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MODULE 2

GENDER RESPONSIVE INVESTIGATIONS FOR VICTIMS OF TRAFFICKING IN PERSONS AND OTHER VULNERABLE INDIVIDUALS

Facilitation Handbook

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Facilitation Handbook

UNODC and UN Women wish to acknowledge the valuable suggestions and contributions of the technical experts and UNODC, UN Women staff who have contributed to the production and adaptation of this handbook.

This handbook was produced by Ms. Stephanie Hill, Curriculum Specialist, edited and proofread by Ms. Mary Ann Perkins, Technical Content Editor/Proofreader and UNODC Border Management programme.

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Canada

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UNODC
United Nations Office on Drugs and Crime

The United Nations Office on Drugs and Crime(UNODC) works with Member States across the globe to address the threat posed by drugs, crime, and terrorism. In Southeast Asia, our organization is uniquely placed to support ASEAN frameworks which address the challenge presented by transnational organized crime and promote justice and the rule of law. These multilateral efforts serve as the foundation for regional cooperation on economic, social, political, and security matters.

With its extensive experience working towards greater political-security cooperation in the region, UNODC is the natural choice to lead the implementation of the Joint Declaration on Comprehensive Partnership between ASEAN and the United Nations. UNODC has researched and developed a technical assistance framework designed to effectively support member states on the promotion of gender equality and women's empowerment within the three pillars of the ASEAN Community.

UNODC recognizes that gender equality and the empowerment of women and girls will make a crucial contribution to progress across all the Sustainable Development Goals. Through our capacity-building activities, we are working to increase participation and leadership of female officers within law enforcement agencies. Furthermore, these activities enable front-line officers to better meet the needs of women and girls in the context of cross-border crime and migrant smuggling.

UN WOMEN

The United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) is the United Nations entity dedicated to achieving gender equality and the empowerment of women. UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to ensure that the standards are effectively implemented and truly benefit women and girls worldwide. It works globally to make the vision of the Sustainable Development Goals a reality for women and girls and stands behind women's equal participation in all aspects of life. It uses experiences in countries to inform agreement on new gender equality norms and, through its links across the United Nations, put gender equality at the centre of all three pillars of global progress: peace and security, human rights and sustainable development. UN Women also coordinates and promotes the UN system's work in advancing gender equality, and in all deliberations and agreements linked to the 2030 Agenda.

CONTENTS

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OVERVIEW

The three modules in this training curricula support the actions of law enforcement agencies to enhance border control officers' overall capacity and effectiveness in responding to gender-based violence and trafficking of women and girls. The content in this curricula aims to mainstream gender across all officer training for knowledge and skills.

Aim

The aim of the three modules is to increase the capacity of law enforcement teams in two overarching ways:

- To support law enforcement teams to be gender-responsive and inclusive in the way they operate both internally and externally.
- To increase the capacity of law enforcement teams for carrying out gender-responsive investigations into the trafficking of human beings and other criminal activity.

Terminal objectives

The overarching terminal objectives of the modules are as follows:

1. To increase gender awareness amongst frontline officers and law enforcement teams.
2. To enable a gender-responsive approach to carrying out investigations with vulnerable people, including victims of trafficking in persons
3. To foster a gender-responsive working environment. Specifically, supporting staff wellbeing and enabling all members of the team to have the confidence and ability to develop and thrive in their roles.

Modules

The three modules are as follows:

- Module 1: Gender Awareness for Frontline Officers and Law Enforcement Teams[1]
- Module 2: Gender-responsive Investigations with Victims of Trafficking in Persons and other Vulnerable Individuals

[1] Module 1 should be delivered as a prerequisite for both Modules 2 and 3.

- Module 3: Gender-responsive Self-confidence and Assertiveness in Law Enforcement Teams

Target audience

The curriculum is designed to be delivered to training groups of up to 20 participants of junior to mid-ranking law enforcement officers. In order to meet the transformative objectives set in these modules, it is recommended that each workshop includes both male and female participants, with a target representation of >35% females. The time and place of the workshops should be planned with consideration to making them accessible for women to attend in the cultural context.

CURRICULUM DESIGN

Photo: UNODC/ UN Women/ Ngoc Le

The curriculum has been designed in-line with meeting the needs of learners with all three main learning preferences; Visual, Audio and Kinaesthetic (tactile learning). A mixed methodological approach has been used, including:

- Visual presentations
- Case studies
- Reflection questioning
- Interactive group tasks developed around different skill sets, such as critical analysis, problem solving and peer learning/ sharing

Gender-responsive facilitation

The curriculum advocates a gender-responsive participatory approach, adapting the key 'Principles of Adult Learning' as defined by Malcolm Knowles, through a gender lens. In taking this approach it is recommended that the facilitator recognizes the following:

Adults are autonomous and self-directed: The trainer should take on the role of facilitator, supporting the participants (learners) to be proactive partners in the 'learning-journey' of the course. Activities have been designed to enable this through group problem solving, analysis and encouraging peer-learning through group presentations.

This approach requires the participants to feel empowered, in terms of feeling safe, secure and confident to share their opinions, ideas and ask questions. However, gender power dynamics at play within the cultural and professional context may mean that individuals do not feel confident, for example, if the majority of participants are male, females may be self-conscious about sharing their ideas. Another example could be in a patriarchal cultural and professional context, male participants may feel uncomfortable discussing topics that require a level of personal reflection on emotions.

The facilitator should give consideration to these dynamics prior to the training, through:

1. Understanding the profile of participant group

a. Be culturally aware of the context in which the training is taking place and how this may impact on participant dynamics.

b. Where possible, carry out a gender responsive training needs assessment to gather information on participants' goals and expectations of the training, as well as prior experience, qualifications, etc. The former can inform adaptations to content or how expectations can be managed. The latter can be used to manage dynamics in terms of encouraging participants with different experience to work with each other; and also by recognizing and drawing on participants' existing expertise – which supports confidence-building.

c. At the beginning of every training course gather participant input on expectations for the course and any concerns participants may have so that they can be addressed from the outset.

2. Devising inclusive strategies

a. The opening session of every training course should include the development of a set of 'ground rules' identified by the participants[2]. The facilitator should emphasize the importance of women sharing their ideas and knowledge throughout the course.

b. A facilitator should be constantly aware of the dynamics in a training room, especially the gender dynamics. Recognizing different personalities and how they are interacting with others will inform what strategies to employ to foster inclusion, e.g., the facilitator can gently encourage quieter participants to engage by asking them to respond to questions the facilitator is confident they will be able to answer or giving quieter participants a role, such as being the scribe in a group activity.

c. The facilitator can use strategies for mixing up participants to form groups to provide opportunities for them to work with others throughout the course:

   i. Number everyone 1-4, then ask all of the '1s' to work together, '2s', etc.

   ii. Ask the participants line up based on a variable such as how far they have travelled to attend the training (from the longest distance travelled to the shortest) or the day and month when they were born (from January to December). After everyone has lined up, the facilitator can divide the line into groups, e.g., the first four people are group 1, the second four are group 2, etc.

Adults have an accumulation of life experiences and knowledge to bring to the training environment: The curriculum is designed to encourage participants to reflect and share their experiences and ideas, when / if they feel safe to.

[2] See notes on 'Guidance for delivery' below, including 'rules' to encourage inclusion.

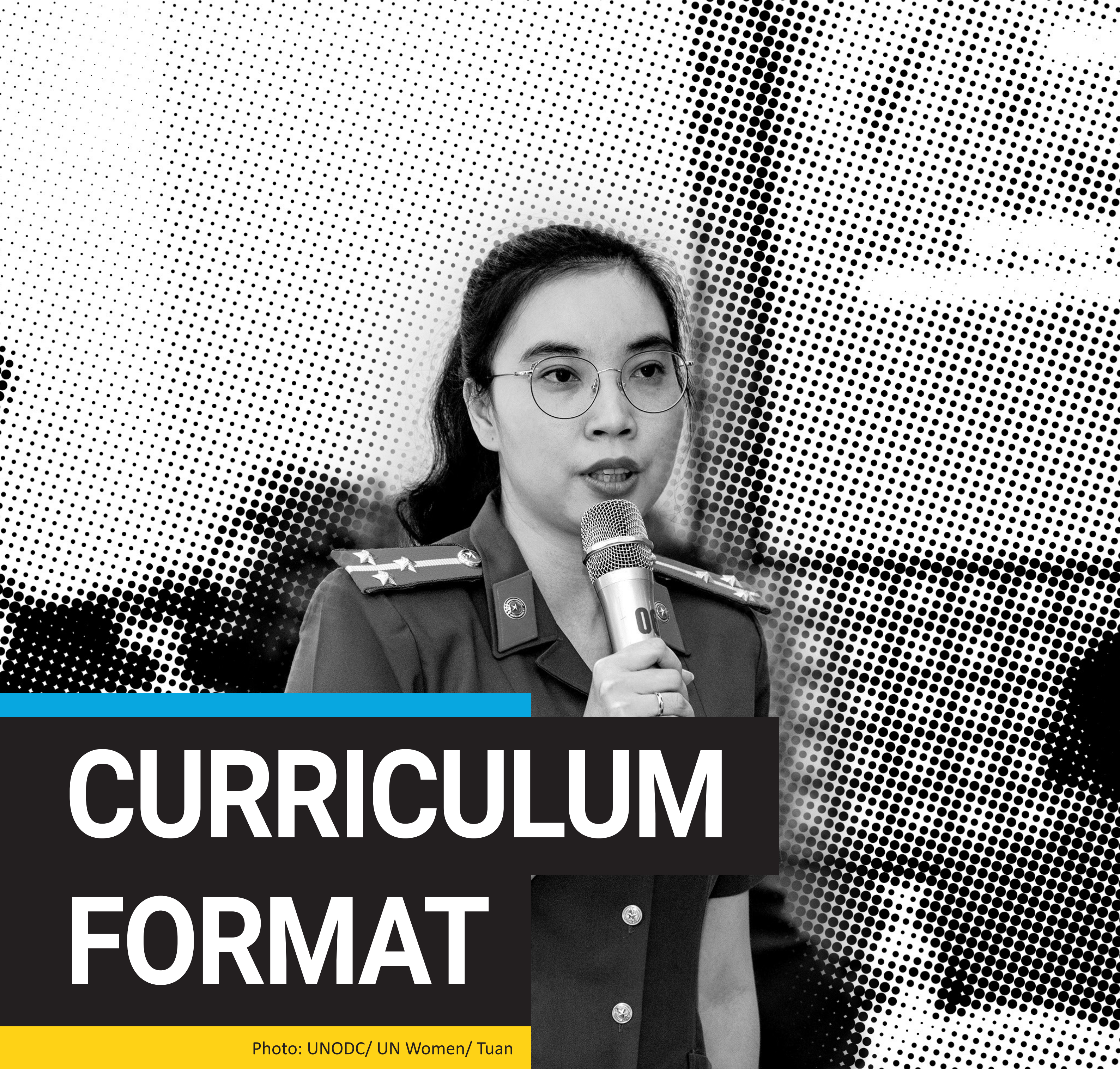
Adults are goal-oriented: A course agenda is presented in the introductory session of the course as an overview. Session objectives should be explained at the beginning of each respective session. By keeping participants informed on what their learning outcomes should be it provides them with the scaffolding on which to build/ achieve the learning outcomes.

Adults are relevancy-oriented: The curriculum and facilitation notes encourage reflection on how the content relates to the participants both from a gender perspective and also in their professional roles. The facilitator should also find other opportunities to ask the participants how the content relates to their work and how it can be implemented.

Adults are practical: The curriculum encourages participants to think about how to implement their learning. This is done through reflective and group questions as well as action planning tasks. Encourage participants to also think about the challenges with implementing learning, including how gender may impact on challenges for members of their team and how this might be overcome.

Adult learners must be shown respect: This is reflected in the curriculum in terms of providing the opportunity for participants to share their knowledge and experience. However, this is mainly addressed by the approach taken by the facilitator to understand the participants needs in the training room and the skills the facilitator employs to manage dynamics, for example: When a participant constantly interrupts to make a point they should be dealt with gently rather than chastised i.e. the facilitator can explain that their point is valid and will be returned to after the person whom they have interrupted has made their point.

Photo: UNODC/ UN Women/ Tuan



CURRICULUM FORMAT

Photo: UNODC/ UN Women/ Tuan

The following defines what is included in each section of the curriculum.

Module summary: This provides an overview of the module, including:

- Aim: the overarching goal of the module.
- Overall learning objectives: the overarching objectives through which to achieve the module aim (these are then dissected in the enabling objectives of each session, described below).
- Course agenda: a timetable overview of how each module will be delivered over the allocated days.
- Note to the facilitator.

Session briefs: Each session brief is a break-down of how the session will be delivered. The elements of each session brief are as follows:

- Aim: based on the module's terminal objectives.
- Learning objectives: a set of learning objectives to achieve the session aim.
- Time: the overall time for the session.
- Resources and preparation guidance: a table which explains the materials needed for the session and any notes that support the facilitator with preparing them ahead of the session.
- Activities: each session is then broken down into activities which are further broken down into:
    - Purpose: explaining the purpose of this activity (basically how it relates to the session objectives).
    - Time: the overall time for the activity.
    - Facilitator instructions: step-by-step instructions to deliver the activity, including any respective timing of each component.

Numbering: All materials and resources in the appendix are numbered sequentially according to the day, session and activity in which they are used. For example, the number 2.3.4 indicates:

- Day 2
- Session 3
- Activity 4

GUIDANCE FOR DELIVERY

Photo: UNODC/ UN Women/ Ngoc Le

The session briefs included in this curriculum provide detailed guidance on delivering the sessions themselves, however there are elements of the programme that the facilitator is expected to develop at their discretion, including:

- Opening session for Module 2, carried out on the first morning
- Daily facilitation tasks
  - Morning review, carried out every morning (apart from the first), to review key learning from the previous day
  - Post-lunch energizers, recommended to boost energy levels and cognitive engagement for the afternoon sessions
  - Daily review sessions, carried out at the end of every day (apart from the last when participants may complete a course evaluation)

The following sections provide guidance and tips on developing these elements.

Opening session

The opening session of the training programme (the first day) is left to the facilitator's discretion to develop, however, it should include the following elements:

1. Icebreaker: A fun and engaging way for participants to introduce themselves

This should be done even if participants already know each other as it supports the creation of a safe and inclusive training environment. There are plenty of ideas available on the internet for icebreakers to use with groups of participants who both do not know each other or are existing colleagues, for example:

- Dominoes
  - Give each participant a piece of A4 paper and a pen. Ask the participants to fold their paper in half and open it again. Each participant can draw a pen line down the fold, so the paper has two clear halves, like a domino.
  - Ask participants to draw a picture (no words) on one half to represent their job and a picture on the other to represent their personal life. Give the participants a few minutes to draw the two pictures and then invite everyone to stand in a circle with their domino.

- The facilitator should take the first turn, introducing himself or herself using the drawings on his or her domino and then placing it face up on the floor.
- Ask if any of the participants can relate to either the job or personal life as drawn on the domino. Invite one of them to join his or her domino accordingly and introduce himself or herself.
- Continue until everyone has connected their domino and introduced themselves.

- Call my Bluff
  - Instruct the participants to write three statements about themselves on a piece of paper. Each person should choose statements that are unusual, hard to guess or humorous, keeping in mind that:

    - One statement must be untrue (the bluff)
    - Two statements must be true
  - Participants take it in turns to read their three statements aloud to the group and the other participants try to guess which one is untrue.
  - It is recommended that the facilitator should start with his or her own three statements.
  - After giving enough time for guessing, each participant should reveal which of their statements was the bluff.

- Desert Island Items
  - Tell the participants that they have each been selected to go on a new reality show where they must spend three months on a desert island alone.
  - They are allowed to take one 'luxury' item to the island, which can be anything except photographs of loved ones or a living being. Give the participants a few moments to consider their answer.
  - The facilitator should begin with explaining what their luxury item is and why he or she chose it. Then the participants can take it in turn to say what they chose and explain why they chose that particular item.

2. Introduction to Module Three

Using the opening presentation slides the trainer should provide an overview of the module/ course and how the course agenda is mapped out. Explain that handbooks will be provided but ask participants to refrain from reading through the handbooks independently, as the learning journey is better if you work through the handbook together as the course progresses.

