

**TRAINER'S NOTES
HUMAN TRAFFICKING**

TIME	TRAINER'S NOTES
5 mins	Show DVD: More Precious Than Gold (Robbie Williams) And Two Little Girls
	<p>Outline how airline staff have a key role to play in helping to combat trafficking and how airline is part of a groundbreaking pilot with the Irish Government.</p> <p>Trainers TIP: Intelligence suggests commercial air travel is often used to transport human trafficking victims. As customer service experts, airline staff are in a unique position. They may well be able to detect when something is not right and with the help of this training package will know what to do.</p> <p>Some victims will fly directly from their home country to Ireland. For others their journey will involve a complicated series of steps involving transit points such as mainland Europe. Each step in the victim's journey is important as it's an opportunity for us to help.</p> <p>Stress the importance of cultural awareness and sensitivity. Societal norms vary from country to country. What is acceptable in one country is unacceptable practice in another. However, if something seems intrinsically wrong or you feel a person may be in danger it is always best to err on the side of caution.</p>
10 mins	<p><u>WHAT IS TRAFFICKING?</u></p> <p>Outline what human trafficking is. Point out that, under the Criminal Law (Human Trafficking) Act 2008, a child/minor (i.e. a person under 18 years) cannot consent to being trafficked. If a child is involved, his/her best interest must guide all actions.</p> <p>Trainers TIP: Trafficking is a modern day form of slavery. It is essentially about coercing or deceiving someone so they can be moved into a situation where they are exploited. Organised criminals are often involved as human beings are valuable commodities. However, solo operators or even the person's own family may also be involved. In some countries, corrupt State officials may also play a role in trafficking people.</p>

	<p>Trafficking is a crime and a serious violation of human rights. It has three distinct elements:</p> <ol style="list-style-type: none"> 1. the act (recruitment, transfer, transport); 2. the means (threat or use of force, coercion, abduction, fraud) and 3. a purpose (exploitation including prostitution of others, sexual exploitation, forced labour, domestic servitude, slavery or similar practices, forced begging and removal of organs). <p>A person can be trafficked:</p> <ul style="list-style-type: none"> • <u>To Ireland</u> (from their home country). • <u>Within Ireland</u> (or indeed within another country) (e.g. someone can be trafficked from city to city, such as from Dublin to Cork) - that is still trafficking. Trafficking does not have to be between countries, it can be within them as well. • <u>Out of Ireland</u>: (from/through Ireland to another country) <p>Point out that some victims will enter Ireland in possession of valid documentation in the belief that legitimate work or study opportunities await them. Some may believe they are being (re)united with family members. Others will enter illegally (supported by false, forged or counterfeit identity and travel documents; or through clandestine entry, typically concealed within commercial or private vehicles). Many will believe that they are going into illegal but lucrative work and may not be aware of the exploitation for which they are destined. Remember, victims are not criminals; they may have special protection requirements.</p>
10 mins	<p> ACTIVITY - DISCUSSION</p> <p>Ask trainees to suggest why an organised criminal would want to traffick someone i.e. how do they intend to profit from their victim on arrival?</p> <p>Trainers TIP: Victims may be trafficked for any of the following reasons:</p> <ul style="list-style-type: none"> • Sexual exploitation (prostitution) • commercial labour exploitation (agricultural work, restaurant trade) • slavery or practices similar to slavery • domestic servitude (working in a household)

	<ul style="list-style-type: none"> • trade in human body parts (organ harvesting).
15 mins	<p><u>TRAFFICKING INDICATORS</u></p> <p> ACTIVITY - DISCUSSION</p> <p>Divide delegates into small groups and provide each group with a piece of flip-chart paper and a pen. Ask the delegates to discuss situations they have been in where, looking back, something didn't seem quite right. Ask delegates to record the indicators that stuck in their mind. If any of them recall a situation but are concerned because they did not take action at the time encourage them that they now have the tools to recognise the indicators of trafficking and if they have concerns in the future not to ignore them.</p> <p>Ask each group to display their flip chart and discuss the indicators they have listed.</p> <p> CIRCULATE A COPY OF HANDOUT 1 – COMMON BEHAVIOURAL INDICATORS</p> <p>Explain that some indicators are only appropriate in certain situations/combined with other indicators. Give an example.</p> <p>Trainers TIP: we've listed alcohol and drug misuse as an indicator but we would not want to know about a hen party on their way home. We may however be interested in a lone female who exhibits signs of alcohol/drug abuse in conjunction with other indicators.</p> <p>Remind delegates that if they feel that something is wrong then they should go with their instinct, regardless of whether any of the indicators are met.</p> <p> ACTIVITY - DISCUSSION</p> <p>Point out that some victims may be aware of the kind of environment they are destined for, but they have no choice due to threats or coercion. Others travel voluntarily; unaware that they have been deceived and face exploitation after arrival. Such as was the case with Christine.</p> <p> CIRCULATE A COPY OF HANDOUT 2 – CASE STUDIES 1 (Ana's story) AND 2 (Christine's story)</p> <p> ACTIVITY - DISCUSSION</p> <p>Ask the delegates to discuss the cases. For example, ask them whether there was any opportunity to</p>

	<p>identify Christine before she arrived in Ireland. Ask delegates what were the possible signs of trafficking.</p>
5 mins	<p>Encourage airline staff to trust their instincts; if something doesn't seem or feel right, take time to explore the situation further and report to the authorities if appropriate.</p> <p><i>🌀 CIRCULATE A COPY OF HANDOUT 3 – (WHAT TO DO IF YOU SUSPECT SOMETHING IS WRONG) AND 4 (FLIGHT ATTENDANT PROCEDURES).</i></p> <p>Explain different stages in more detail, as necessary.</p>
5 mins	<p><u>ALERTING AN GARDA SÍOCHÁNA AND OTHER RELEVANT ORGANISATIONS</u></p> <p><i>🌀 CIRCULATE A COPY OF HANDOUT 5 – USEFUL CONTACTS</i></p> <p>Invite questions. Thank them for their attention and reiterate the importance of their vigilance in combating this crime.</p>