> <li>EXERCISE: use flipchart and ask group for what they feel may be indicators that a person has possibly been trafficked.</li> <li>Read through list of indicators on page 34 of manual. Power point slides 59 and 60 can be used as background here also.</li> <li>Handout NRM map with two scenarios and ask group to trace path of referral per person.</li> <li>Handout photocopy of pages 42-45 of manual and updated info sheet 2012 for reference contact details (Check update/corrigenda sheet on inside of manual cover for updated information).</li> </ul>	<p>40 mins</p> 
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### Remember!

A full separate training is included in this facilitation guide, on Identification and Referral. For further details, ideas or to organise an additional training on this issue have a look at the 'Identification and Referral' training.

## Post Training Questionnaire

# Legislation and Definitions Training (Short)



## Aim:

**To provide an introduction to the key definitions and Irish legislation relating to Trafficking**



## Learning Objectives:

At the end of this session, participants will be able to:

- understand the definition of Human Trafficking
- understand the issue of consent and how it is key in the Trafficking definition
- be aware of Ireland's Trafficking legislation and administrative framework



## Topics Covered:

Explain the purpose of the training session at the start of each topic. Invite the participants to ask questions whenever they wish.

### What is Human Trafficking? – Palermo Protocol

#### The issue of consent

#### Development of Ireland's CT legislation



## Materials:

- Flipchart
- Slides 6-8, 16-17, 19, & 29-36
- DVD No. 14
- Slide 8 & 19 as handouts. Irish Legislation & National Referral Mechanism map handouts.



## Advance Preparation:

**PREPARE:** Handouts – Copy of Palermo Protocol legislation wording / Copy of Irish legislation / Copy of Admin arrangements / Trafficking & Smuggling diagram / If wished copy of PowerPoint slides for participants. Easiest to group many slides per page!

**Manual reading:** Read Module 1, pages 6 - 11 / Module 2 pages 14-16

**Familiarise yourself:** with PowerPoint slides needed for this section / No's 6-8, 11-15, 9-17, 29-36


**Watch:** DVDs No 14. No's 1-6 relate to this theme and can be watched as a preparation.

**Prepare:** Handouts – Slide 8 & 19 as handouts. Irish Legislation & National Referral Mechanism map handouts. If wished copy of PowerPoint slides for participants. Easiest to group many slides per page!

**Photocopy:** Handouts and Powerpoint slides



**Total Time: 1 hour**


Aim	Activity	Method	Timing Guides
To gain a good basic understanding of the definition of Human Trafficking.	<p>Overview</p> <p>Visual DVD 14</p> <p>PowerPoint slides No's 6-8</p> <p>Slide 8 can be used as a reference handout for participants to help them understand the complex definitions!</p> <p>Manual pages 6-7</p> <p>Slide 19 can also be given as an additional handout for participants</p>	<ul style="list-style-type: none"> <li>VISUAL: Show DVD 14 as a visual intro to the subject in the Irish context.</li> <li>Read the overview from page 6 of Manual and emphasise to participants how recent this phenomenon is, and how recent the legislative response is. However this is still a 'modern day form of slavery'. Show slide 5 to reinforce this idea.</li> <li>Show slide 6 and start with the UN definition of Trafficking from Palermo Protocol. Read definition and using pages 6 and 7 of manual &amp; emphasise 3 key stages: Act, means and purpose.</li> <li>Show slide 8 &amp; explain different types of acts and means from manual.</li> <li>Move on to explain the Types of exploitation ( sexual, Labour, organs).</li> <li>VISUAL – DVD No 1-6 relate to this theme.</li> </ul>	<p>30 mins</p> 

### Remember!

The fact that the first video we show in this training is in the Irish context is important. It reminds participants that Trafficking happens in Ireland, into Ireland and from Ireland.


The Palermo Protocol definition of Trafficking is worded in a notoriously confusing way! Ask audience for their initial reaction when you show slide 8.

The use of the framework of Act/Mean/Purpose is a useful and easier way to break down the definition and make it easier to grasp.

To understand the issue of consent and how it is key in the Trafficking definition.	<p>Manual pages 6-7</p> <p>Flip chart</p> <p>PowerPoint Slides No's 6, 16-17</p>	<ul style="list-style-type: none"> <li>Read out clause (b) from Palermo Protocol relating to consent. 'The consent of a victim....' (page 6 manual).</li> <li>Write clause on flip chart and ask group what they think it means.</li> <li>Show slide 6 and look at sub paragraph (a) Discuss the issue of consent and what people think it means within the Palermo Protocol definition.</li> <li>Show slides No 16 &amp; 17.</li> </ul>	<p>20 mins</p> 
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### Remember!

The issue of consent is vital in the Trafficking definitions, however we have left it here near the end of this session as it is not possible to really understand until a good understanding of how Human Trafficking works is first established above.

To be aware of Irelands CT legislation and admin framework.	<p>PowerPoint slides No's 29-36</p> <p>Handouts ( Irish legislation and NRM map)</p> <p>Visual flow chart</p> <p>Manual pages 14-16</p>	<ul style="list-style-type: none"> <li>Read through the main slides 31-33 which cover the key point of the Irish legislation and to expand on these, use the text on pages 14-16 of the manual and notes within the PowerPoint slides. Notes 1-3 on page 15 of manual are important to read through for the group, and give participants a copy of the NRM map for Ireland to refer to.</li> </ul>	<p>10 mins</p> 
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### Remember!

For a more detailed training outline on the identification and referral system in Ireland turn to the full trainings on this theme.

# Legislation and Definitions Training (Long)



## Aim:

**To provide a good basic overview of the key Trafficking definitions and legislation**



## Learning Objectives:

At the end of this session, participants will be able to:

- understand the definition and process of Human Trafficking
- have an awareness of the legislative framework around Trafficking in Ireland
- be aware of key legislative issues around the Trafficking of children
- have an overview of European CT legislation and the Council of Europe Convention on Trafficking.



## Topics Covered:

Explain the purpose of the training session at the start of each topic. Invite the participants to ask questions whenever they wish.

### What is Human Trafficking – Palermo Protocol?

#### Understanding Trafficking as a process

#### The issue of consent

#### Trafficking of children – key points

#### What is the difference between Trafficking and Smuggling?

#### Development of Ireland's CT legislation

#### Overview of European legislation and COE Convention



## Materials:

- Flipchart
- Slides 6-8, 9-15, 16-21, 22-28, 29-36, 37-39 & 77-83
- DVD Video Clip 2, 3, 4, 5, 8, & 14
- Case study handouts, pages 83-85 of manual. Text of Admin Arrangements / Palermo Protocol / Irish Legislation



## Advance Preparation:

**Manual reading:** Read Module 1, pages 6, - 11 / Module 2 Pages 14-17/ Module 3 Pages 22-26 / Module 4 Pages 32-48

**Familiarise yourself:** with PowerPoint slides needed for this section / No's 6-8, 9-15, 16-21, 22-28, 29-36, 37-39 & 77-83

**Watch:** DVDs 2, 3, 4, 5, 8 & 14

**Prepare:** Handouts –A copy of Palermo Protocol legislation wording / Copy of Irish Legislation / Copy of Admin Arrangements / Trafficking and Smuggling diagram / Groupwork case study handouts pages 83-85 / If wished copy of PowerPoint slides for participants. Easiest to group many slides per page!