3. Expectations and Concerns

It is important that the trainer is aware of participant expectations so that they can be managed and also any concerns that participants have about the course, in terms of content and the methods of delivery. For example, are participants fearful that they will be asked to share personal information? If expectations and concerns are known in advance, the facilitator can deal with them accordingly by managing or affirming expectations verbally in the opening session; and reassuring participants about any concerns that were raised.

The feedback mechanism for participants' expectations and concerns must be gentle and anonymous so that participants feel safe in sharing. This information may be available to the facilitator prior to the course, through a needs assessment.

Another option is to use a participatory method during the opening session to reveal hopes and concerns. One example of this is given below.

Hopes and concerns

- Draw a vertical line down the centre of a flip chart page at the front of the room.
- At the top of one column write the word 'Hopes' and at the other write the word 'Concerns'.
- Hand participants adhesive-backed paper notes or alternatively just postcard sized pieces of paper and make adhesive available near the flip chart board so they are able to stick their paper to the flip chart.
- Give each participant 4–6 pieces of paper and ask them to write one idea per sheet.
- For 'hopes' they should write what they are hoping to learn from the course, e.g., to cover a specific topic, or a learning outcome such as a particular skill acquisition.
- For 'concerns' they should write what concerns they have about the course, in terms of course content or andragogy/methodology, e.g., they are concerned it will include role plays or that they will not learn anything new, etc.
- Reassure the participants that this is anonymous and encourage them to write whatever they personally think.
- Once all of the participants have finished sticking their paper to the flip chart board, the facilitator should read through them quietly and see if certain ones can be grouped together generically, e.g., if a few people have identified a particular type of delivery method as a concern etc.
- The facilitator should work through the hopes and concerns, managing expectations, affirming hopes where relevant and addressing concerns.

4. Safeguarding

Every opening session should include an acknowledgement that different people have different ‘triggers’. Assure participants that if they feel uncomfortable at any point during the course, then they are welcomed to leave the room and take a time-out. Also encourage them to request support from the facilitator should they need any. It is also good practice to pre-empt possible triggers for participants prior to the training and seek out information on supportive services that could be sign-posted for the participants. For example, local counselling services, if available, could be sign-posted.

5. Housekeeping

The facilitator should also cover things relevant for meeting basic needs, such as:

- Safety and security, i.e., fire exits and what to do in the case of an alarm.
- Location of toilets and washroom facilities
- Lunch times and any relevant details

6. Ground rules

At the beginning of every course the facilitator should co-develop some ground rules with the participants so that there is an agreed way of working, this is the foundation for mitigating against negative dynamics and managing behaviour such as mobile phone use during training.

Write the ground rules on a flip chart paper at the front of the training room and ask participants to suggest what they should be. Ground rules can include things such as:

- Mobile phones should be kept in bags until break times

- No side conversations while someone is talking in group plenary
- Respect different points of views
- Any personal views or information shared in the training room should remain confidential
- Everyone should be punctual

7. Question park and resource sheet

Hang two pieces of flip chart paper to the wall of the training room. One should be labelled ‘Question park’ and one ‘Resources’.

- Question park: this is a space for participants to post questions they feel have not been answered during the training. The facilitator can add questions that participants ask during the training that they feel can not be answered at that time. The facilitator can then review and address these questions at another convenient time.
- Resources: often either the facilitator or the participants will think of useful resources books, websites etc.) during the course. To recommend those resources to the group, the participants or the facilitator may make a note of them on the resource board. At the end of the course, the facilitator may choose to circulate this as an additional resource list for participants.

Daily facilitation tasks

Morning review

Beginning on the second day of the training, the facilitator should open the course with a review of key learning points from the day before. This should be done using a fun activity lasting no more than 15 minutes. This may include:

- Team quiz
- Ball games requiring participants to throw the ball and ask/ answer questions based on the day before
- Pre-made questions written on pieces of paper and folded up in a hat. Participants pick questions at random from the hat and answer them.

The facilitator should ensure that all participants (male and female) participate in the review activities.

Post-lunch energizers

It is widely recognized that participants energy and engagement levels dip after lunch, it is recommended that each afternoon should begin with an energizer, a fun activity to get participants physically moving. There are plenty of ideas available online or the facilitator may choose to creatively reinvent games he or she played in childhood – the secret is to get participants moving.

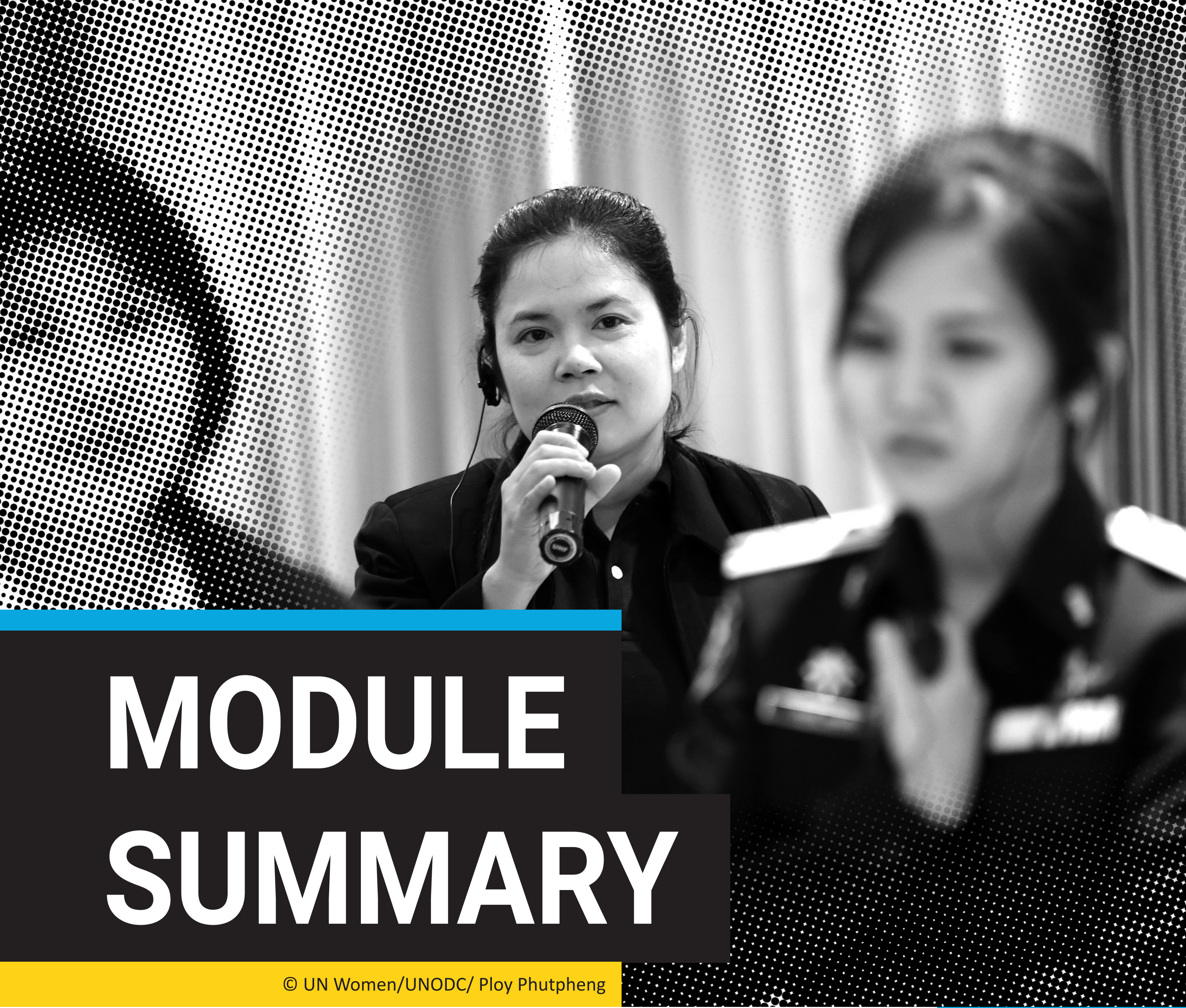
However, be mindful of not asking participants to do things that would make them feel uncomfortable either physically or emotionally.

Daily review (close)

At the end of every day, the facilitator should allocate 15 minutes for participants to ask questions and to also give anonymous feedback. Feedback can be used to inform how the facilitator delivers the training the following day.

One way of doing this is similar to the method explained in the 'hopes and concerns' method described above. Instead of using 'hopes and concerns', use the titles 'What Went Well?' and 'Even Better If' (what would you like done differently). Positioning the board so it faces a wall can provide some anonymity.

Photo: UNODC/ UN Women/ Ngoc Le



MODULE SUMMARY

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Aim

To build the capacity of frontline officers and enforcement teams for delivering gender-responsive investigations with survivors/victims of trafficking in persons (TiP) and other vulnerable and marginalized people.

Overall learning objectives

1. Define the nature of TiP, smuggling of migrants and other criminal activities that vulnerable and marginalized individuals are coerced into
2. Identify the indicators that individuals are survivors/victims of TiP and/ or other crimes
3. Increase capacity for TiP crime scene management
4. Recognize the value of working in partnership with stakeholder organizations
5. Assess risk when working with survivors/victims of TiP and other crimes

6. Strengthen capacity for taking a victim-centred approach
7. Build confidence in carrying out gender-responsive interviewing techniques

Note to the facilitator

The key objective of this module is to catalyse gender-responsive change in both:

- The way teams work with survivors/ victims, and
- The way law enforcement officers function as individuals and as a team.

Any type of transformative change takes time and consistency. It would be overly ambitious to expect this outcome to be met in entirety within a four- or five-day training programme. Therefore, this training curriculum provides a catalyst for change and strives to support participants to do the following:

- Recognize the need for gender-responsive change
- Increase empathy towards survivors/ victims, with the aim of motivating participants to strive towards change
- Encourage self-reflection
- Develop knowledge, skills and techniques that can be applied and shared among law enforcement teams

Participants in this course should have a foundational understanding of the following:

- Gender concepts
- Gender norms and conditioning
- Patriarchy
- Gender discrimination

Before taking this course, it is strongly advised that participants should complete Module 1: 'Gender Awareness for Frontline Officers and Other Law Enforcement Teams' or the online course 'I Know Gender: An Introduction to Gender Equality for UN Staff"[3].

[3] https://agora.unicef.org/course/info.php?id=11245.

Course agenda

Day One	Day Two	Day Three	Day Four	Day Five*
Introduction (30 minutes)	Morning review (15 minutes)	Morning review (15 minutes)	Morning review (15 minutes)	Morning review (15 minutes)
Session One: Introduction to Gender in the Context of TiP (80 minutes)	**Session One:** Managing Intelligence for TiP Cases (195 minutes)	**Session One:** The Need for a Survivor/ Victim Centred Approach (90 minutes)	**Session One:** Building Relationships with other Service Providers (105 minutes)	**Session One:** Review and Action Plan (Evaluation and Close) (120 minutes)
Break (15 minutes)	Break (15 minutes)	Break (15 minutes)	Break (15 minutes)	Break (15 minutes)
Session Two: Defining TiP and People Smuggling (90 minutes)	**Session One** (continued)	**Session Two:** Recognizing Stress, Trauma and Resilience (90 minutes)	**Session Two:** Interviewing Techniques: Power Dynamics (75 minutes)	**Closing ceremony**
Lunch (60 minutes)	Lunch (60 minutes)	Lunch (60 minutes)	Lunch (60 minutes)	Lunch (60 minutes)
Session Three: Indicators of TiP (90 minutes)	**Session Two:** Risk Assessment (60 minutes)	**Session Three:** Psychological First Aid in the Survivor/ Victim Centred Approach (Part One) (90 minutes)	**Session Three:** Interviewing: The PEACE Model (110 minutes)	
Break (15 minutes)	Break (15 minutes)	Break (15 minutes)		
Session Four: Using Indicators to Identify TiP (90 minutes)	**Session Three:** Managing a TiP Crime Scene (120 minutes)	**Session Four:** Psychological First Aid in the Survivor/ Victim Centred Approach (Part Two) (90 minutes)	**Session Four:** Interview Role Play and Review (90 minutes)	
Daily review (15 minutes)	Daily review (15 minutes)	Daily review (15 minutes)		

* Five-day law enforcement programmes usually require a closing ceremony, where certificates are given to participants and key speakers give closing remarks. Participants usually prefer to finish by midday to allow for travel back to their home before the weekend.

Session briefs

This facilitation handbook includes the session briefs for Module 2.

The following sessions should be developed by the facilitator:

- Opening session
- Morning review
- Daily review

The section above, 'Guidance for delivery', provides useful resources for developing those sessions.

Photo: UNODC/ UN Women

DAY ONE

Opening session

Defining Gender

As well as the guidance provided in the earlier section of this facilitation handbook, it is recommended that the facilitator includes an icebreaker activity that enables participants to refresh their understanding of ‘gender’.

It can be chosen at the facilitation discretion and could either draw from activities used in the ‘Gender Awareness for Frontline Officers and Other Law Enforcement’ curriculum or from other resources.

The facilitator should also ask participants to develop two posters (per group) that should hang on the wall throughout the week-long programme. One poster should be labelled ‘What it means to be a man’ and the other ‘What it means to be a woman’.

To facilitate this:

- Divide the participants into small groups and hand out two pieces of flip chart paper and pens per group
- On the first piece tell the groups to write ‘What it means to be a man’
- The facilitator should then call out the following questions, allowing a few minutes in between each for the groups to write down their thoughts on the paper. Encourage the groups to do this freely, using statements or drawings, however they wish.
    - What physical and behavioural characteristics are valued in a man in your society?
    - What expectations are placed on men in your society?
    - What are men discouraged to do in your society?

Photo: UNODC/ UN Women

- Now repeat the process and questions for 'what it means to be a woman'.
- Ask for feedback on what groups wrote and hang the posters on the training room wall. Explain that they will be reflected back on throughout the week.
- Ensure that participants are aware of the difference between sex and gender.

Facilitation notes

Having these present throughout the training can be a useful reflection mechanism as the facilitator can keep referring to them in different contexts, for example:

- How do you think the female survivor of TiP who has been sexually exploited, is impacted by the gender norms in her culture, i.e., what it means to be a woman in her country?
- Does a male survivor of forced labour feel shame because he has not been able to provide for his family?
- Do enforcement teams encourage and facilitate the capacity development of female law enforcement officers for managing crime scene investigations?

Session One

Introduction to Gender in the Context of TiP

Aim: To introduce engage the participants in the need for gender to be considered in investigations of TiP

Learning objectives:

By the end of this session participants will have...

- Discussed current global and regional trends in Gender Based Violence, Trafficking in Persons and other transnational crimes
- Identified reasons for the inclusion of a gender-lens in the investigation of TiP

Time: 80 minutes

Resource description	Preparation guidance
Presentation of statistics (see below for details)	To be prepared by facilitator.
Flip chart paper and pens	

Session overview

Activity	Purpose	Time (minutes)
Gender and law enforcement	To explore current global and regional trends in gender-based violence, TiP and other transnational crimes and identify reasons why gender needs to be considered when investigating TiP.	80

Activity One: Gender and Law Enforcement

Purpose: To explore current global and regional trends in gender-based violence, TiP and other transnational crimes and identify reasons why gender needs to be considered when investigating TiP.

Time: 80 minutes

Facilitation instructions

1.1 Statistics quiz (30 minutes)

As statistics and trends are constantly changing on both a global and regional level, and this module is designed to be delivered in different countries, it is recommended that the facilitator develops a slide with a bespoke set of statistics to suit the country context.