**Photocopy:** Case study handouts and Admin Arrangements text.


Choose Ice breaker activity. Pre training questionnaire



**Total Time: 3 hours**




## Pre Training Questionnaire

Aim	Activity	Method	Timing Guides
To open communication channels and relax participants.	Icebreaker	<ul style="list-style-type: none"> <li>Choose from icebreakers provided in the resources section of this facilitator's guide or feel free to think of your own.</li> </ul>	10 – 15 mins 

### Remember!

Icebreakers are meant to be fun! Something to put the participants at ease. A small fun activity that everyone can participate in – does not at all need to be linked to the training theme! Better if it is not!


To gain a good basic understanding of the definition of Human Trafficking.	Exercise  Visual DVD 14  Overview  Manual page 6  PowerPoint slides No's 6-8  Manual page 7-9	<ul style="list-style-type: none"> <li><b>EXERCISE:</b> ask participants for words which they think of when they think of Trafficking – see what they already know! Write these on a flip chart – can be used for revision later.</li> <li><b>VISUAL:</b> Show DVD 14 as a visual intro to the subject in the Irish context.</li> <li>Read the overview from page 6 of the manual and emphasise to participants how recent this phenomenon is, and how recent the legislative response is. However this is still a 'modern day form of slavery'.</li> <li>Show slide 6 and start with the UN definition of Trafficking from Palermo Protocol. Read definition and emphasise 3 key stages: Act, means and purpose.</li> <li>Show slide 7 &amp; 8.</li> <li>Explain different types of acts and means from manual. See page 7 manual.</li> <li>Move on to explain the Types of exploitation (Sexual, Labour, Organ removal). Pages 8 &amp; 9 of manual refer.</li> </ul>	40 mins 
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### Remember!

The fact that the first video we show in this training is in the Irish context is important. It reminds participants that Trafficking happens in Ireland, into Ireland and from Ireland.

The Palermo Protocol definition of Trafficking is worded in a notoriously confusing way! Ask audience for their initial reaction when you show slide 8.

The use of the framework of Act/Means/Purpose is a useful and easier way to break down the definition and make it easier to grasp.


Aim	Activity	Method	Timing Guides
<p>To understand Trafficking as a process ( the key terminology of the Palermo Protocol definitions).</p>	<p>PowerPoint slides No's 9-11, 12, 13-15</p> <p>Visuals DVD 2-5</p> <p>Manual page 8</p> <p>DVD No 2 – Recruitment (Natalia)</p> <p>DVD 3 – Transportation</p> <p>DVD No 4 – Exploitation</p> <p>DVD No 5 – Eka's story</p>	<ul style="list-style-type: none"> <li>Show and explain slides 9-11.</li> <li>Show DVD number 2 and let group know that this is a real story, of Natalia, and not an actress – the story is shocking. Show DVD No 2.</li> <li>Movement – explain using slide 12 and manual (page 8 of manual refers). Explain key concepts of movement, countries of origin, countries of transit, countries of destination. Issues around documents.</li> <li>Show DVD 3 Transportation to illustrate above.</li> <li>Show slides 13-15. Stress exploitation as the key purpose to all phases of trafficking.</li> <li>Show DVD 4 – Exploitation.</li> <li>Using manual, expand on the three types of exploitation (Page 8 of manual).</li> <li>To illustrate labour exploitation show DVD 5 Eka's story .</li> </ul>	<p>45 mins</p> 

### Remember!

Do a run through yourself of the visuals before your presentation to make sure you are familiar with them Trafficking is a complex process and is generally easier to understand if it is thought of as a process beginning with recruitment of the potential VOT, their movement and then moving on to their exploitation


Ask the group at various intervals between DVDs whether they have any questions and make sure issues are clear before moving on.

#### This might be a good time for a short coffee break

<p>To understand the issue of consent and how it is key in the Trafficking definition.</p>	<p>PowerPoint Slides No's 6, 16</p> <p>Manual page 6</p> <p>Flip chart</p>	<ul style="list-style-type: none"> <li>Understanding the key issue of Consent - ask the group to read through the Palermo Protocol definition. Use manual page 6 also. Read out clause (b) relating to consent. 'The consent of a victim....'</li> <li>Write clause on flip chart and ask group what they think it means.</li> <li>Show slide 6 and look at sub paragraph (a) Discuss the issue of consent and what people think is means within the Palermo Protocol definition.</li> <li>Show slide No 16.</li> </ul>	<p>20 mins</p> 
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### Remember!

The issue of consent is vital in the Trafficking definitions, however we have left it here until the end of this session as it is not possible to really understand until a good understanding of how Human Trafficking works is first established.


Aim	Activity	Method	Timing Guides
<p>To understand the key issues around Trafficking of Children and how the Palermo definition relates to Children.</p>	<p>PowerPoint slide no 17</p> <p>Visuals DVD 8</p>	<ul style="list-style-type: none"> <li>Show slide No. 17. Reinforce the point that children can never consent to being trafficked and that a child is defined as any person under 18 years of age.</li> <li>Additional information to use from page 10 of the manual.</li> <li>Show DVD 8 relating to Child Trafficking from Africa. (Inform participants that this is a hard hitting DVD visual).</li> <li>If you wish you can read some of the (orange coloured) key text boxes relating to children from the manual for the background info of participants.</li> </ul>	<p>15 mins</p> 

### Remember!

There are many text boxes throughout the manual relating to children and Trafficking. Read through these and you will find relevant snippets of information which your group may be interested in.

Have a look at the separate full training within this facilitators guide which focuses specifically on Trafficking and Children


DVD no 8 is fairly hard hitting and may upset members in the group.

<p>To understand the difference between Trafficking and Smuggling.</p>	<p>Exercise</p> <p>PowerPoint Slides No's 18-21</p> <p>Groupwork</p> <p>PowerPoint Slides No's 22-28</p>	<ul style="list-style-type: none"> <li>EXERCISE : Use two flip chart pages with a heading of Trafficking on one and Smuggling on another. Stick on wall. Ask participants, either in groups or individuals to write key words under each heading. Refer back to this when showing the key differences and the overlaps.</li> <li>Show definition of Smuggling and explain using PP 18-21.</li> <li>GROUPWORK – In groups handout two case studies from pages 83-89 of Manual. Give each group two case studies (Antonio, Sara, Kim, Michelle, Anna, Lou or Yvonne) Give sufficient time for each group to read and discuss the case studies and each group can nominate a group spokesperson to answer the question 'Is this Trafficking or Smuggling'.</li> <li>The relevant PP slides 22-28 will provide you with the key answers to define which cases are T and which S and why.</li> </ul>	<p>40 mins</p> 
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### Remember!

The exercise can be done over a cup of coffee or a short break. It is often easier for people to write their ideas down in a more informal setting. Leave a bunch of markers at each page.


For the GROUPWORK, it's useful to make sure to include case studies E and G. E is a case of smuggling, and G refers to a child, and both of these will serve to highlight key issues for the group. Then pick some or all of the others depending on group numbers.

Aim	Activity	Method	Timing Guides
<p>To be aware of Ireland's CT legislation and admin framework.</p>	<p>PowerPoint slides No's 29-36 / 77-83</p> <p>Handouts (Irish legislation)</p> <p>Handout - Visual NRM flow chart</p>	<ul style="list-style-type: none"> <li>Slide 36 - Explain very briefly the key three groups in the Admin Framework. Info is outlined on page 17 of manual.</li> <li>Read through the main slides 31-33 which cover the key point of the Irish legislation.</li> <li>To expand on these, use the text on pages 14-16 of the manual and notes within the Powerpoint slides.</li> <li>Note the similarities to parts of the Palermo protocol. Notes 1-3 on page 15 of manual are important to read through for the group.</li> <li>Move on to the Admin Framework pages 16-17. Slides 35-36.</li> <li>Highlight the fact that for someone to be officially given status of 'suspected VOT'; this can only be done by a GNIB Superintendent.</li> <li>THEN admin arrangements take effect ( copy in resource file and also copy of NRM flow chart).</li> <li>Slide 77 -83 - Highlight key points of admin arrangements :5. R&amp;R 60 days / Reasons for R&amp;R / Not subject to removal during R&amp;R / 11. R&amp;R can be longer for under 18 / 6 month Temp residence permit / 12. Read out conditions.</li> </ul>	<p>20 mins</p> 

### Remember!

This training also highlights the key points of the admin arrangements.

\*Please note the update corrigendum sheet at the start of the manual, and key changes to admin arrangements.

<p>To be aware of European Legislation and the provisions of the Council of Europe Convention.</p>	<p>PowerPoint slides No's 37-39</p> <p>Manual page 18-19</p>	<ul style="list-style-type: none"> <li>Read through PP slides No's 37-39 using the manual information on pages 18-19 as a guide.</li> <li>This section is really for overall background for participants and does not warrant a detailed approach within this training.</li> </ul>	<p>10 mins</p> 
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### Remember!

Update participants on the fact that Ireland has now ratified the Council of Europe Convention in July 2010 - since manual was printed. Press release available on [www.blueblindfold.gov.ie](http://www.blueblindfold.gov.ie).

## Post Training Questionnaire

# Trafficking and Health Training (Short)



## Aim:

**To provide an introduction to the health impacts of Trafficking and working with VOTs in a healthcare setting**



## Learning Objectives:

At the end of this session, participants will have:

- an understanding of the key guiding principles which cover health, safety and well being
- an understanding of the health risks and impacts of trafficking on a victim
- a familiarity with an ABC of trauma informed care to facilitate working with VOTs



## Topics Covered:

Explain the purpose of the training session at the start of each topic. Invite the participants to ask questions whenever they wish.

### Guiding Principles and Health Risks

**Impacts on health of Trafficking – research study findings**

**ABCs of trauma informed care**



## Materials:

- Flipchart
- PowerPoint Slides No's 104-111, 129-131, & 137-143
- Handouts – Copy of good practice guidelines / ABC of trauma informed care / Referral map for Ireland / PowerPoint slides



## Advance Preparation:

**Manual reading:** Read Module 6 Units 1 and 2

**Familiarise yourself:** with PowerPoint slides needed for this section / No's 104-111, 129-131 & 137-143


**Watch:** DVDs No 14. No's 1-6 relate to this theme and can be watched as a preparation.

**Prepare:** Handouts – Copy of good practice guidelines / Referral Map for Ireland / If wished copy of PowerPoint slides for participants. Easiest to group many slides per page!

**Photocopy:** Case study handouts and Admin Arrangements text. Choose Ice breaker activity. Pre training questionnaire and PowerPoint slides




**Total Time: 1 hour**

Aim	Activity	Method	Timing Guides
<p>To understand the key guiding principles which cover health, safety and well being.</p>	<p>PowerPoint slides No's 104-106 plus 129-131</p> <p>Manual page 62-63</p> <p>Handouts</p>	<ul style="list-style-type: none"> <li>Use the manual pages 62-63 to expand on the 10 WHO guidelines.</li> <li>Use page 27-30 of resource B in your 'Trafficking and Health' resource folder entitled '12 Additional Good Practice Guidelines' to expand on additional good practice.</li> <li>Participants can be provided with a handout of the 10 &amp; 12 guidelines. Copy page 4 of the WHO guidelines booklet. (Resource A) Copy page 27-30 of the 'Caring for Trafficked Persons' handbook - (Resource B). Let participants know that both full resources are available on web. Links in full 3 hour health training.</li> </ul>	<p>30 mins</p> 

### Remember!


The guiding principles are broken into two sections. The 10 general WHO principles in the manual plus an additional 12 IOM good practice guidelines.

The additional 12 good practice guidelines refer back to and build upon the WHO guidelines.

<p>To understand the health risks before during and after the period of exploitation.</p>	<p>Flipchart exercise</p> <p>Manual page 63-65</p> <p>PowerPoint slides No's 107-111</p>	<ul style="list-style-type: none"> <li>EXERCISE: Put up three flip chart pages on the wall – headings, Sex exploitation, Labour Exploitation, and Children. Ask participants to go from page to page and write down what they feel may be health risks to victims under each headings. Leave these on the wall to refer back to.</li> <li>Show PP slides 107-111 and use guidance notes underneath slides, and read through page 63-65 of the manual to provide more detail to participants. Note which risks matched the flip chart exercise. These are not exhaustive of course.</li> </ul>	<p>25 mins</p> 
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### Remember!

Ask audience members to consider ways of integrating the good practice guidelines into their own work. Participants can share ideas with the full group or can keep ideas for own work practise depending on time constraints.

<p>To be familiar with an ABC of trauma informed care and to protect yourself.</p>	<p>PowerPoint slides No's 137-143</p> <p>Handouts</p>	<ul style="list-style-type: none"> <li>Read through slides with participants and refer to notes underneath.</li> <li>Handout a copy of the ABC to participants for their reference.</li> <li>Hand out referral map for Ireland as a reference resource for participants.</li> </ul>	<p>5 mins</p> 
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### Remember!

Using mnemonics is a practical and easy to remember way of imparting information to your audience. It helps people remember short key points.

# Trafficking and Health Training (Long)



## Aim:

**To provide a good basic overview of the health impacts of Trafficking and working with VOTs in a healthcare setting**



## Learning Objectives:

At the end of this session, participants will have:

- an understanding of the health risks and impacts of trafficking on a victim
- an understanding of what to do if there is a suspicion that a client is a VOT
- a familiarity with an ABC of trauma informed care to facilitate working with VOTs



## Topics Covered:

Explain the purpose of the training session at the start of each topic. Invite the participants to ask questions whenever they wish.