The following approach is recommended:

In advance of the training course, the facilitator should develop a slide or a flip chart paper with up-to-date and sex-disaggregated statistical data. For example:

- Survivors/victims of gender-based violence (GBV), what type of violence and to what extent
- Perpetrators of GBV and what type of violence
- Survivors/victims of TiP and what type of trafficking
- Perpetrators of TiP and what type of trafficking
- Survivors/victims or perpetrators of transnational crimes and what type

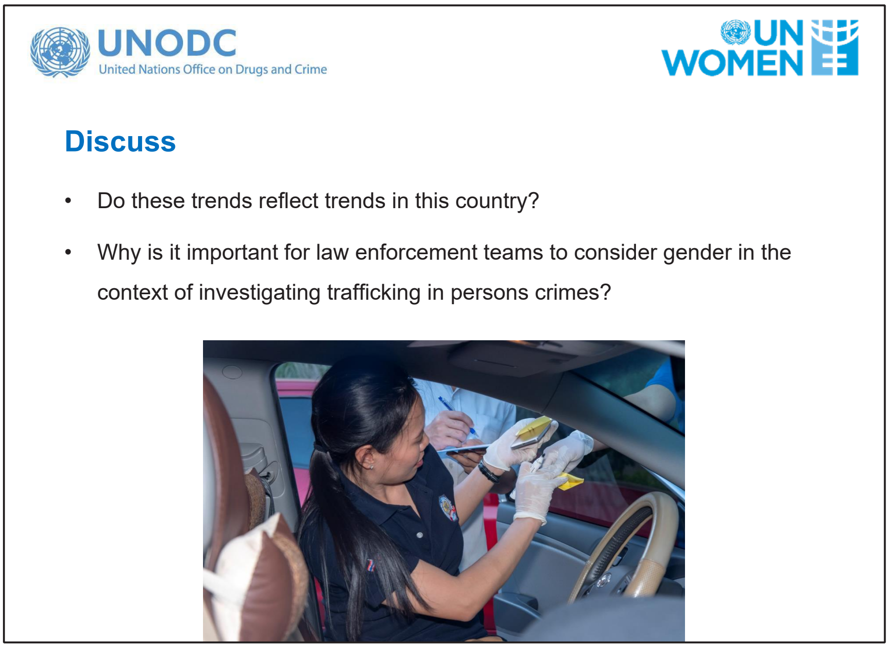
The facilitator should have a written list for his or her own reference. On the slide/ flip chart, the facilitator should list only the numbers. If the facilitator uses a presentation slide rather than a flip chart paper, then it is recommended to use the animation function to tick off or circle the statistics as they are identified in the following stage of the activity.

The facilitator should explain to the participants that he or she will read out a series of statistical indicators relating to the numbers on the slide/ flip chart. After reading out a statistical indicator, the participants may guess which number it relates to on the presentation slide/ flip chart.

The facilitator should use this activity to provide any other useful information related to statistics, and/ or generate discussion on gender in the context of law enforcement and trafficking among the participants.

1.2 Group work (20 minutes)

Split participants into small groups and ask the groups to reflect on the trends covered in the presentation, ask them to reflect and discuss the questions on the slide:



1.3 Plenary (30 minutes)

After 20 minutes discussion, bring the group back together for a plenary (see the facilitation notes below for support with considering gender in the context of TiP investigations).

Facilitation notes

The discussion of trafficking trends in the country context will depend on where the training is delivered, so it is beyond the scope of these notes.

There are many reasons why gender should be considered when carrying out TiP investigations. The following list is not exhaustive, but supports the facilitator with some key points:

- Being aware of global, regional and local trends of how intersectional gender impacts on trafficking helps teams to develop investigative strategies. For example, a trend around the recruitment of women of a certain ethnicity into sexual exploitation might lead a law enforcement team to develop a mitigation strategy. If a woman who matches a similar profile to others who have been exploited goes missing, then the trend will help guide the line of investigation.
- All law enforcement officers need to understand their own gender bias and its impacts on their work. For example, if law enforcement officers believe that women are not capable of the same level of violence and exploitation as men, then they might wrongly assume that a perpetrator is innocent. Conversely, officers might also wrongly assume that men cannot be vulnerable to exploitation because of a gender-based assumption.
- As we will see in the sessions of Module 2, gender considerations need to be taken when working directly with victims of trafficking, for example:
  - Does a female victim who has been rescued from a situation of sexual exploitation now have clothes that are culturally appropriate and allow her a sense of dignity?
  - Would it be more appropriate for a victim of a particular gender to be interviewed by an officer of the same gender or not?
  - Gender impacts on how victims are connected with other services/ agencies throughout the criminal justice system, e.g., working with local charities that support female victims of sexual exploitation.
- Gender considerations should not only be seen as moral obligations, but actually as operational obligations. Although taking a gender-responsive approach to investigations is the 'right' thing to do from an ethical perspective, it will also enable investigations to be more successful, e.g., victims are far more likely to cooperate with enforcement teams if trust is built – and understanding needs through a gender lens helps enforcement teams to build that trust.

Session Two

Defining TiP and Smuggling of Migrants

Aim: To define TiP and smuggling of migrants

Learning objectives:

By the end of this session participants will be able to…

- Define TiP and the smuggling of migrants
- Explain the differences between the two
- Analyse situations to identify examples of both

Time: 90 minutes

Resource description	Preparation guidance
1.2.1 Trafficking vs. Smuggling Floor Puzzle	Print ahead of session. If possible print the heading cards on different coloured paper to the definition cards. Print enlarged on A3 (or 11x17) paper.
Flip chart paper and pens	

Session overview

Activity	Purpose	Time (minutes)
1. Defining TiP in International Law	To define TiP in international law.	45
2. Dynamic Case Study	To apply the theory learned to a real-life context.	45

Activity One: Defining TiP in International Law

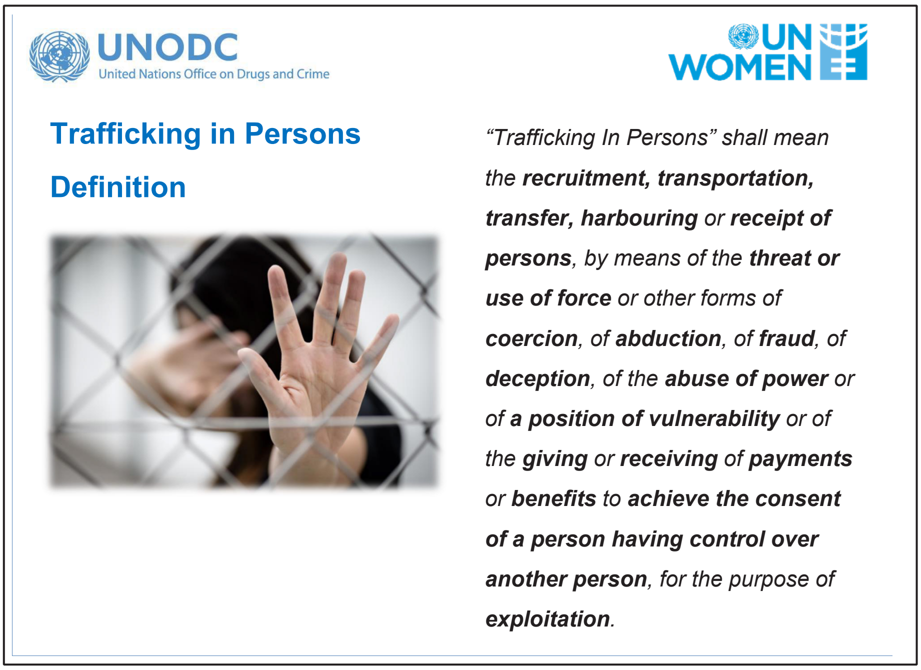
Purpose: To define TiP in international law.

Time: 45 minutes

Facilitation instructions

1.1 Presentation (15 minutes)

Use the slides to consolidate learning and refer to the legal frameworks relevant to TiP. (The objective is to introduce the participants to the frameworks and make them aware of their existence and relevance, not to explore them in great depth as this is not a necessary objective for this target participant group.)



Facilitation notes

Trafficking in persons' is defined by Article 3(a) of the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (Trafficking in Persons Protocol). Just as the Smuggling of Migrants Protocol defines 'smuggling of migrants', the Trafficking Protocol defines the offence of TiP. Both Protocols share the same parent instrument, the United Nations Convention against Transnational Organized Crime, and must be read alongside it.

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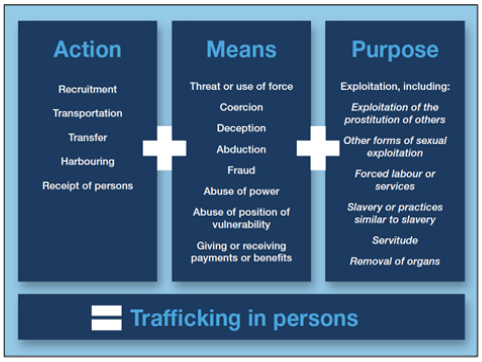
Key Elements of Trafficking in Persons

Trafficking in persons is comprised of three elements:



(Source: Bali Process Policy Guide on Criminalizing Trafficking in Persons)

One of the elements from each of the three columns is required to amount to TiP unless the victim is a child, then the 'means' element is not required.

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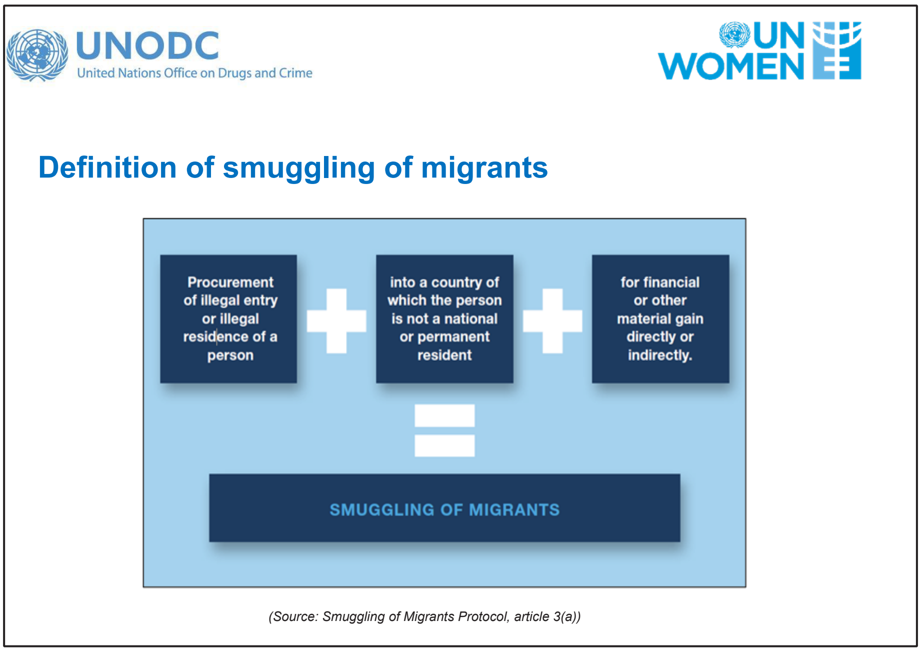
Protocol against the Smuggling of Migrants by Land, Sea and Air

The purpose of the Smuggling of Migrants by Land, Sea and Air (Smuggling of Migrants Protocol) is to:

- Prevent and combat smuggling.
- Protect the rights of smuggled migrants.
- Promote cooperation among States.

Facilitation notes

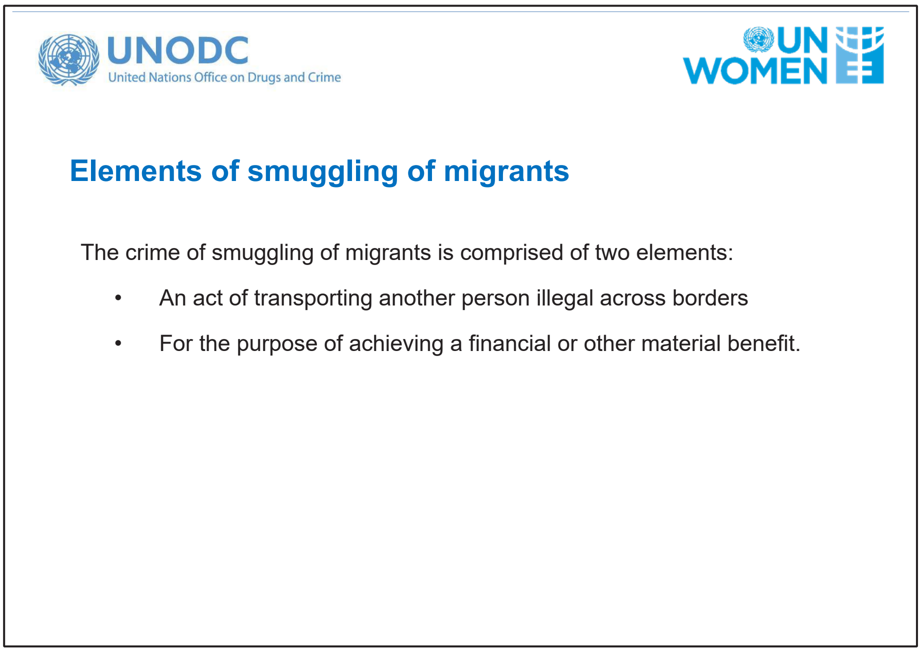
The key instrument relevant to addressing the smuggling of migrants is the Protocol against the Smuggling of Migrants by Land, Sea and Air (the Smuggling of Migrants Protocol), supplementing the United Nations Convention against Transnational Organized Crime. There has been significant buy-in to the Smuggling of Migrants Protocol with 150 States parties.[4]



Facilitation notes

It is the only international instrument that offers a definition of the smuggling of migrants. As you will recall from the previous session, according to the Smuggling of Migrants Protocol, the term 'smuggling of migrants means: "the procurement, in order to obtain, directly or indirectly, a financial or other material benefit, of the illegal entry of a person into a State Party of which the person is not a national or permanent resident" (article 3(a)). Put more simply, it is the facilitation, for profit, of another person's illegal crossing of an international land, sea or air border, in violation of laws or regulations. The smuggler's purpose in perpetrating this crime is to obtain a financial or other material benefit, generally in the form of a smuggling fee.

[4] As of February 2021.



Facilitation notes

In relation to smuggling of migrants at sea, the smuggling act occurs when the smuggler achieves the illegal entry of another person into a country where that person is not a national or resident. For example, when the person is clandestinely moved in a vessel across an international maritime border, or where the person is placed in a situation of distress at sea to force their rescue and delivery to the destination country.[5]

The purpose of facilitating a person's illegal entry into a country by sea is to obtain a financial or other material benefit. For example, when a migrant or his family pays a smuggler for a spot on a smuggling vessel at sea. Without this purpose, there is no smuggling crime. Another example, a State or private vessel that rescues a migrant in distress at sea and takes them to a place of safety is not guilty of migrant smuggling given it is acting for humanitarian purposes. The act was not for the purpose of obtaining a financial or other material benefit.

[5] www.baliprocess.net/UserFiles/baliprocess/File/TIP%20and%20SOM%20by%20Sea.pdf.

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Consent

Trafficked victims may consent, but their consent is irrelevant where means have been used. Consent is not a feature of the definition of smuggling. Smuggled migrants may consent to be smuggled but subsequently retract that consent.

Facilitation notes

Another key point of difference between TiP and migrant smuggling is consent. Article 3(b) of the Trafficking in Persons Protocol emphasis that consent is irrelevant when deceptive, coercive or other improper means have been used. This is because the supposed 'consent' was not full and free, only partially given, or was revoked.

Photo: UNODC/ UN Women/ Tuan

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Saving clause

"Nothing in this Protocol shall affect the other rights, obligations and responsibilities of States and individuals under international law, including international humanitarian law and international human rights law, and in particular, where applicable, the 1951 Convention and the 1967 Protocol relating to the Status of Refugees and the principle of non-refoulement as contained therein."

(Source: Article 19, see www.baliprocess.net/UserFiles/baliprocess/File/TIP%20and%20SOM%20by%20Sea.pdf)

Facilitation notes

In other words, the Smuggling of Migrants Protocol as well as the Trafficking in Persons Protocol do not interfere with the role of other international instruments that States may or may not be parties to, which is made clear in article 19(1) of the Smuggling of Migrants Protocol. Referred to as the "savings clause", it underlines the principle of non-refoulement.