### Guiding Principles and Health Risks

### Impacts on health of Trafficking – research study findings

### What to do if you suspect Trafficking

### Guiding principles of working with interpreters

### ABCs of trauma informed care



## Materials:

- Flipchart
- Slides 104-111 / 112-115 / 129-146
- Handouts – Copy of 13 IOM good practice guidelines / Referral map for Ireland / PowerPoint slides



## Advance Preparation:

**Manual reading:** Read Module 6 Units 1 and 2

**Familiarise yourself:** with PowerPoint slides needed for this section / No's 104-111 / 112-115 / 129-146

**Watch:** dvds 2,3,4,7c & 14

**Prepare:** Handouts –Copy of 12 IOM good practice guidelines / Referral Map for Ireland / If wished copy of PowerPoint slides for participants. Easiest to group many slides per page!


**Photocopy:** Case study handouts and Admin Arrangements text.

Choose Ice breaker activity. Pre training questionnaire and PowerPoint slides




**Total Time: 3 hours**

## Pre Training Questionnaire

Aim	Activity	Method	Timing Guides
To open communication channels and relax participants.	Icebreaker	<ul style="list-style-type: none"> <li>Choose from icebreakers provided in the resources section of this facilitators guide or feel free to think of your own.</li> </ul>	10 – 15 mins 

### Remember!


Icebreakers are meant to be fun! Something to put the participants at ease. A small fun activity that everyone can participate in – does not necessarily need to be linked to the training theme!

To understand the key guiding principles which cover health, safety and well-being.	<p>Manual page 62-63</p> <p>Power point slides No's 105-106 plus 129-131</p> <p>Handouts 10 WHO guidelines – PowerPoint slide No 106</p> <p>Groupwork and feedback</p>	<ul style="list-style-type: none"> <li>Show slide number 106. Use the manual pages 62-63 to expand on the 10 WHO guidelines.</li> <li>Use page 27-30 of resource B 'Caring for Trafficked Persons' in your 'Trafficking and Health' resource folder entitled '12 Additional Good Practice Guidelines' to expand on additional good practice.</li> <li>Participants can be provided with a handout of the 10 &amp; 12 guidelines. Copy page 4 of the WHO guidelines booklet. (Resource A) Copy page 27-30 of the 'Caring for Trafficked Persons' handbook - (Resource B). Let participants know that both full resources are available on web. Links above in resource outline.</li> <li>GROUPWORK: Divide the group up into smaller groups. Ask each group to consider ways of integrating the good practice guidelines into their own work? Participants can share feedback with the full group or can keep ideas for own work practice.</li> </ul>	40 mins 
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### Remember!

The guiding principles are broken into two sections. The 10 general WHO principles in the manual plus an additional 12 IOM good practice guidelines.


The additional 12 good practice guidelines refer back to and build upon the WHO guidelines.

To understand the health risks before during and after the period of exploitation.	<p>Flipchart exercise</p> <p>PowerPoint slides No's 107-111</p> <p>Manual page 63-65</p>	<ul style="list-style-type: none"> <li>EXERCISE: Put up three flip chart pages on the wall – headings, Sexual exploitation, Labour Exp, and Children. Ask participants to go from page to page and write down what they feel may be health risks to victims under each headings. Leave these on the wall to refer back to.</li> <li>Show PP slides 107-111 and use guidance notes underneath slides, and read through page 63 -65 of the manual to provide more detail to participants. Note which risks matched the flip chart exercise. These are not exhaustive of course.</li> </ul>	30 mins 
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Aim	Activity	Method	Timing Guides
To see the results of research of the impact of Trafficking on health - London School of Hygiene and Tropical Medicine study.	PowerPoint Slides No's 132-135	<ul style="list-style-type: none"> <li>Show slides and refer to the accompanying notes to explain the research findings.</li> <li>Highlight in particular the slide 'Would she lie?'</li> <li>Show the participants the resource link (Slide 145) for the full research report should they be interested in accessing it.</li> </ul>	10 mins 



**This might be a good time for a short coffee break**

To understand what to do if you suspect Trafficking.	Manual page 66-70 PowerPoint slides No's 112-115 Handouts – Referral map for Ireland	<ul style="list-style-type: none"> <li>Refer to goal of training section in the manual page 66.</li> <li>Show slides.</li> <li>Provide participants with Referral Map for Ireland from your Health Resources folder in the DVD.</li> </ul>	30 mins 
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### Remember!

This section can really only be delivered after participants are aware and understand the meaning of human trafficking. It is also essential that they are familiar with common trafficking indicators and issues, as well as the protections available in the State and safe referral approaches.

See Short Version of Basic Awareness – Refresher/Overview training .

To be familiar with some key guiding principles of working with Interpreters.	Group work / flip chart PowerPoint Slides No 144	<ul style="list-style-type: none"> <li>GROUPWORK: Divide participants up into groups depending on sizes, and ask each group to consider for 5-10 minutes amongst themselves, what some key issues may be when working with Interpreters and a VOT. Ask group for feedback and write answers on flip chart for all to see.</li> <li>Show slide 144 and let the group read the 5 key points. Use the explanation notes to further explore the 5 key points.</li> <li>If there are additional issues that arise from the earlier group work, then these could be explored now in an informal way. Group members may have some very useful experience and information to share in this regard from their own work with interpreters, where relevant.</li> </ul>	15 mins 
To be familiar with an ABC of trauma informed care and to protect yourself.	PowerPoint slides No's 137-143 Groupwork	<ul style="list-style-type: none"> <li>Read through slides with participants and refer to notes underneath.</li> <li>EXERCISE: Ask participants to consider this ABC and how they would implement it in their specific job, and what it would mean in practice for them. They can consider this and take it with them as something to consider for the future.</li> </ul>	15 mins 

### Remember!

Using mnemonics is a practical and easy to remember way of imparting information to your audience. It helps people remember short key points.

## Post Training Questionnaire

# Child Trafficking Training (Short)



## Aim:

**To raise awareness on issues surrounding the Trafficking of children**



## Learning Objectives:

At the end of this session, participants will have:

- a general overview of the definitions of Trafficking and Smuggling
- a basic understanding of Irish legislation on counter-trafficking with regard to children
- a general overview of key identification and referral issues for child victims
- an understanding of some of the physical and psychological health effects for children



## Topics Covered :

**What is Human Trafficking?**

**What is the difference between Trafficking and Smuggling?**

**An outline of Ireland's legal protection for child victims**

**Identification and Referral of a possible child VOT**

**What are the health effects of trafficking for children?**



## Materials:

- Slides 31-33, 35, 48, 50, 55-56, 58-60, 64-65, 74, 85, 106, & 108-111.



## Advance Preparation:

**Manual reading:** Read Module 1, pages 6, 10 / Module 2 Pages 14-16 / Module 3 Pages 27-29 / Module 4 Pages 32-37, 45 / Module 6 Pages 62-65

**Familiarise yourself:** with PowerPoint slides needed for this section / No's 6-8 / 17 & New Slides '7' & '8' / 18-19 / 22-28 / 31-33 / 35 / 48 / 50 / 55-60 / 64-65 / 74 / 85 / 106 / 108 – 111






**Watch:** DVD 8

**Prepare:** Handouts – Group work case study handouts – pages 83-85; New administrative arrangements text

**Photocopy:** Any powerpoint slides you may wish to give as handouts.



**Total Time: 1 hour**

Aim	Activity	Method	Timing Guides
To review the definition of Human Trafficking.	PowerPoint slides No's 6-8 & 17	<ul style="list-style-type: none"> <li>Show slide 6: Palermo Protocol. REVISION EXERCISE: Ask the group what are the 3 key stages of human trafficking, and elicit Act, Means and Purpose.</li> <li>Show slide 17: Explain that the 'Means' stage of the trafficking process is irrelevant for children. They can not consent.</li> </ul>	10 mins 
<p><b>Remember!</b> The use of the framework of Act/Mean/Purpose is a useful and easier way to break down the definition and make it easier to grasp.</p>			
To be aware of Irelands CT legislation and admin framework.	PowerPoint slides No's 31-33, 35  Manual page 14-16	<ul style="list-style-type: none"> <li>Read page 14-16 in manual.</li> <li>Read through slides 31-33 showing Ireland's CT legislation for children.</li> <li>Highlight that for someone to be officially given status of 'suspected VOT', this can only be done by a GNIB Superintendent.</li> <li>Then admin arrangements take effect- handout copy of text.</li> </ul>	15 mins 
<p><b>Remember!</b> For most people a basic awareness is all that is needed of the legislation.</p>			
To understand the scale and causes of trafficking.	PowerPoint slides No's 48, 50  Manual page 27-29  Visual  Questions?	<ul style="list-style-type: none"> <li>Show slides 48 or DVD no. 8.</li> <li>QUESTIONS: Ask the group what they think are the main factors causing trafficking?</li> <li>Show slide 50.</li> <li>Ask group what is particularly relevant/ different for children?</li> <li>Read list/ make new slide for info box on Page 29 in manual.</li> </ul>	10 mins 
<p><b>Remember!</b> When asking the group questions you can ask people just to volunteer answers.</p>			
To have a basic overview of key Identification and Referral issues.	Exercise  PowerPoint slides No's 55-56, 58 - 60, 64-65, 74, 85  Manual page 32-37	<ul style="list-style-type: none"> <li>Show slides 55 &amp; 56 for a list of common places VoT's are found and who may come in contact with them.</li> <li>Show slides 58-60. Ask group what indicators specific to children are there? Show 64 and discuss other indicators listed in manual.</li> <li>Show slide 65.</li> <li>Show slide 74- based on best interest of the child.</li> <li>Show slide 85 showing HSE referral process.</li> </ul>	15 mins 
To understand the physical and psychological health effects of trafficking.	Exercise  PowerPoint slides 106, 108-111  Manual page 62-65	<ul style="list-style-type: none"> <li>Read pages 62-65 in manual.</li> <li>Read through slides 108-110.</li> <li>Specific for children: show slide 111 and refer to page 65 in manual.</li> <li>Show slide 106.</li> <li>Discuss 10 guiding principles of dealing with victims.</li> </ul>	10 mins 

# Child Trafficking Training (Long)



## Aim:

**To raise awareness on issues surrounding the Trafficking of children**



## Learning Objectives:

At the end of this session, participants will have:

- an understanding of Irish legislation on counter-trafficking with regard to children
- an overview of key identification and referral issues for child victims
- an understanding of the physical and psychological health effects for children



## Topics Covered:

Explain the purpose of the training session at the start of each topic. Invite the participants to ask questions whenever they wish.

**What is Human Trafficking?**

**What is the difference between Trafficking and Smuggling?**

**An outline of Ireland's legal protection for child victims**

**Identification and Referral of a possible child VOT**

**What are the health effects of trafficking for children?**



## Materials:

- Flipchart
- Slides 6-8, 17, & 147-148
- DVD Video Clip 8
- Group work case study handouts, pages 83-85 of manual. Text of Admin Arrangements



## Advance Preparation:

**Manual reading:** Read Module 1 ,pages 6, 10 / Module 2 Pages 14-16 / Module 3 Pages 27-29 / Module 4 Pages 32-37,45 / Module 6 Pages 62-65

**Familiarise yourself:** with PowerPoint slides needed for this section / No's 6-8 / 17 & New Slides '7' & '8' / 18-19 / 22-28 / 31-33 / 35 / 48 / 50 / 55-60 / 64-65 / 74/ 85 / 106 / 108 – 111

**Watch:** DVD 8




**Prepare:** Handouts – Group work case study handouts – pages 83-85; New administrative arrangements text


**Photocopy:** Case study handouts and Admin Arrangements text.  
Choose Ice breaker activity



**Total Time: 3.5 hours**

## Pre Training Questionnaire

Aim	Activity	Method	Timing Guides
To open communication channels.	Icebreaker	<ul style="list-style-type: none"> <li>Choose from the icebreakers provided in the resources section of this facilitators guide.</li> </ul>	10 mins 
<p><b>Remember!</b> Icebreakers are meant to be fun! Something to put the participants at ease.</p>			
To gain a good basic understanding of the definition of Human Trafficking.	Exercise Overview Visual PowerPoint slides No's 6-8 Manual page 6	<ul style="list-style-type: none"> <li>EXERCISE: ask participants for words which they think of when they think of Trafficking – see what they already know! Write these on a flip chart – can be used for revision later.</li> <li>Read the overview from page 6 of manual and emphasise to participants how recent this phenomenon is, and how recent the legislative response is. However this is still a 'modern day form of slavery'.</li> <li>Show slide 6 and start with the UN definition of Trafficking from Palermo Protocol. Read definition and emphasise 3 key stages: Act, means and purpose.</li> <li>Show slide 7 &amp; 8.</li> </ul>	25 mins 
<p><b>Remember!</b> The Palermo Protocol definition of Trafficking is worded in a notoriously confusing way! The use of the framework of Act/Means/Purpose is a useful and easier way to break down the definition and make it easier to grasp. If participants already have a basic understanding of trafficking, you can shorten this to a brief review via open questions.</p>			
To show the difference between trafficking in adults versus children.	PowerPoint Slides No's 17, 147&148 Manual page 10	<ul style="list-style-type: none"> <li>Make New Slide to show Palermo Protocol 3 (b) – (d)- Slide 7.</li> <li>Show Slide 17.</li> <li>Explain that the 'Means' stage of the trafficking process is irrelevant for children.</li> <li>Make new slide to show the example of James on Page 10 in manual.</li> </ul>	10 mins 


Aim	Activity	Method	Timing Guides
To understand the difference between Trafficking and Smuggling?	PowerPoint Slides No's 18-19 / 22-28  Exercise  Groupwork  Manual page 83-89	<ul style="list-style-type: none"> <li>EXERCISE : Use two flip chart pages with a heading of Trafficking on one and Smuggling on another. Ask participants, either in groups or individuals to write key words under each heading. Refer back to this when showing the key differences and the overlaps.</li> <li>Show definition of Smuggling and explain using slides 18-19.</li> <li>GROUPWORK – In groups, handout two case studies from pages 83-89 of manual. Give each group two case studies (Antonio, Sara, Kim, Michelle, Anna, Lou or Yvonne) Give sufficient time for each group to read and discuss the case studies and each group can nominate a group spokesperson to answer the question ' Is this Trafficking or Smuggling'.</li> <li>The relevant PP slides 22-28 will provide you with the key answers to define which cases are T and which S and why.</li> </ul>	40 mins  

### Remember!

The exercise can be done over a cup of coffee or a short break. It is often easier for people to write their ideas down in a more informal setting. Leave a bunch of markers at each page.