1.2 Floor puzzle (15 minutes)

Facilitation instructions

1. Place the title cards (Purpose, Means, Geography, Victimizations, Smuggling of migrants, Trafficking in persons) from Activity Pack 1.2.1 Trafficking vs. Smuggling Floor Puzzle on the floor as shown below:

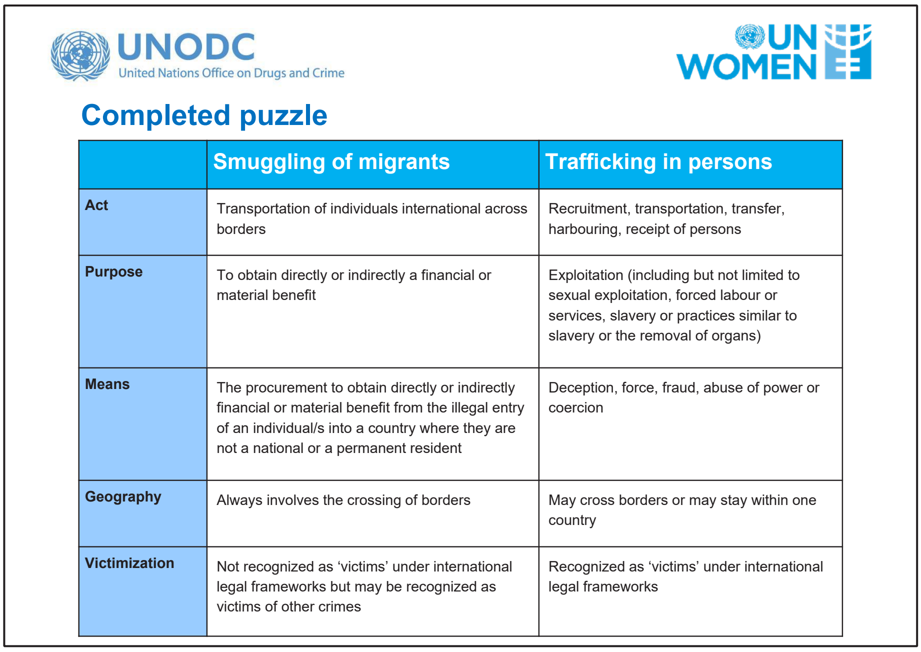
Resource description	Smuggling of migrants	Trafficking in persons
Act		
Purpose		
Means		
Geography		
Victimization		

2. Hand out the remaining cards from Activity Pack 1.2.1 Trafficking vs. Smuggling Floor Puzzle to the participants. Give them 10 minutes to work as a group to put the cards under the right headings. The facilitator could model this by taking one of the cards and placing it in the correct place on the floor puzzle.

1.3 Plenary (15 minutes)

Facilitation instructions

1. After 10 minutes ask for feedback from the group, concept check and invite discussion and questions.
2. Show participants the completed puzzle using the slide.



Completed puzzle

	Smuggling of migrants	Trafficking in persons
Act	Transportation of individuals international across borders	Recruitment, transportation, transfer, harbouring, receipt of persons
Purpose	To obtain directly or indirectly a financial or material benefit	Exploitation (including but not limited to sexual exploitation, forced labour or services, slavery or practices similar to slavery or the removal of organs)
Means	The procurement to obtain directly or indirectly financial or material benefit from the illegal entry of an individual/s into a country where they are not a national or a permanent resident	Deception, force, fraud, abuse of power or coercion
Geography	Always involves the crossing of borders	May cross borders or may stay within one country
Victimization	Not recognized as 'victims' under international legal frameworks but may be recognized as victims of other crimes	Recognized as 'victims' under international legal frameworks

Facilitation notes

Trafficking in persons and migrant smuggling are distinct crimes captured in different international laws but distinguishing between them can be challenging in practice as people shift between categories during a journey. As the activity highlighted, there are key points of differentiation.

Activity Two: Dynamic Case Study

Purpose: To apply the theory learnt in activity's one and two to a real life context.

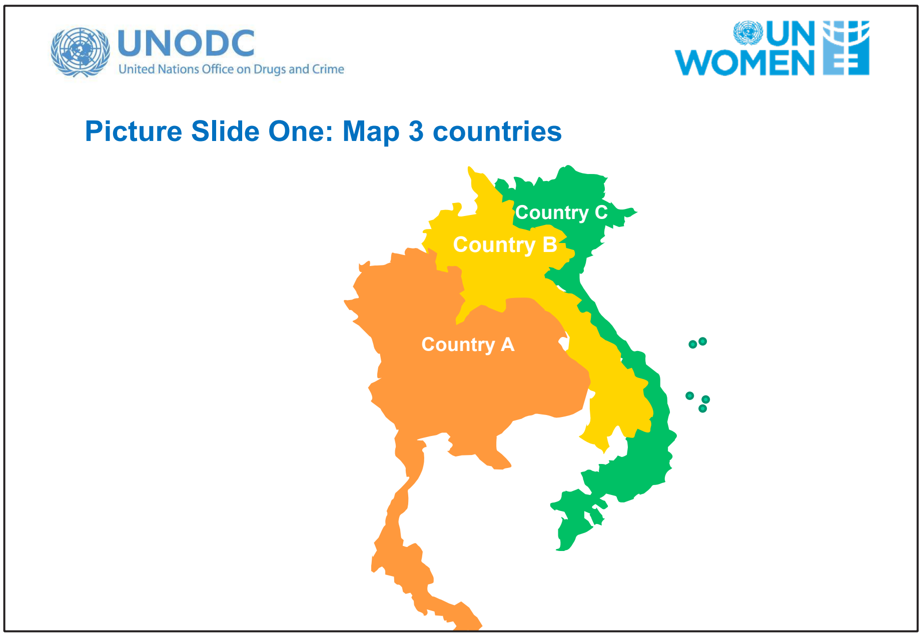
Time: 45 minutes

Facilitation instructions

2.1 Trainer led dynamic case study (15 minutes)

The trainer uses a combination of the picture slides and the narrative below. Each picture slide should be shown consecutively and the respective section of narrative, correlating with that slide should be read out simultaneously, then give the groups time to discuss the questions.

Note, that the other case studies used in the course are delivered to the participants in written form, which allows them more time to process the information. This case study is delivered through the facilitator narrating the case study and using pictures on the presentation slides. This is designed to engage participants in listening out for important details that distinguish between a TiP and smuggling of persons case and adds a different dynamic to the activity in the interest of taking a varied approach to the training methodology. It is recommended that the facilitator narrates the case study twice, encouraging participants to listen without taking notes the first time and only recording what they identify as relevant facts the second time.



Case Study Narrative

1. Picture Slide One: Map

On the map we can see three countries:

A: The country is poor country with a tumultuous political history, currently experiencing conflict.

B: Although a more politically and economically stable country than A, B is also a poor country with challenging living conditions, especially for women, who are viewed as second-class citizens.

C: The country has a tumultuous political history, but for the past 20 years has enjoyed steady economic growth and a progressive society which supports equality and diversity.

2. Picture Slide Two: Characters

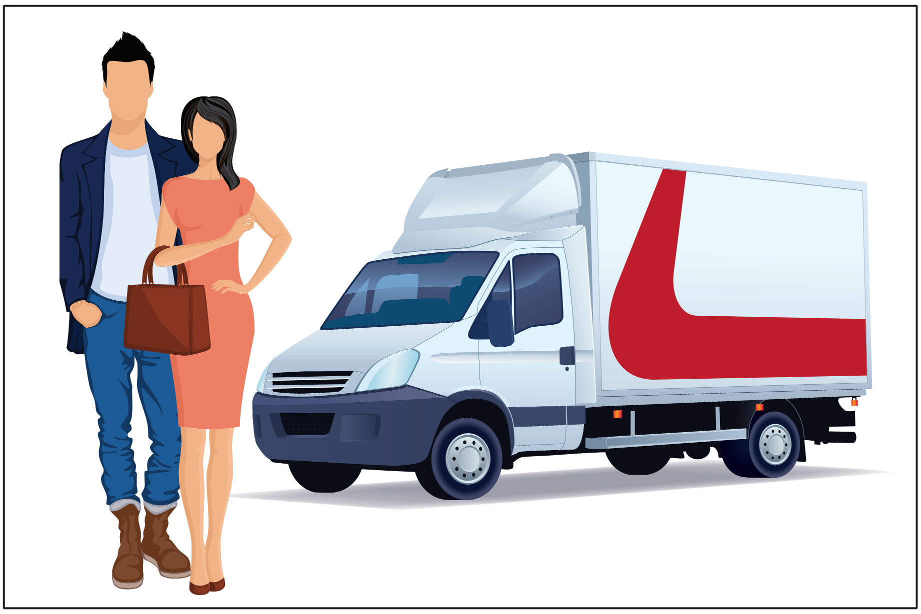
These are our three sets of characters in country A:

Ms Orange: A 19-year-old woman whose parents and siblings have recently been killed in an explosion that destroyed their home. She has distant relatives living in country C and would like to join them.

Mr Red: A 21-year-old male farmer whose livelihood has been severely impacted by the conflict, he hopes to find a new job and create a new life in country C so that he can send for his young family to join him soon.

The Blue Siblings: A brother (14 years old) and sister (16 years old). They have an aunty and uncle living in country C. Their parents want them to go and live with them as they fear for their safety in country A as the conflict seems to be escalating.

3. Picture Slide Three: The Transporters



This is Mr and Mrs Cross, they own a lorry.

They tell Ms Orange and Mr Red and the parents of the Blue Siblings that they will help them get to country C. Our characters give them money and climb into the lorry, there are other people in the lorry and other cargo, it is not very comfortable.

4. Picture Slide Four: The Drop Off

Over the next two days, they drive across rural and mountainous roads heading towards a remote border crossing in the north of the country. The journey is difficult and the sister from the Blue Siblings becomes unwell, with vomiting and diarrhoea.

Mrs. Cross explains that it is best that the Blue Sister does not cross the border. It is a difficult journey the other side and her illness would probably become more serious. Mrs Cross offers to take the Blue Sister to a friend of hers that lives near the border. She explains that her friend runs a hotel near the border town where Blue Sister could recuperate. Once she is better, she could earn money and board at the hotel by helping out with chores. Mr and Mrs Cross will be passing through the town again in six weeks and can pick up Blue Sister then to reunite her with her brother.

The Blue Siblings insist that they do not want to be separated, but Mrs Cross convinces them that it is for the best as there is not enough room for them both at the hotel and they will be together again in six weeks; and so they drop Blue Sister at the hotel.

5. Picture Slide Five: The Hotel

At first Blue Sister is fine at the hotel, she is given a bed to rest in and food. The bedroom is basic but clean. After a few days Blue Sister makes a recovery, the hotel owner explains that she must move rooms now to the staff quarters. She must now share a small, dirty room with no windows with four other girls. The hours are long and they are not paid in money, instead they are given poor quality food. So far Blue Sister has only been required to do cleaning chores, however she hears stories from the other girls of being made to perform sexual acts with male guests. Blue Sister is counting the days until Mr and Mrs Cross return and she can be reunited with her family, but after nine weeks there is still no sign of them.

Facilitation notes

Question:

Ask participants to define what if any crime has taken place thus far.

Answer:

No borders have been crossed so far, so smuggling has not legally taken place so far, although there is an intent to smuggle. It also possible that there Mrs Cross has been complicit in a TiP offence, but this will depend on her 'intent'. It could be the case that Mrs Cross genuinely believed that the hotel owner would look after Blue Sister and that they would return in six weeks, more evidence is needed to establish whether or not a trafficking crime has taken place or not.

The facilitator can also ask the participants to suggest evidence that they might seek at this stage to support investigating the intent to smuggle or Mrs Cross' involvement in a trafficking crime, for example, evidence that money has exchanged hands, forged documents etc.

6. Picture Slide Six: Country B

The lorry crosses the border into country B, the journey has been very challenging. Blue Brother starts to feel unwell, it looks as if he has the same sickness bug that his sister had. Mr Cross offers to drop him at a nearby friend's place. He explains that he will be taken care of and there is the opportunity to work.

Mr Cross explains that he will pick Blue Brother up in a few weeks, by which time he will also have Blue Sister. Blue brother agrees and goes to stay with Mr Cross' friend. Ms Orange notices Mr Cross being given a brown envelope by the friend before they drive off.

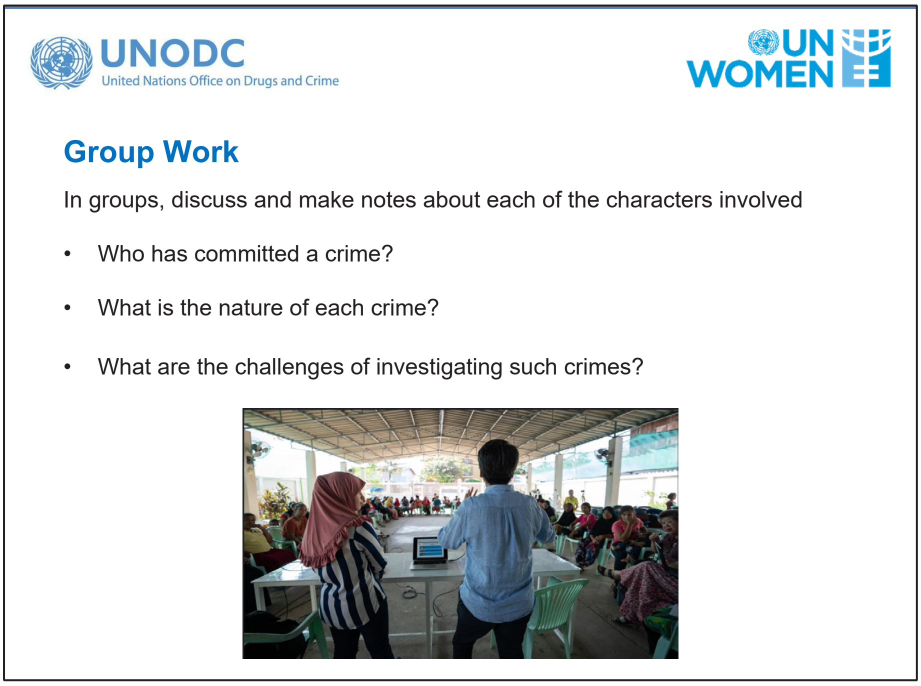
7. Picture Slide Seven: Country C

They eventually arrive in a city in country C. Mr and Mrs Cross explain that it is the capital, they drop all of the remaining passengers on the outskirts of the city and drive off.

Miss Orange tries to call her relatives. They explain that Mr and Mrs Cross must have lied to them as she is not in the capital. In fact she is four days' 'ravel from the capital. They promise to come and collect her but explain it will take them four days. Ms Orange does not have any money left and is forced to sleep rough and beg for money and food whilst she waits.

Mr Red looks for work but does not find any. After a few weeks of sleeping rough and begging he is desperate. He approaches a small local factory manager and explains his situation. The manager says that it is illegal for him to pay him as he is an illegal immigrant, but instead agrees to let him work at the factory in exchange for food and board. Mr Red is given a piece of cardboard and told to sleep under the machinery. He works 18-hour days and is only given one meal a day of boiled rice.

8. Slide: Group Work (20 minutes)



Facilitation notes

Tell the groups that they have 20 minutes to discuss the questions on the slide.

After 20 minutes bring the group back together and ask for their feedback. The following notes should support this.

Mrs Cross: Guilty of people smuggling and possibly guilty of TiP, but there are questions of intent.

Mr Cross: Guilty of people smuggling and possibly guilty of TiP. We do not have any further information on the conditions that Blue Brother had to live with at Mr Cross' friend's house. We also do not know what the envelope contained. There is a possibility it was money in exchange for Blue Brother, which would support a TiP charge. There is also the possibility that the envelope contained other illegal substances, such as drugs, which would make Mr Cross guilty of drug smuggling.

The Hotel Owner (country A): Trafficking in persons, due to the element of exploitation.

Mr Cross' Friend (country B): More information is needed on conditions, intent and what was in the brown envelope (as per Mr Cross).

The Factory Owner (country C): Although Mr Red approached the factory owner and asked for a job, he has been grossly exploited as from his vulnerable position, which supports is a case of TiP.

Blue Sister: She did not cross any borders, so she did not break any migration laws. She is a victim of TiP as she is being exploited. There is also the possibility that she will be sexually exploited, and this may involve her breaking local laws on sex-work.

Blue Brother: He illegally crossed an international border and is an illegal immigrant. More information is required to further define his situation.

Miss Orange: She illegally crossed an international border and is an illegal immigrant. From the information we currently have she is not being trafficked although she has been put in a vulnerable situation where she is forced to sleep rough and beg while waiting for her relatives to collect her.

Mr Red: He illegally crossed an international border and is an illegal immigrant. He is also being exploited by the factory owner, which makes it look like this is potentially a trafficking crime.

Challenges

The following list is not exhaustive, but provides some supportive key points for the facilitator:

- It is often difficult to clarify and find evidence to prove 'intent', such as the exchange of money.
- There are often multiple 'crime-scenes' in smuggling and trafficking investigations. For example hotel rooms, vehicles etc. Hotels can be a difficult source of evidence as sometimes the suspects and victims have only visited them for a short period and once they have left, the rooms are usually cleaned and new occupants arrive, eradicating evidence or making it difficult to link to suspects/ victims.
- Victims of trafficking can often be forced into perpetrating other crimes, such as breaking local labour laws or trafficking, etc., it is not always easy for enforcement teams to recognize this; law enforcement teams should recognize this and avoid the criminalization of TiP victims.

Photo: UNODC/ UN Women/ Ngoc Le

- Sometimes a smuggling situation can change into a trafficking situation but the victim might not realize that they are a victim of trafficking.
- There are often many stakeholders in a trafficking network, which makes it challenging to identify key organizers. Law enforcement teams should aim to prosecute the highest level of organized criminal groups.
- Sometimes victims of TiP do not recognize that they are in a trafficking situation, for example:
  - They might see themselves as in a better situation than they were in previously, i.e., relocated from an area where there is violent conflict.
  - Having been coerced into criminal activity they might see themselves as criminals in the view of the law and be afraid to seek help or not recognize that they are entitled to support.

Session Three

Indicators of TiP

Aim: To create an awareness of the different types of indicators that can support the identification of potential and presumed victims of TiP and other crimes in which victims are coerced into committing.

Learning objectives:

By the end of this session participants will be able to…

- Identify the Push/ Pull factors for TiP
- Recall indicators that individuals may be survivors/victims and perpetrators of TiP

Time: 90 minutes

Resource description	Preparation guidance
Presentation	
Flip chart paper and pens	

Session overview

Activity	Purpose	Time (minutes)
1. Push and Pull Factors	To explore push and pull factors and how different social/political inequalities and injustices impact on vulnerability to TiP and being coerced into being involved in criminal activity.	45
2. Presentation on Indicators	To introduce the different stages of identification and possible indicators.	45

Activity One: Push and Pull Factors

Purpose: To explore push and pull factors and how different social/political inequalities and injustices impact on vulnerability to TiP and being coerced into being involved in criminal activity.

Time: 45 minutes

Facilitation instructions

1.1 Guided discussion (45 minutes)

Split participants into pairs or small groups and hand out flip chart paper and pens.

Explain that they are going to be shown a series of slides with a description of a victim of TiP or person coerced into criminal activity. For each slide they will be given a few minutes to discuss with the person sitting next to them and write down what ideas come into their mind about this person. They should think about, things such as:

- Gender
- Age
- Ethnicity
- Family situation
- Are they rich or poor?

Reassure the participants that they will not be judged on being stereotypical and that they should feel safe to share and write down their ideas.

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Pair Work

You will see a series of slides with the description of a person who has been trafficked. When you read the slide you should discuss with your partner, what picture automatically comes to mind. In terms of:

- Gender
- Age
- Ethnicity
- Family situation
- Are they rich or poor?

***Please note: there is no right or wrong answer here**

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A person forced to traffick drugs

A 21 year old person forced into sex exploitation

A farm labourer forced to work 18 hour days and live in inhumane conditions

Facilitation instructions

1. Show the slides one by one and after each one repeat the aspects the participants should think about when considering them, namely:
   - Gender
   - Age

   - Ethnicity
   - Family situation
   - Are they rich or poor?
2. Give participants 2–3 minutes per slide to discuss and write down their ideas then ask them to share them back to the wider group, encourage them to think about the individuals they have seen in their professional experience or on the media, etc., have they observed trends in terms of certain genders, age, ethnicity, etc., being involved in particular types of trafficking crimes? E.g., women from a certain area being forced into sexual exploitation etc.
3. As the participants share their ideas about what they picture each of the profiles to be, the facilitator should capture their ideas on the flip chart paper at the front of the room, explaining that they will explore these further shortly.
4. Show the participants the following slides:

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Push/ Pull

- **Push Factors:** named because they create a 'push' force moving the individual away from their current situation and towards a situation vulnerable to trafficking. For example: poverty, abuse, war and genocide, natural disaster, persecution.
- **Pull Factors:** named because they cause a 'pull' force, drawing individuals towards the risk of trafficking. Examples include (among others): safety and security, freedom from persecution, offer of employment and education opportunities.

Facilitation notes

Traffickers use push and pull factors to target the individuals they exploit, meaning they identify vulnerabilities (push factors) and then the pull factors that they can use to coerce an individual into a situation where they are exploited.

Understanding push and pull factors can support law enforcement teams to look for indicators that someone is involved in a trafficking crime. They can also be used at a strategy level, for example:

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Example of Push and Pull

If a natural disaster happens in an economically poor area, it is likely to heavily impact on local livelihoods, which in turn pushes people further into poverty. This in turn will motivate individuals to mass migrate in order to seek work and improve their economic support. Traffickers will see the following push and pull factors:

- ***Push:** people desperate to earn money so that they can support their families, perpetuated by there being very few opportunities available.*
- ***Pull:** the offer of work and money (which in reality is a situation such as forced labour or sexual exploitation)*

5. Now ask the participants to reflect on the words captured on the flip chart paper from the pair-work element of the activity. Ask them some of the following probing questions:
   - Can you identify possible push factors from the list on the flip chart?
   - What kind of pull factors might have led them into this trafficking situation? E.g., the promise of money or opportunities etc.
   - In the examples given in the earlier slides gender is omitted, ask the participants if they had made assumptions on gender for particular reasons. So for example that the person being sexually exploited was a woman or the labourer a man? What drove that assumption?
   - Ask for further suggestions of how they think push and pull factors are impacted by gender, for example:
     i. Are men more likely to be pushed by the onus put on them by society to be financial providers to their family?
     ii. Are women more likely to be 'pulled' towards a trafficking situation where a financially secured marriage was promised? Invite suggestions.

‘Patterns/ Trends’

Explain that we are going to discuss different indicators, and the first learning objective is to be aware that enforcement officers should be aware of trends:

- Embedded patterns: such as the prevalence of a particular gender and ethnicity being victim to a particular type of crime in the region, e.g., young women in prostitution.
- Dynamic trends: patterns that change over periods of time, e.g., after a natural disaster there is an influx of migrants seeking livelihood opportunities that makes them vulnerable to trafficking.

‘Profiles’

- Relevant to local context
- Reviewed and updated periodically
- Staff trained
- Circulated amongst stakeholders

Facilitation notes

Explain that being aware of patterns and trends enables enforcement teams to develop examples of profiles of possible victims that are relevant to their region and the crime type at the time. Enforcement officers should be trained on these profiles and they should be circulated amongst teams and stakeholders.

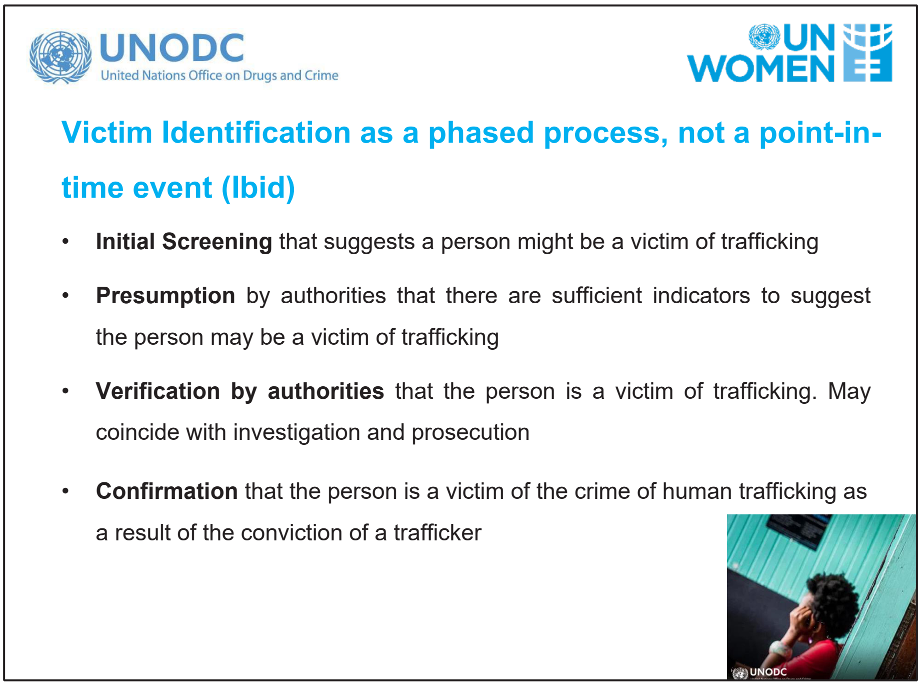
Activity Two: Presentation on Indicators

Purpose: To introduce the different stages of identification and possible indicators.

Time: 45 minutes

Facilitation instructions

Use the slides to explain the theory and generate discussion.



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Difficulties to Distinguish

A smuggled migrant may fall victim to trafficking …

- A trafficked person might begin his or her journey as a smuggled migrant.
- However, the smuggled migrant might then be compelled into a state of debt bondage to pay off "journey costs".
- Thus, a smuggled migrant can become a trafficking victim.
- Traffickers may use "smuggling" as a means to transport victims.

https://www.baliprocess.net/UserFiles/baliprocess/File/RSO-CIFAL-curriculum%20Enhancing%20a%20Victim-Centered%20Approach_A4_Final_2017-02-14_for-web.pdf

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Difficulties in Victim Identification (1)

- **Rights literacy:** Victims are often not aware what their rights are, thus not fully aware of how/ to what extent they are being exploited.
- **Language Barriers:** Victims may be from a different country or another region that has a different language, this makes it difficult for them to communicate with the local community agencies trying to support them. Finding specialized interpreters can be challenging. Not only does the interpreter need to have the same language, they need to be trained in working with victims of TiP.

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Difficulties in Victim Identification (2)

Isolation: Traffickers often isolate victims, this can be by physically isolating them meaning that they have little or no exposure to the surrounding community, which reduces the chance of them being seen. It can also be by mentally isolating them by psychologically breaking down their confidence and capacity for communicating with the community.

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Difficulties in Victim Identification (2)

Cultural: Victims may not want to be identified because they feel a deep sense of shame for their situation, for example:

- A male or female victim may feel a sense of shame and emasculation (for a male) for not being able to be in control of his/ her life and provide for their families in the way the culture in which he was brought up with views as the norm – this 'norm' is usually defined/ shaped differently per gender.
  - Sexual exploitation can again bring great shame and guilt onto the victim, impacted by belief systems that are conditioned by culture and religion.

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Difficulties in Victim Identification (3)

- **Dependence:** Psychological strategies applied by the trafficker, such as fear or making the victim feel a sense of indebtedness (debt bondage), may lead to the victim feeling that they are dependent on the trafficker or have a sense of loyalty.
- **Trauma and Mental Health:** Victims may be experiencing trauma and/ or other mental health issues that can make it difficult for them to recognize or communicate that they have been victim to TiP.

Facilitation notes

Explain that we will further explore this subject in the session on taking a victim-centred approach.

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Common Myths about Victims

- They do not take opportunities to escape and therefore there was no coercion.
- If they say they have a better life than previously, then they have not been trafficked.
- They are not victims when they reject help

(OSCE, 2011)

Facilitation notes

After the previous activity participants will already have a foundational understanding on this.

Although we now have an internationally subscribed definition for what constitutes a victim of TiP, and as the previous activity explored – there are patterns and trends that help us to develop an understanding of profiles of possible victims. There are some commonly held stereotypes, such as the image of a young girl being forced into prostitution or children from impoverished backgrounds working in sweatshops.

Statistics do show us that there are common vulnerability markers, which we will explore in the next activity. However, there are also countless examples of individuals who do not fit these stereotypes; such as University graduates, business men and teenagers from economically affluent and emotionally stable families.

It is important that enforcement officers recognize that as humans we all have these stereotypes. They can be detrimental to the identification process as victims can be bypassed because they do not fall into a preconceived stereotype of what a victim of TiP looks like. Recognizing that these stereotypes exist and that we are all susceptible to them helps us to question TiP situations.[6]

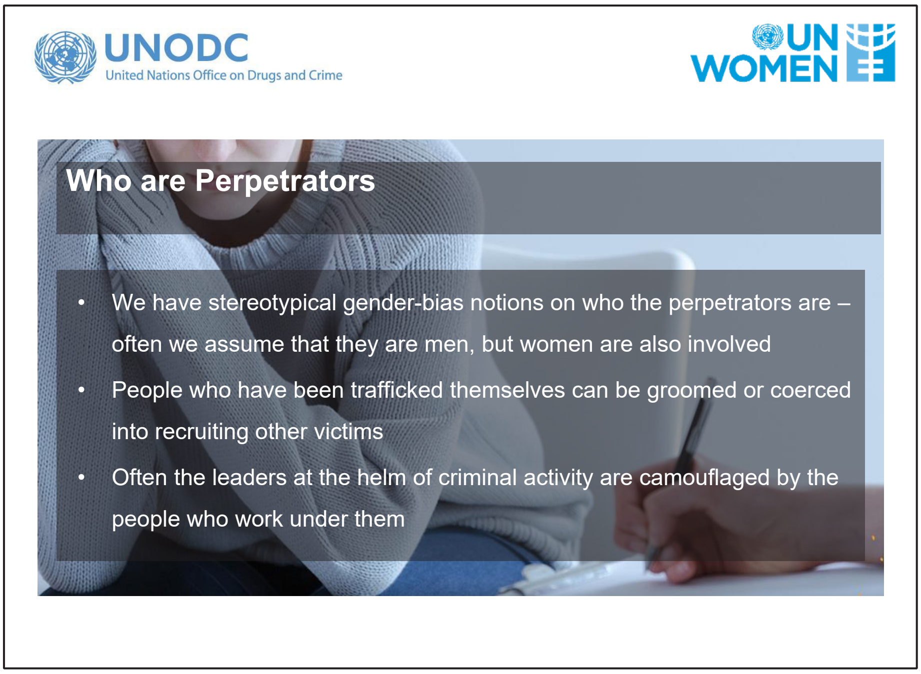
The following are notes related to the three points on the slide.

'They do not take opportunities to escape and therefore there was no coercion': this does not acknowledge that there are complex reasons behind this, such as the fear of harm to themselves or family or that they may not realize that they are in an exploitative situation, e.g., if someone has lived the majority of their lives in an abusive situation they may see it as the 'norm'. Some victims perceive that there is no choice, they maybe in a foreign country or even in their home country without a support network or any visible alternatives.

Ask the participants what support services are available to victims in their country that enable them to have sustainable livelihoods and psycho-social

6 www.osce.org/bih/106977?download=true

support once they have ceased to be in a trafficking situation? The hard truth is that support services are often scarce, under-resourced and ultimately do not always offer the support needed to help victims build sustainable livelihoods post trafficking. ‘If they say they have a better life than previously, then they have not been trafficked’: even if their trafficking experience is better than their home life, it still does not mean that they have not been trafficked. Individuals have different ‘norms’, they and may not be aware of their rights. ‘They are not victims when they reject help’: Again this may be symptomatic of being conditioned/ brainwashed by perpetrators or living in fear of what may happen should they leave the situation. TiP perpetrators use psychological manipulation and abuse to control victims. Victims are often told that if they do not comply with demands that harm will come to their loved ones, even if their loved ones live in a foreign country. Continued psychological, physical and sexual abuse breaks down a victim’s mental resilience and sense of self, leaving them susceptible to control and coercion.



Facilitation notes

Ask the participants to share any examples they have seen or heard about in terms of ’omen’s involvement as traffickers or victims being groomed to recruit.

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Factors Influencing of Children at Risk

- Children living in challenging families
- Children with poor school attendance
- Children working in the streets e.g. selling flowers, selling goods, etc.
- Children who have substance misuse issues e.g. drugs and alcohol
- Children in contact with known criminals

Facilitation notes

Ask participants what impact gender has on all of the above.