For the GROUPWORK, it's useful to make sure to include case studies E and G. E is a case of smuggling, and G refers to a child, and both of these will serve to highlight key issues for the group. Then pick some or all of the others depending on group numbers.

### This might be a good time for a short coffee break

To be aware of Ireland's CT legislation and admin framework.	PowerPoint slides No's 31-33, 35  Handout- new admin arrangements  Manual page 31-33	<ul style="list-style-type: none"> <li>Read page 14-16 in manual.</li> <li>Read through slides 31-33 showing Ireland's CT legislation for children.</li> <li>Highlight that for someone to be officially given status of 'suspected VOT', this can only be done by a GNIB Superintendent.</li> <li>Then admin arrangements take effect.</li> <li>Slide 35 - Highlight key points of new admin arrangements and distribute handout.</li> </ul>	20 mins  
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### Remember!

For most people a basic awareness is all that is needed of the legislation.

Aim	Activity	Method	Timing Guides
To understand the scale and causes of trafficking.	PowerPoint slides No's 48, 50 Visual Questions? Manual page 27-29	<ul style="list-style-type: none"> <li>• Read pages 27-29 in manual.</li> <li>• QUESTIONS: Ask the group how many children do they think are trafficked each year?</li> <li>• Show slide 48.</li> <li>• Show DVD no. 8.</li> <li>• QUESTIONS: Ask the group what they think are the main factors causing trafficking?</li> <li>• Show slide 50.</li> <li>• Ask group what is particularly relevant/ different for children?</li> <li>• Read list/make new slide for info box on page 29 in manual.</li> </ul>	30 mins 


### Remember!

When asking the group questions, you can divide them into small groups, or you can ask people just to volunteer answers.

To have a basic overview of key Identification and Referral issues.	Exercise PowerPoint slides No's 55-60, 64-65, 74, 85 Manual page 32-37, 45	<ul style="list-style-type: none"> <li>• Read pages 32-37 in manual.</li> <li>• EXERCISE: Ask group who they think might come into contact with victims of trafficking? Where are they likely to be found? Put the answers on the flipchart. Show slides 55 &amp; 56 for a list of suggested answers.</li> <li>• Show slide 57.</li> <li>• Show slides 58-60. Ask group what indicators specific to children are there? Show 64 and discuss other indicators listed in manual.</li> <li>• Show slide 65.</li> <li>• Show slide 74- based on best interest of the child.</li> <li>• Read page 45 in manual and updated info sheet on referrals and placements- responsibility of HSE.</li> <li>• Show slide 85.</li> </ul>	40 mins 
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### Remember!

Highlight that individuals not in the police force, should not attempt to rescue a suspected victim.

To understand the physical and psychological health effects of trafficking.	Exercise PowerPoint slides No's 106, 108-111 Manual page 62-65	<ul style="list-style-type: none"> <li>• Read pages 62-65 in manual.</li> <li>• EXERCISE: Ask group what they think are the main health issues affecting victims of trafficking? Use flipchart and make two lists- Physical and Mental health.</li> <li>• Read through slides 108-110.</li> <li>• QUESTIONS: Ask group what might be specific for children? Add to flipchart.</li> <li>• Show slide 111 and refer to page 65 in manual.</li> <li>• Show slide 106.</li> <li>• Discuss 10 guiding principles of dealing with victims.</li> </ul>	25 mins 
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## Post Training Questionnaire

# Identification and Referral Training (Short)



## Aim:

**To raise basic awareness on appropriate identification and referral of a VOT in Ireland**



## Learning Objectives:

At the end of this session, participants will have:

- learned what steps to take if you suspect a victim of trafficking;
- an understanding of the process of identifying a victim;
- gained an awareness of the legislative/administrative and principles of protection for victims.



## Topics Covered:

Explain the purpose of the training session at the start of each topic. Invite the participants to ask questions whenever they wish.

**What to do if you suspect a victim of trafficking?**

**To understand the process of identifying a victim of trafficking**

**What are the basic principles for the protection of victims of trafficking?**

**How to make a safe referral?**

**What legal and administrative provisions are in place?**



## Materials:

- Flipchart
- Slides No's 54-63 / 72-75 / 77-83 / 85
- Handouts



## Advance Preparation:

**Manual reading:** Read Module 1, pages 5-12. Module 4 pages 31-48,

**Familiarise yourself:** with PowerPoint slides needed for this section / No's 54-63 / 66-70 / 72-75 / 77-83 / 85-87







**Prepare:** Handouts – Copy of Irish Legislation / Copy of Admin arrangement / Referral Mechanism map / A copy of relevant PP slides can also be provided to participants if wished

**Photocopy:** Handouts and PP slides



**Total Time: 1 hour**



Aim	Activity	Method	Timing Guides
To revise the definition of human trafficking and highlight importance of identifying victims.	Overview PowerPoint slide 54	<ul style="list-style-type: none"> <li>Ask why is it important to formally identify a victim of trafficking?</li> <li>Show slide 54.</li> </ul>	5 mins 
To gain an understanding of where suspected victims of trafficking are found.	Questions PowerPoint slides No's 55-56	<ul style="list-style-type: none"> <li>QUESTIONS: Ask group where they think suspected victims are mainly found and who finds them?</li> <li>Show slides 55 &amp; 56 with examples.</li> </ul>	5-10 mins 
<p><b>Remember!</b> Mention Blue Blindfold Hotline and awareness raising campaign: 1800 25 00 25.</p>			
To learn what steps to take if you suspect a victim of trafficking.	Overview PowerPoint slide 57 Manual page 33	<ul style="list-style-type: none"> <li>The basic principle is Do No Harm. Read through page 33 (3) in manual. If you suspect someone living in your community is a victim of trafficking, contact the local police.</li> <li>Show slide 57- only GNIB can formally identify a VoT.</li> </ul>	5-10 mins 
To understand the process of identifying a victim of trafficking.	PowerPoint Slides No's 58-63 Manual page 34 Groupwork	<ul style="list-style-type: none"> <li>Show slide 58 &amp; 59 More indicators are listed on page 34 in manual.</li> <li>Show slide 60 and discuss these other factors. ASK: Is there anything else that should be included specific to the Irish context?</li> <li>If the assessment of indicators shows that the person may be a suspected victim of trafficking, stage two of the identification process begins.</li> <li>Show slides 61-63 and read through the stages.</li> </ul>	15 mins 
<p><b>Remember!</b> Participants may be interested in numbers of cases in Ireland- Refer to AHTU data report. Highlight that in order for children to be formally identified, the Means stage of the process is irrelevant, as they can not consent.</p>			
To understand the basic principles of protection of victims of trafficking.	PowerPoint slides No's 72-75 Manual page 38-39 Handout	<ul style="list-style-type: none"> <li>Show slides 72-74 and elaborate with further information in the manual.</li> <li>Show slide 75 and discuss the safe referral procedures that should be followed.</li> <li>Distribute NRM map handout and discuss.</li> </ul>	15 mins 
<p><b>Remember!</b> The NRM map looks confusing, but it is a useful resource for agencies involved in the identification/referral process.</p>			
To understand the legislative and administrative protections available to a victim of trafficking in Ireland.	PowerPoint slides 77-83, 85 Manual page 41-45 Handout- New admin arrangements	<ul style="list-style-type: none"> <li>Explain that the COE Convention requires States to provide a range of legal and admin protection measures for victims.</li> <li>Show slide 77 and handout of new admin arrangements.</li> <li>Show slides 78-83.</li> <li>Slide 85: Protection of children is the responsibility of the HSE. Refer to page 45 in the manual and updated info sheet 2012 for further information on this issue.</li> </ul>	15 mins 