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Deception

The following indicators may point towards recruitment by **deception**

- Nature of job, location or employer: if there are trends of job and location types attached to TiP or if the employer is known for their links/ history
- Poor working conditions
- The content or legality of labour contract: Does the format, wording and structure of the document meet contextual contract norms? Are working hours, payment and holidays etc. specified?

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Coercion

The following indicators may point towards recruitment by **coercion:**

- Signs of violence against victims
- Abduction, forced marriage, forced surrogacy/pregnancy, forced adoption or the selling of victims
- Confiscation of documents
- Debt bondage
- Isolation, confinement or surveillance
- Threat of denunciation to authorities
- Threat of violence against the victim
- Threats to inform the victim's family, community or public about the victim's situation
- Violence or threat of violence against the victim's family
- Withholding money

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Deception

- Family reunification: especially in the case of child-trafficking, are children traveling with non-parents with the supposed aim of family reunification
- Poor living and transport conditions during transportation
- Promises of marriage or adoption
- Being promised education opportunities that are not supported by the relevant documentation from bonafide institutions.

Coercion

The following indicators may point towards recruitment by **coercion:**

- Signs of violence against victims
- Abduction, forced marriage, forced surrogacy/pregnancy, forced adoption or the selling of victims
- Confiscation of documents
- Debt bondage
- Isolation, confinement or surveillance
- Threat of denunciation to authorities
- Threat of violence against the victim
- Threats to inform the victim's family, community or public about the victim's situation
- Violence or threat of violence against the victim's family
- Withholding money

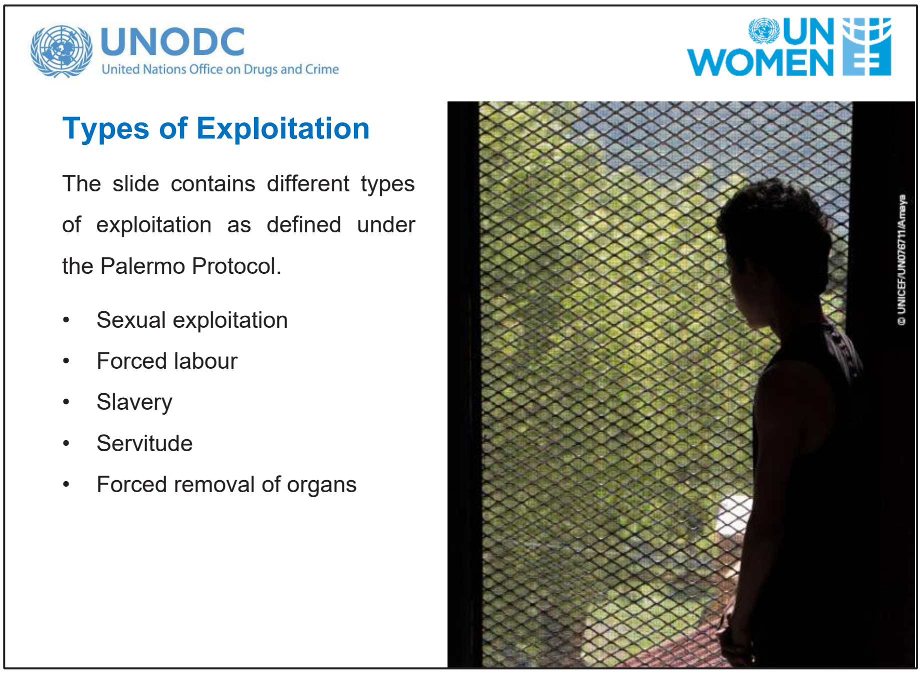
Abuse of Vulnerability

The following indicators may point towards recruitment by Abuse of Vulnerability, and may become apparent when building up a profile of a missing person.

- Difficult family situation
- An individual with an illegal status such as an illegal migrant
- Lack of education
- Under an exploiters control, e.g., groomed by someone they met on the Internet
- Economic/ financial difficulties
- Psychological/ mental health issues
- A difficult history

Facilitation notes

The facilitator should explain that the hierarchical value of indicators should remain flexible to the context and also differs in terms of age, gender, as well as ethnicity, citizenship status, socio-economic status, disability and other factors of diversity. Indicators for children will be different to adults as will indicators between different types of exploitation, i.e., sexual vs. labour. It is important that indicators are developed with country and local context to make them as useful as possible. Emphasize that the information given in this session is less of an comprehensive list and more of a framework from which to develop bespoke indicators that are fit for purpose.



Facilitation notes

Explain that the fundamental aim of traffickers is to exploit and profit from their victims, whether this is through forced labour, sexual exploitation, drug trafficking etc.

To ensure they continue to benefit from the exploitation of victims they need to keep them under control and forcibly engaged in exploitative activity. Perpetrators use physical and psychological means to keep their victims either physically or conceptually imprisoned.

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Types of Exploitation Possible in National Legislation

- Forced marriage
- Forced begging
- Used in illicit or criminal activities such as drug production and trafficking
- Exploitative religious/ cultural practices
- The forced use of women as surrogate mothers

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Types of Exploitation for Children (Palermo Protocol)

- Sexual exploitation
- Using children in illicit and criminal activities
- Using children in armed conflict
- Using children in hazardous work
- Under-aged children working
- Illegal adoption

Session Four

Using Indicators to Identify TiP Crimes

Aim: To apply indicators to identify a TiP crime

Learning objectives:

By the end of this session participants will be able to…

- Identify TiP crimes using indicators
- Share plans on how to respond to scenarios in which indicators are present

Time: 90 minutes

Resource description	Preparation guidance
Presentation	
Activity Pack 1.4.1 Case Studies on TiP Indicators	Print enough for each group to have 1-2 copies.
Flip chart paper and pens	

Session overview

Activity	Purpose	Time (minutes)
Case Study	To explore indicators of TiP in a case study context.	90

Activity One: Case Study

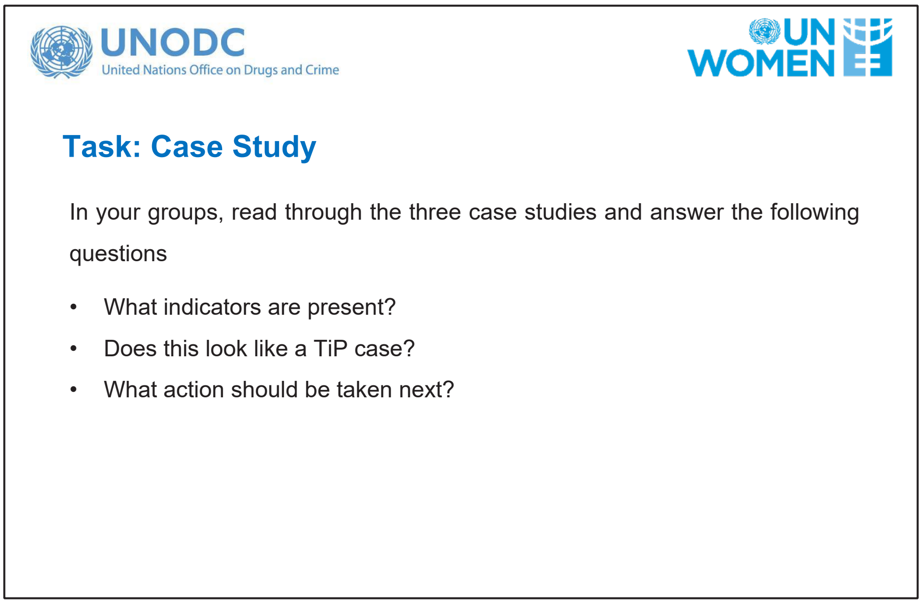
Purpose: To explore indicators of TiP in a case study context.

Facilitation instructions

Time: 90 minutes

1.1 Group work (60 minutes)

1. Divide participants into small groups of 4–6 participants.
2. Explain that they are going to be given a series of three case studies to analyse using the questions on the slide:



3. Explain that they should spend 20 minutes on each case study before being given the next one. Hand out flip chart paper and pens and suggest that they should make notes as there will be a plenary for discussion at the end of the task.
4. Each of the case study cards in Activity Pack 1.4.1 Case Studies on TiP Indicators should be handed out every 20 minutes until all three have been discussed by the groups. The printable versions are in the appendix (training resources section) of this Module.

1.2 Plenary and presentation (30 minutes)

After the group task is finished, the trainer should lead a plenary on their answers/ thoughts to the case study task, take feedback on both the indicators present and suggested next steps from the groups.

Also ask participants to comment on whether they think certain indicators would differ between genders.

Facilitation notes

The following support notes are not exhaustive.

The Missing Girl

Indicators:

- The girl is missing and has taken clothes with her, this along with the rail receipt indicate a likely departure has been made.
- The mention of a boy that she has been in contact with is also a possible indicator. Traffickers often groom young girls either directly or by portraying themselves as peers; or by coercing another victim of trafficking to carry out the recruitment role.
- The fact that the girl has had a troubled 18-months could also be an indicator as she has an emotional vulnerability and there has been a breakdown in her primary support network (mother dying and father becoming an alcoholic). Vulnerable teenagers often turn to online platforms to seek support, leaving them open to predators.

Trafficking Case: Trafficking is looking like a strong possibility, but more evidence is required to understand whether the girl is being exploited as her whereabouts are not yet known. The investigators need to rule out the possibility that the girl has run away from home; or perhaps lines of enquiry will lead to a domestic crime or even an abduction and/or murder.

Some suggested next actions in the investigation:

- A profile of the girl, including photograph be created and communicated across the law enforcement channels and other relevant/ appropriate channels.
- The girl's friends and family should be formally interviewed by the enforcement team for any further information they may have.
- A forensic search of the grandmother's house should be carried out.
- The 'boy' the girl has been talking to needs to be identified. The enforcement team should work with the girl's phone provider to identify call logs. However, Traffickers often use pay as you go phones that are not registered to a person or an address.
- There is no mention of a computer in the girl's room, but if the girl has one then it should be taken and searched. The girl's internet/ email/ social media provider should also be contacted and asked to support access to accounts in order to support the search. However, this also depends on whether data protection policy/ laws will support enabling this.
- The train company should be contacted to establish possible destinations based on the price of the ticket on the receipt.
- Train company staff at the ticket office and on board relevant trains can be questioned with regards to possible sightings. Other public transport personnel such as taxi and bus drivers should also be interviewed as they may have seen her on the journey to the train station.
- Once possible locations have been identified the team should identify local targets such as local transport systems, brothels, hotels and known criminal activity in the local area.

Construction Site

Indicators

- Physical condition of the workers
- The fallacy about the Pink Hotel as accommodation
- The empty container that smells of urine and seems unfit for purpose
- The natural disaster in the location that the labourers are from could indicate a need for livelihood diversification that led them to seek this employment

Trafficking Case: The indicators point to a likely outcome of it being a trafficking case but more evidence is needed to prove exploitation in terms of financial exploitation, e.g., debt bondage and physical exploitation, e.g., are the men sleeping in the container as suspected.

Some suggested next actions in the stages of investigation

- Communication should be made with the workers in a way that is not going to put them in danger of any further harm (this will be discussed in a later session).
- A properly qualified interpreter will need to be sourced.
- Evidence that the men are staying in the container will need to be gathered.
- Any relevant documents should be recovered as evidence such as work permits and contracts, etc.

The Cousin

Indicators

- Traffickers can be persons known to the victim as there is a relationship of trust there. They can be men or women, in this case the girl's cousin is a possibility.
- The lump sum of money on/ close to arrival is sometimes given to make the situation look legitimate both to the parents and also if the case should come to the attention of the authorities.
- The change in behaviour with communication from the daughter can indicate that either she is in a threatening situation or/ and under the influence of drugs/ alcohol.

Trafficking Case: Trafficking is looking like a strong possibility but more evidence is required to understand whether the girl is being exploited as her whereabouts are not yet known.

Some suggested next actions in the stages of investigation:

- Develop a missing persons profile and circulate it amongst law enforcement channels.
- If possible work in partnership with the mobile phone providers to track the cousin's phone and phone use.
- Make contact with law enforcement teams in Blue land and aim to work in partnership with them, this may involve them sharing information on knowledge of individuals in the area who have a history of Trafficking or tapping into other networks through which to gather information, i.e., local sex workers, etc.

DAY TWO

Session One

Managing Intelligence for TiP Cases

Aim: To build capacity for managing intelligence for TiP cases

Learning objectives:

By the end of this session participants will be able to…

- Define the difference between information and intelligence
- Identify all aspects of the intelligence cycle
- Describe at least two analysis/ charting techniques
- Apply at least one analysis/ charting techniques

Time: 195 minutes (including a 15-minute coffee break)

Resource description	Preparation guidance
Presentation	
2.1.1 Task: Missing from Pedwar 2.1.2 Police Report: June 2016 2.1.3 Witness Statement: Wei Liu (Aunty) June 2016	Print enough for each group to have 1-2 copies of each document.
Flip chart paper and pens	

Session overview

Activity	Purpose	Time (minutes)
1. Interactive Presentation on the Intelligence Cycle	To define the difference between information and intelligence, and identify all aspects of the intelligence cycle.	75
2. Missing from Pedwar Events Charting Matrix Task (Group work)	To introduce the Missing from Pedwar exercise, develop and present an Events Charting Matrix and develop a Collection Plan.	105
3. Dissemination	To explore dissemination.	15

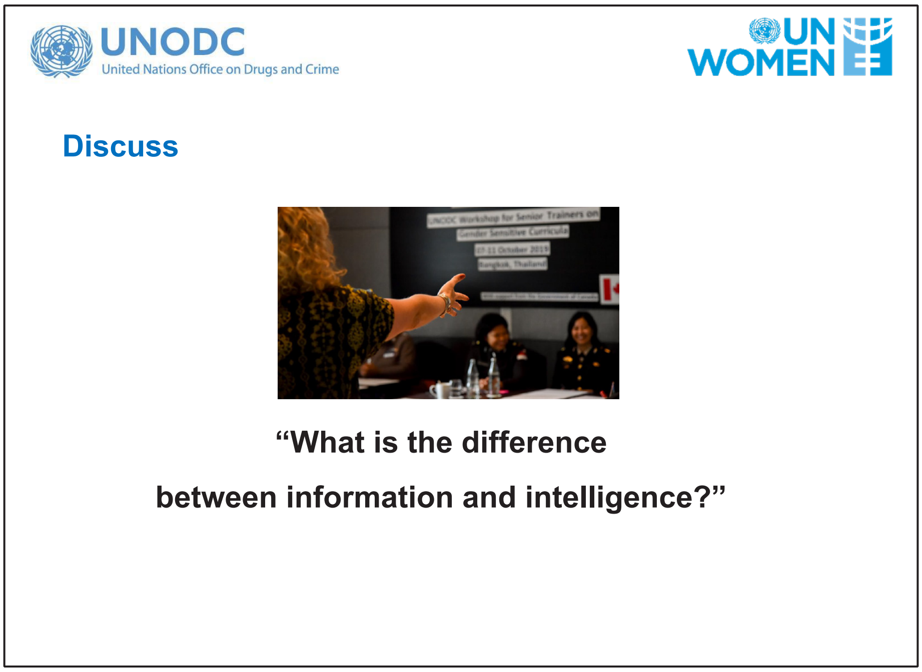
Activity One: Interactive Presentation on the Intelligence Cycle

Purpose: To define the difference between information and intelligence, and identify all aspects of the Intelligence Cycle.

Time: 75 minutes

Facilitation instructions

1.1 Introducing the intelligence cycle (10 minutes)



Facilitation notes

Show the slide and ask participants to discuss the difference between information and intelligence. While this is something of an over-simplification, we will develop it further. The word 'crime' has been left out of the definition purposely, as in law enforcement terms, there is no distinction between the treatment of intelligence for crime or any other aspect of law enforcement operations.

Ask for participant feedback and consolidate with the following two slides.

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Information

- Information is material of every description derived from any source.
- It includes the results of observations, surveillance, reports, imagery and other sources including rumour, which when processed, may produce intelligence.
- The information may be true or false, accurate or inaccurate, confirmed or unconfirmed.
- Information is a natural and vital component of all successful criminal investigations.
- Law enforcement officers gather information on every occasion they investigate a crime or incident.
- Criminal information often is also evidence or it progresses into evidence.