# Identification and Referral Training (Long)



## Aim:

**To provide a good overview on appropriate identification and referral of a VOT in Ireland**



## Learning Objectives:

At the end of this session, participants will be able to:

- revise the definition of Human Trafficking
- take steps if you suspect a person to be a victim of trafficking;
- have an awareness of the process of identifying a victim;
- have an awareness of the legislative/administrative and principles of protection for victims.



## Topics Covered:

Explain the purpose of the training session at the start of each topic. Invite the participants to ask questions whenever they wish.

**What to do if you suspect a victim of trafficking?**

**To understand the process of identifying a victim of trafficking**

**What are the basic principles for the protection of victims of trafficking?**

**How to make a safe referral?**

**What legal and administrative provisions are in place?**



## Materials:

- Flipchart
- Slides No's 54-63 / 66-70 / 72-75 / 77-83 / 85-87
- Group work case study handouts, pages 92-93 of manual.
- Handouts



## Advance Preparation:

**Manual reading:** Read Module 1, pages 5-12. Module 4 pages 31-48,

**Familiarise yourself:** with PowerPoint slides needed for this section / No's 54-63 / 66-70 / 72-75 / 77-83 / 85-87





**Prepare:** Copy of Irish Legislation / Copy of Admin arrangement / Group work revision quiz pages 92-93 of manual / National Referral Mechanism map. / Icebreaker activity / If wished a copy of PP slides can be given to participants.


**Photocopy:** Handouts and PP slides



**Total Time: 3.5 hours**


## Pre Training Questionnaire

Aim	Activity	Method	Timing Guides
To open communication channels and relax participants.	Icebreaker	<ul style="list-style-type: none"> <li>Choose from the icebreakers provided in the resources section of this facilitators guide or feel free to think of your own.</li> </ul>	10 mins 
<p><b>Remember!</b> Icebreakers are meant to be fun! Something to put the participants at ease. A small fun activity that everyone can participate in – does not at all need to be linked to the training theme! Better if it is not!</p>			
To revise the definition of human trafficking and highlight importance of identifying victims.	Manual page 6-7 Exercise Overview PowerPoint slides No 54	<ul style="list-style-type: none"> <li>Explain to the group that the definition in the Palermo protocol must be met in order to identify a victim of trafficking. Pages 6 and 7 of manual refer.</li> <li>REVISION EXERCISE: Ask the group what are the 3 key stages of human trafficking?</li> <li>Write the three headings on a flip chart and ask participants to call out what actions go underneath each.</li> <li>Ask why is it important to formally identify a victim of trafficking?</li> <li>Show slide 54.</li> </ul>	20 mins 
<p><b>Remember!</b> The Palermo Protocol definition of Trafficking is worded in a notoriously confusing way! The use of the framework of Act/Means/Purpose is a useful and easier way to break down the definition. Remind participants that for a child, it is not necessary for the 'Means' to be used- a child can not consent. Depending on how many participants remember, you can shorten or lengthen this section as necessary.</p>			
To gain an understanding of where suspected victims of trafficking are found.	Exercise PowerPoint slides No's 55-56	<ul style="list-style-type: none"> <li>EXERCISE: Ask group where they think suspected victims are mainly found and who finds them. Put the answers on a flip chart and refer to later.</li> <li>Show slides 55 &amp; 56 with examples.</li> <li>Remind the group that although suspected victims often come to the attention of those working in a relevant field, members of the community may also have suspicions. Victims may also call hotline services.</li> </ul>	20 mins 
<p><b>Remember!</b> Encourage participants to think of all 3 forms of exploitation to elicit more answers. Mention Blue Blindfold Hotline and awareness raising campaign: 1800250025</p>			
To learn what steps to take if you suspect a victim of trafficking.	Overview Manual page 33 PowerPoint slide 57	<ul style="list-style-type: none"> <li>The basic principle is 'Do No Harm'. Read through page 33 (3) in manual. If you suspect someone living in your community is a victim of trafficking, contact the local police.</li> <li>Show slide 57 and highlight that victims of trafficking come to their attention in 3 ways- by Gardaí; referral from HSE/other agencies/ NGOs; through asylum process.</li> </ul>	10 mins 

Aim	Activity	Method	Timing Guides
To understand the process of identifying a victim of trafficking.	PowerPoint Slides No's 58-63 Manual page 34, 36 Groupwork	<ul style="list-style-type: none"> <li>Show slide 58 &amp; 59.</li> <li>More indicators are listed on page 34 in manual.</li> <li>Show slide 60 and discuss these other factors. Is there anything else that should be included specific to the Irish context?</li> <li>If the assessment of indicators shows that the person may be a suspected victim of trafficking, stage two of the identification process begins.</li> <li>Show slides 61-63 and read through the stages.</li> <li>PAIR/GROUPWORK: Ask participants to discuss what specific issues/factors need to be taken into consideration when identifying children as victims.</li> <li>Gather feedback and point out any issues that didn't come up, listed on page 36 in manual.</li> </ul>	40 mins 

### Remember!


Participants may be interested in numbers of cases in Ireland- Refer to AHTU data report.

To consolidate learning achieved so far.	Exercise Manual 92-93 PowerPoint slides No's 66-70	<ul style="list-style-type: none"> <li>EXERCISE: No. 5, pages 92-93 in manual.</li> <li>Participants can do this alone or in small groups.</li> <li>Gather feedback and discuss. What were the most difficult questions? Does anything need clarification or further review?</li> <li>Slides 66-70 have the answers.</li> </ul>	30 mins 
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### Remember!


This exercise acts as a summary of the information learned to date. It also gives you a good idea of what the participants may need to learn more about.

#### This might be a good time for a coffee break

To understand the basic principles of protection of victims of trafficking.	PowerPoint slides No's 72-75 Manual page 38-40 Handout	<ul style="list-style-type: none"> <li>Read pages 38-39 in the manual.</li> <li>Show slides 72-74 and elaborate with further information in the manual.</li> <li>Show slide 75 and discuss the safe referral procedures that should be followed.</li> <li>Explain the concept of the National Referral Mechanism to the group- refer to page 39/40 in manual.</li> <li>Distribute NRM map handout to participants and allow them to familiarise themselves with the structure.</li> </ul>	30 mins 
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### Remember!

The NRM map looks confusing, but it is a useful resource for agencies involved in the identification/referral process

To understand the legislative and administrative protections available to a victim of trafficking in Ireland.	PowerPoint slides No's 77-83, 85 Manual page 40-45	<ul style="list-style-type: none"> <li>Read pages 40-45 in manual.</li> <li>Explain that the COE Convention requires States to provide a range of legal and administrative protection measures for victims.</li> <li>Show slide 77 and explain that until the Immigration, Residence &amp; Protection Bill has been enacted, these measures are implemented under Administrative Arrangements.</li> <li>Show slides 78-83.</li> <li>Slide 85: Protection of children is the responsibility of the HSE. Refer to page 45 in the manual and updated info sheet for further information on this issue.</li> </ul>	30 mins 
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# Ice Breaker Activities for Training Sessions

Ice breaker activities are often used in training sessions to encourage conversation and to increase energy within the group. They are used at the start of a session to reduce possible tension and anxiety, and also to immediately involve the class in the training.

## Characteristics of good icebreakers/energizers:

- Don't take too much time- optimum length is 10-20 minutes
- Involve everyone
- Encourage trust and cooperation within a small group.
- Make us feel a little bit challenged, but not uncomfortable
- Result in our feeling more a part of the group
- Start conversations and interaction
- Show us interesting new things about people we have known for some time

## When to use icebreakers/energizers?

- At the beginning of a training session
- After lunch to increase energy
- After a difficult or intense session

## 6 sample icebreakers

### 1. Migration-themed Example:

Break into pairs and ask the following questions 1) have you ever lived in another country? 2) If you were to live in another country, where would it be and why? When you are finished, be prepared to introduce your partner with his/her answers to the group. [Note for trainer: Write the answers down on a flip chart. You can refer to this during the training to show high levels of migration/ trends for particular nationalities to and from particular countries.]

### 2. "Learning from Experience"

Have participants introduce themselves and explain one thing they have learned the hard way about the topic you are covering. Post their "lessons learned" on a flip chart. Refer to them throughout the class.

### 3. "Challenges and Objectives"

Divide the class into small teams. Instruct teams to identify their challenges in the topic and their objectives for the training. Post work on flip charts. Have them introduce their team and share their work with the rest of the class.

### 4. "Questions"

Have each person write a question they want answered in the training on a Post-it (sticky) note or piece of paper. Have them introduce themselves and their question. Then post all questions on a wall chart. During or at the end of training, ask the group to answer the questions.

### 5. "Brain Teaser"

Use a quiz as an ice breaker. Ask questions of common knowledge about any topic, or a number of topics. There should be both easy and difficult questions. Ask members to answer individually, and then give them a few minutes to work in small groups to finish answering the questions.

**Sample Quiz:** The easiest quiz in the world – tell the group that the pass rate is 4 answers out of 8 so all should pass! This quiz as you will see is not as easy as it looks but lots of fun!

**Q1 - How long was the 100 years war?**

**116 years**

**Q2 - Where are Panama hats made?**

**Ecuador**

**Q3 - What month is the Russian October Revolution commemorated in Russia?**

**November**

**Q4 - What are camel hair brushes made of?**

**Skunk hair**

**Q5 - What animal are the canary islands named after?**

**Dogs**

**Q6 - What was the real name of King George 6th?**

**Albert**

**Q7 - Where have Chinese gooseberries originated from?**

**New Zealand**

**Q8 - What colour is the black box of an aeroplane?**

**Orange**

### 6. "You did what!?"

Give each person a 3 x 5 card and ask the group to write down something true that nobody else in the room knows about them. Mix up the cards and put them in a box or hat. Have each person pick a card and read it out loud. Ask the group to try and guess who wrote the card.

## Additional Resources



### Basic Awareness

Irish Government site on Human Trafficking:  
<http://www.blueblindfold.gov.ie/website/bbf/bbfweb.nsf/page/index-en>

Link to the UN Office for Drugs and Crime resource section – lots of varied publications:  
<http://www.unodc.org/unodc/en/human-trafficking/publications.html#Reports>

UN Global Initiative to fight Human Trafficking – UN GIFT – link to resources and publications.  
<http://www.ungift.org/knowledgehub/en/catalogue/index.html>

Council of Europe website:  
<http://www.humantrafficking.org/updates/806>



### Definitions and Legislation

Irish Government site on Human Trafficking:  
<http://www.blueblindfold.gov.ie/website/bbf/bbfweb.nsf/page/index-en>

EUROPA website which provides links to key EU legislation on Trafficking:  
[http://europa.eu/legislation\\_summaries/justice\\_freedom\\_security/fight\\_against\\_trafficking\\_in\\_human\\_beings/index\\_en.htm](http://europa.eu/legislation_summaries/justice_freedom_security/fight_against_trafficking_in_human_beings/index_en.htm)



### Health

London School of Hygiene and Tropical Medicine Study of health impacts of Trafficking: Stolen Smiles – [www.lshtm.ac.uk/genderviolence](http://www.lshtm.ac.uk/genderviolence)

World Health Organisation (WHO) reports and resources:  
[www.who.int/svri/issues/trafficking/en/](http://www.who.int/svri/issues/trafficking/en/)



### Children

UNICEF home webpage on Trafficking – some useful resources on right hand side column of webpage 'Publications':  
[http://www.unicef.org/protection/57929\\_58005.html](http://www.unicef.org/protection/57929_58005.html)



### Victim Identification & Referral

International Organization for Migration (IOM) publication on direct assistance to VOTs - useful sections on identification and referral in general (Ch.2 & Ch.3):  
[http://www.iom.int/jahia/webdav/site/myjahiasite/shared/shared/mainsite/published\\_docs/books/CT%20handbook.pdf](http://www.iom.int/jahia/webdav/site/myjahiasite/shared/shared/mainsite/published_docs/books/CT%20handbook.pdf)

# We'd love to hear from you!


## Tell us your thoughts on the Facilitators Guide


- What did you find most useful in the guide?
- What did you find least useful?
- What would you like us to improve and how?
- Any other comments you may have?

 What is your thematic area of work? .....


 Who did you train? ( how many people and what profile) .....


 Which of the trainings from this facilitators guide did you use? .....

 Why did you use these particular trainings? .....

 What did you find most useful in the guide and why? .....

 What did you find least useful and why? .....

 What do you feel could be improved? .....

 Any other comments or suggestions? .....

**Optional:**

Name:
Contact Details:
Position:

Please copy this sheet and post or scan and email back to:  
iomdublin@iom.int

Your feedback is valuable to us and will help us refine and further develop this pilot Facilitators Guide.