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Intelligence

- Intelligence is developed from information. It concerns incidents, events or people, and has been subjected to a process of evaluation, collation and analysis."
- Intelligence is information that has been processed in such a way that significant value is added to the original information.
- The process by which significant value is added, involves evaluating the information in context to both its source and reliability. Additional value can then be added to the evaluated information by a further process of analysis.

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Three Levels of Intelligence

Strategic

Operational

Tactical

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Strategic Intelligence

This is intended for senior decision and policy makers. They require intelligence about new and changing threats or opportunities to help them make strategic decisions about their organization. Strategic intelligence supports policy makers in formulating or changing high level aims, objectives, policies and plans, e.g., international and national trends and methods re trafficking in narcotics, weapons, people.

'LARGER, MORE LONG-TERM ISSUES AND GOALS'

Operational Intelligence

This level of intelligence is intended for area or unit commanders. They require 'operational intelligence' that supports decisions as to how to target front-line resources in the most effective way, e.g., local crime trends, hot-spots, organized crime groups etc. – Typically 'operational intelligence' provides an investigative team with hypotheses and inferences concerning specific elements of illegal operations of any sort. These hypotheses and inferences will focus on specific criminal networks, individuals or groups involved in unlawful activities. They will address their methods, capabilities, vulnerabilities, limitations and intentions resulting in intelligence that could be used for

'SHORT TERM LAW ENFORCEMENT OBJECTIVES'

Tactical Intelligence

This level of intelligence is intended for front-line operational officers. It is used to develop methods to counteract immediate criminal threats and is usually directed at a specific crime or criminal entity. It may be in reaction to an incident or used to prevent crime. Being normally case or offence specific it will focus on individual criminals, addresses, vehicles and modus operandi, etc.

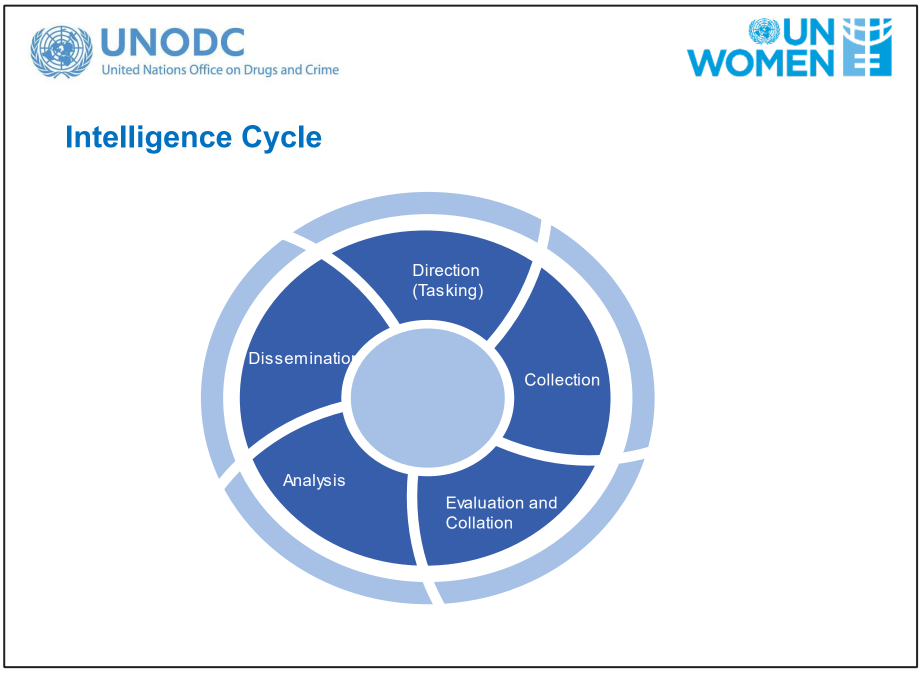
"THE HERE AND NOW"

Facilitation notes

Regardless of the level, all information received has to go through a process that adds value before it can become intelligence. This process is known worldwide as the 'Intelligence Cycle'.

The intelligence that results is either immediately or potentially significant in planning law enforcement operations and strategies. This in turn enables informed decisions to be made as to how resources can be deployed to most effectively achieve objectives.

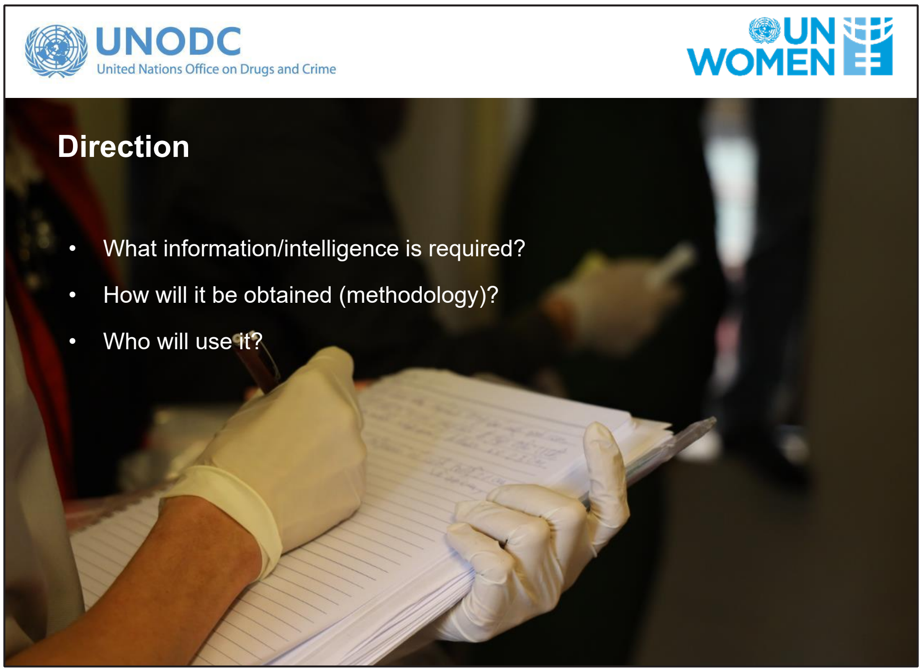
Show slide to introduce the Intelligence Cycle then use the slides that follow to provide more detail on each section of the cycle.



1.2 Direction (10 minutes)

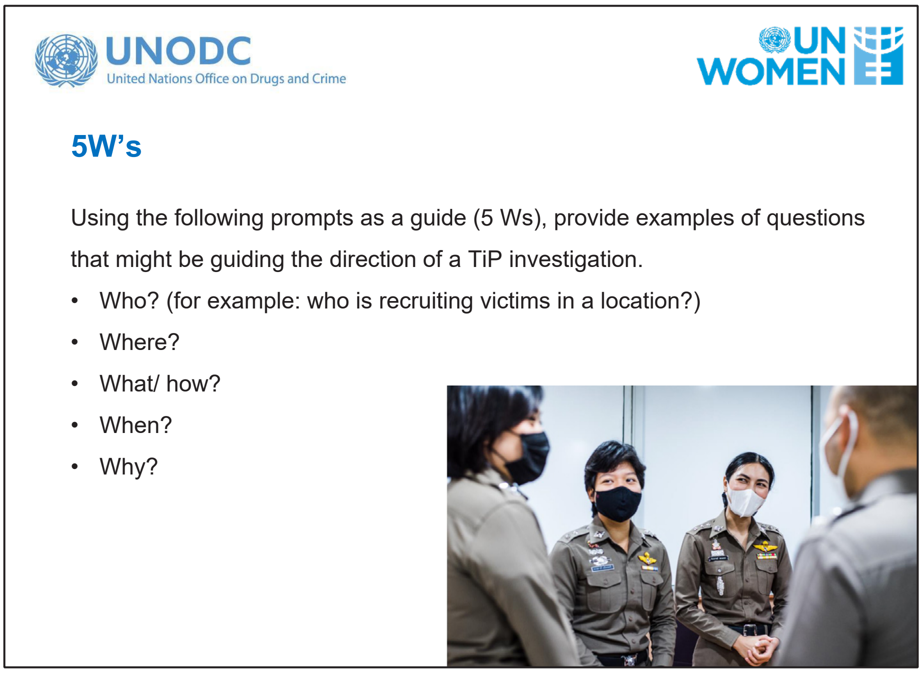
Facilitation instructions

Use the slide to introduce the 'Direction' phase of the Intelligence Cycle.



Initial question(s) for planning.

Ask the participants to reflect on the following slide.



Give the participants 5 minutes to write down their ideas under each heading and then ask them for feedback. The facilitator can then further prompt the groups around other aspects of the phase. For example: If a group identifies a question as "who is recruiting victims in a location?", the facilitator could ask how they might obtain this information and then what other agencies they might share it with.

Facilitation notes

There are numerous possible for examples that groups can use in this activity. The following are some examples that the facilitator can use to help prompt the groups if needed.

Who?

- Have there been any trends in terms of ethnic or demographic backgrounds being involved in trafficking activity in recent months?
- Are there any known trafficking networks in the region?

Where?

- What routes are being taken?
- Where are victims being taken?
- What hubs are known in the region?

What/ how?

- What are the strategies for recruitment?
- What is the reason/ services they are being exploited for?

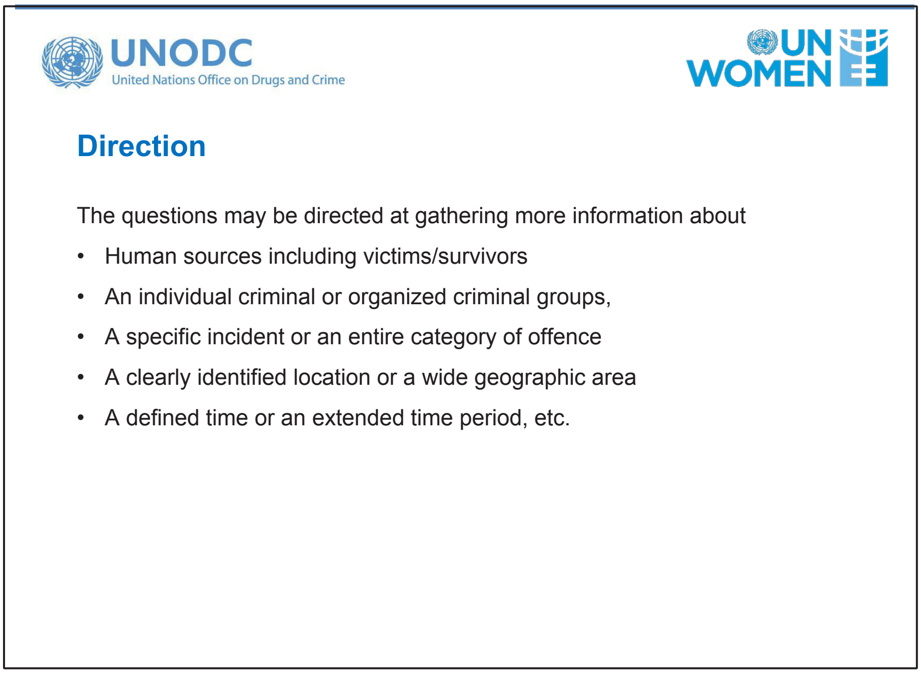
When?

- Are there any seasonal patterns related to trafficking?
- Are there any particular times of day to be aware of, e.g., nighttime or tidal calendars?

Why?

- Why has there been an increase of movement on a specific route?
- Why are particular victims/groups being targeted?

The facilitator should draw attention to the fact that there are different questions that can be set at the 'Direction' phase of any investigation and with time pressures and limited resources to put into investigations, this is where priorities should be identified. However, it's still a valuable approach to identify all the possible questions for an investigation route before then prioritizing as it encourages investigators to think creatively and holistically before honing down and prioritizing. Starting from a place of identifying top priorities and not allowing space to think about the bigger picture can lead to important aspects being missed.

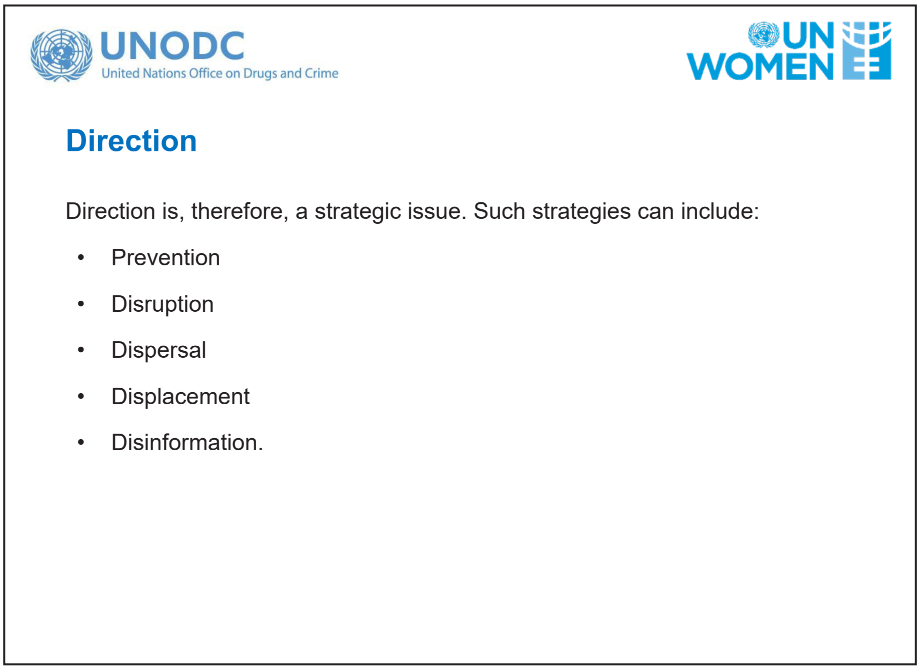


Facilitation notes

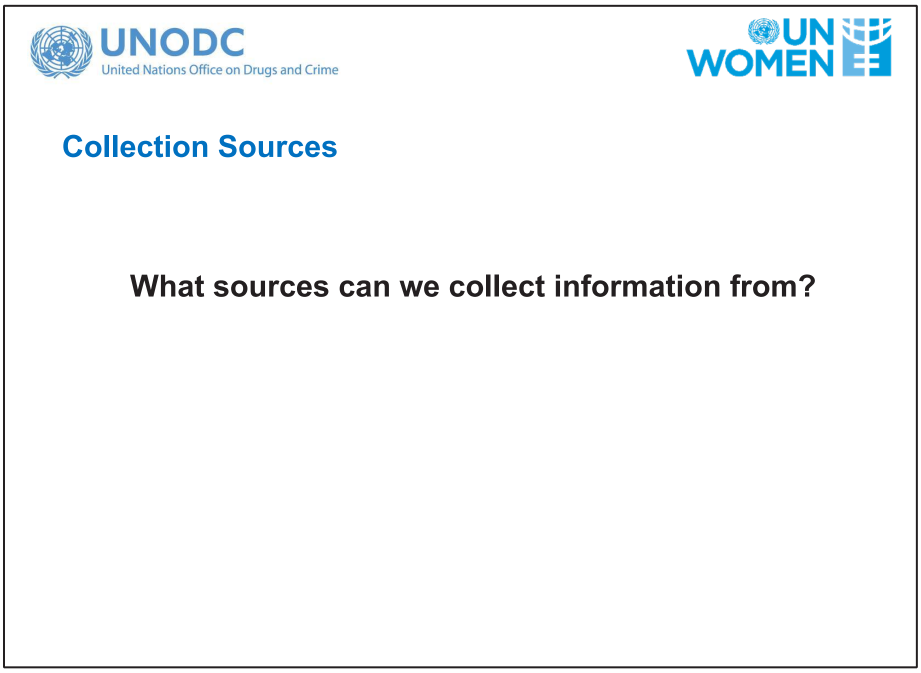
*This component of the Intelligence Cycle is, perhaps, best summarized by the question “What are you going to do?” or “What is the problem you are trying to identify and solve?’

In other words who or what do you want to develop the intelligence about? These questions have to be defined before we can begin to identify and collect the information that we will need for without the appropriate direction any collection would be random, unfocussed and uncoordinated.

By better defining the questions, issues and priorities, law enforcement agencies are able to devise better and more effective strategies, operations and tactics to counter these issues.

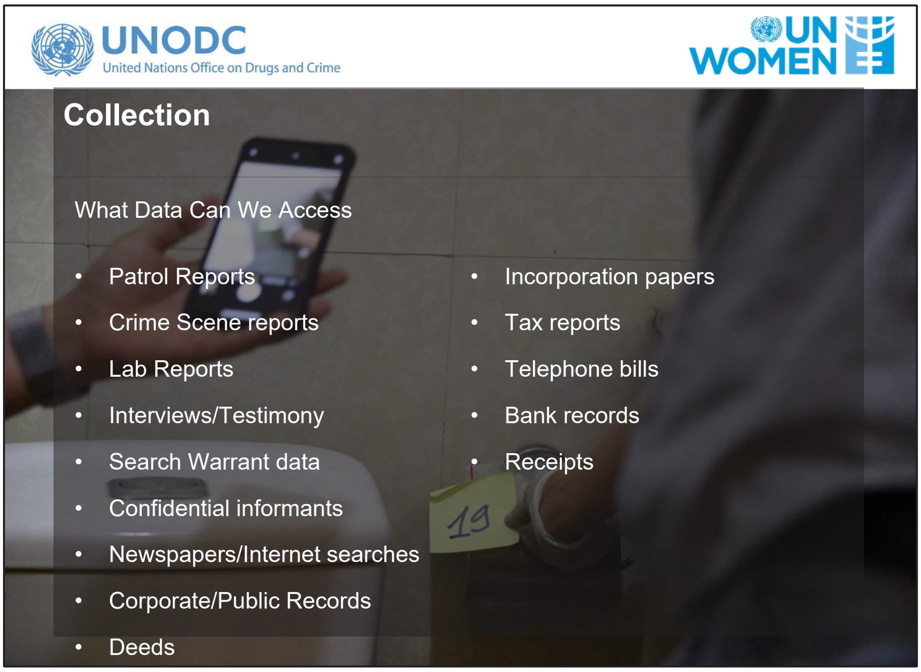


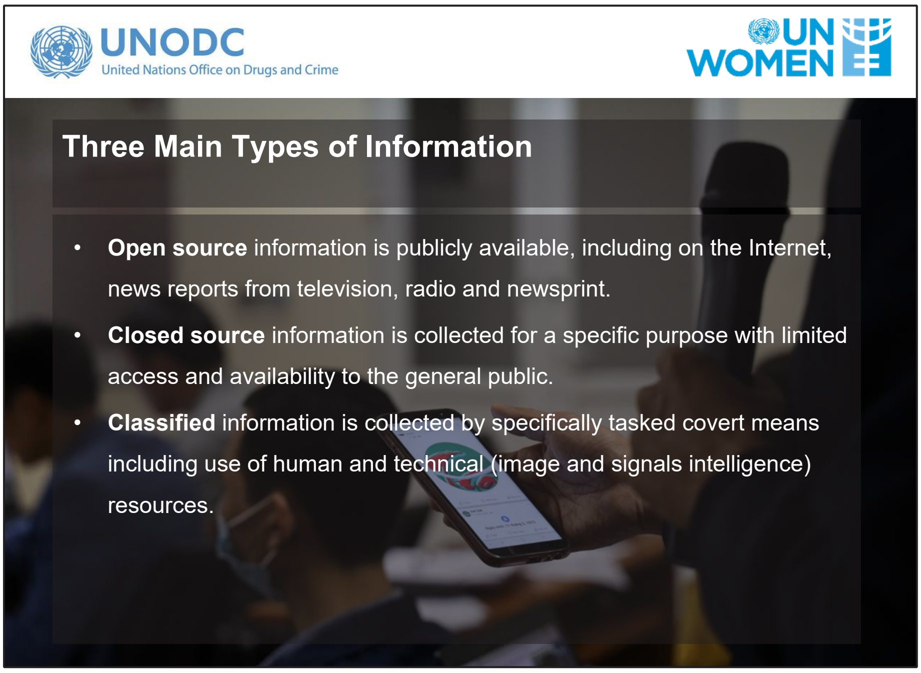
1.3 Collection (15 minutes)



Facilitation notes

Show the slide and ask the participants to share their ideas. Then consolidate with the slide (the list is not exhaustive).





Facilitation notes

The three main types of sources of information are open, closed and classified.

- Open source information is publicly available including on the Internet, news reports from television, radio and newsprint. It can consist of research, technical, economic reports, conference documentation, dissertations and discussion papers, etc. One of the main difficulties in working with this type of source is evaluation, as information available in the public domain can frequently be biased, inaccurate or sensationalized.

- Closed source information is collected for a specific purpose with limited access and availability to the general public. Closed source information is often found in the form of structured databases. In the context of criminal intelligence analysis, these databases will largely include personal data collected as part of ongoing targeting operations, or broader criminal records, vehicle registration data, weapons licensing, etc.
- Classified information is collected by specifically tasked covert means including use of human and technical (image and signals intelligence) resources. Use of classified information can significantly enhance the quality of an analytical product, as it is usually highly accurate; however, it can also make an analytical product significantly less actionable due to restrictions on dissemination.

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How Much Data?

There are always limitations

- How big is the problem?
- The scope?
- How much time do you have?
- How much do you already know?
- Is it likely you will be able to acquire enough information to support your conclusion?

Facilitation notes

You will never be able to collect all the data and know everything before you begin analysis. This feeds into the next slide on strategic hypothesis.

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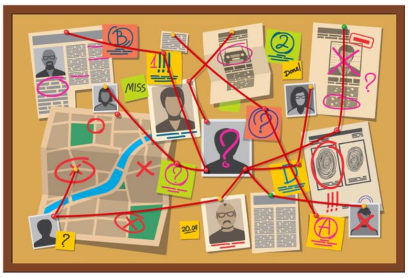
Strategic Hypothesis

- Certain amount of data awareness or knowledge on topic
- Contextualize problem
- Map what the investigation has and identify gaps



Facilitation notes

The strategic hypothesis guides the collection process. It can be developed based on:

- Historical learning/ knowledge on the topic/area, etc. or on what previously gathered intelligence on this investigation has taught the investigation team
- Knowledge of the wider context
- A map of existing intelligence and also intelligence gaps

Based on the hypothesis investigators can consider the sort of inductive data to gather to prove or disprove the hypotheses.

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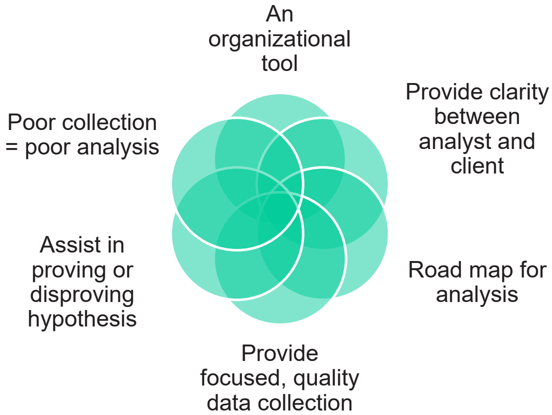
The Value of a Collection Plan



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Example of a Collection Plan

HYPOTHESIS	RESEARCH Q'S	INDICATORS	SOURCES
H 1: Women from country A are being recruited and trafficked to country B	RQ 1: Why are they being trafficked? RQ 2: How are they being recruited and trafficked?	1a: Source Reporting 1b: Country A related trends 2.a: Source Reporting	R 1: 6, 2,3, 9 R 2:.6, 2, 3

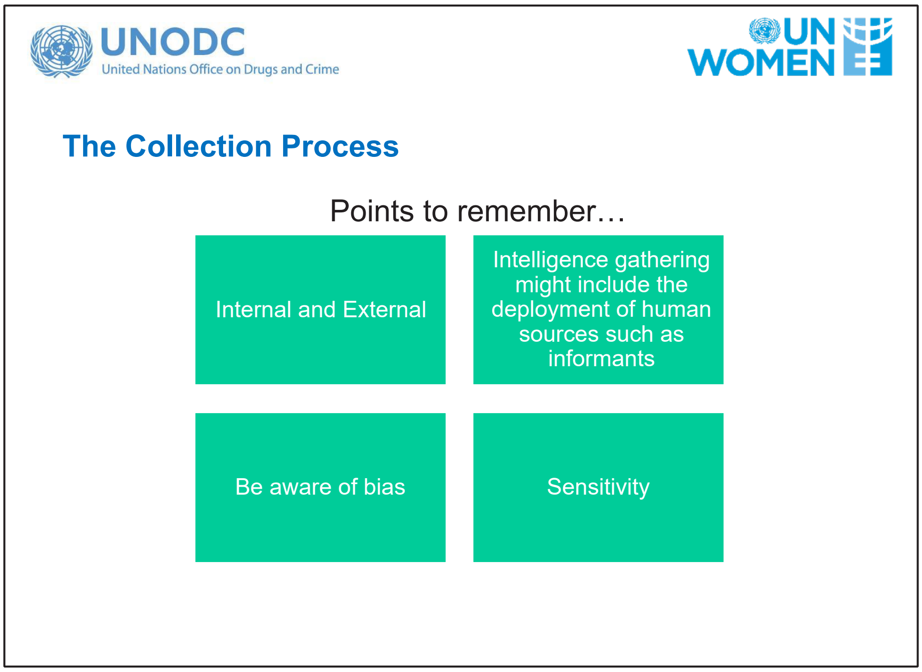
Facilitation notes

Hypothesis: the theory that is formed from analysing the current intelligence and making some informed assumptions. Aside from the intelligence at hand the hypothesis might also be developed based on prior knowledge gathered from previous investigations or trends etc. However, law enforcement teams must also be aware of possible bias that can impact on how hypothesis are developed.

Research Questions: These are the questions that will cumulatively support or disprove a hypothesis.

Indicators: This refers to the type of intelligence that will address the research question. So, what will indicate/ show us that there is a group of migrants in the area who have a motivation for making the journey to country B? Note the coding in the collection plan. The research questions are numbered and then the indicators are labelled with number of research question they are linked to along with a letter label, to model that there can be several indicators linked to each research question.

Sources: In the source's column we register how each of the current pieces of intelligence links to the relevant indicator and therefore the research question and the hypothesis.



Facilitation notes

Internal as well as external sources: Some of these sources are internal to the respective law enforcement agency, e.g., collecting data from agencies existing databases or personnel.

Informants: The gathering of intelligence may require the deployment of 'human sources' such as informants i.e. victims, witnesses and their families, undercover officers, or the deployment of human or technical surveillance resources.

Bias: Anyone can be a potential source of intelligence, especially those who have been or are victims of crimes. It is important that law enforcement teams practice self-awareness about their own bias. This might include the way they perceive a particular gender or ethnic group.

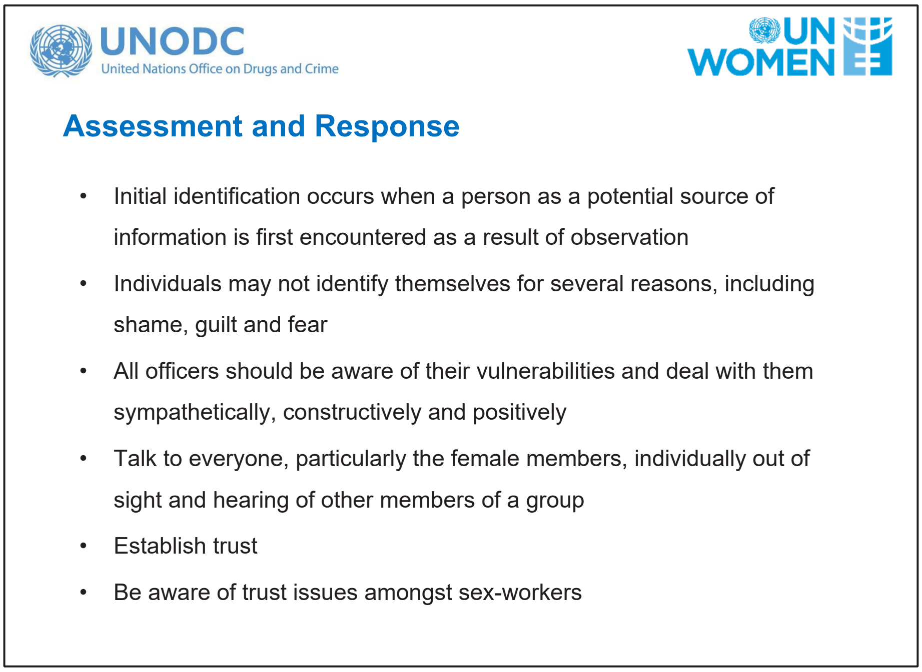
Sensitivity: Officers should be aware of how culture and gender impact on the way in which they engage with certain individuals when gathering information. For example, it may not be appropriate for a male officer to interview a female source.

Facilitation notes

To manage and minimize the risks that these particular categories pose to themselves, the officers recruiting and handling them, and the reputation of those officers' agencies, special procedures and methods exist. This ensures that they are dealt with in a way that maximizes their potential but manages and minimizes the risks that they pose.

Dealing with a variety of people in many situations, provides officers with opportunities to make contact with people who may be in a position to supply information. Every officer is expected whenever possible to identify and develop sources of information.

Victims of crimes, migrants and travelers, men, women and children are all potential sources of information who can then become covert human intelligence sources. However, certain factors should be borne in mind when dealing with victims or potential victims and children, so as to minimize harm and to ensure maximum co-operation in obtaining and developing intelligence. They include the awareness and identification of victims/survivors; referral processes to support and protection services; and correct procedures during initial contact.



Facilitation notes

Assessment and response

Initial identification occurs when a person as a potential source of information is first encountered as a result of observation (conversations with the person, his or her behaviour, appearance or circumstances), information provided from third person referrals, or through self-identification. However, they may not identify themselves for several reasons, including shame, guilt and fear. All officers should be aware of their vulnerabilities and deal with them sympathetically, constructively and positively, being aware of the effects or knowledge of traumatic experiences may affect communication.

All officers should be alert to assessing and questioning all of the people present and not just the men. Talk to everyone, particularly the female members, individually out of sight and hearing of other members of a group. Traffickers or people working with them may still be present and intimidate them. This will greatly facilitate the identification of possible victims and sources of information and protection concerns related to them.

If you wish to recruit a victim/survivor as a covert human intelligence source, it is crucial to establish trust so that they are confident in your compassion as a person and your abilities as an officer. How they are treated, how evidence is collected from them, how they are interviewed, and how seriously their evidence is considered, will not only affect their recovery, but the credibility and extent of their information and their willingness to cooperate.

During the early contact with the potential covert human intelligence source a discussion needs to occur around the preferred communication arrangements and expectations discussed. A note of the result of this discussion and agreement needs to be inserted in the victim contact records.

Sex workers can also be a vital source of intelligence if treated correctly and with respect. Sex workers often distrust officers, so initial contact and respectful treatment of them is extremely important if they are to become a covert human intelligence source. Explain what is happening and whether they are being treated as suspects and being arrested, or as victims or witnesses. If raiding a brothel, ensure female officers are present. Brief physical searches and examinations should be performed in private in a controlled environment and by female officers only. Invasive and unnecessary internal examinations are a breach of human rights and should not be conducted. Allow the women to gather their personal possessions including phone, wallet and clothes etc., so they can be formally identified and call for family/friends/lawyers, etc.

At the higher level of operations there will be a requirement to access sophisticated covert entry techniques or intercept communications. Intelligence Units require access to these proactive resources to an extent that is appropriate. The more intrusive techniques may only be available in serious crime cases and the requirement to protect the secrecy of methodologies makes it undesirable that they be used where they cannot be deployed securely.

1.3 Evaluation and collation (20 minutes)

Evaluation and Collation

- **Pertinence:** The relevance of the information to existing or potential intelligence development requirements should be established.
- **Reliability:** This depends largely on his knowledge of the source, its location and the situation at the time the information was acquired.

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Evaluation and Collation

- **Credibility:** There must be a degree of probability sufficient to establish confidence in the truth of the information.
- **Accuracy:** The way in which the information fits into the established pattern of knowledge, and how it compares with previously confirmed facts are indications of its accuracy. Alternatively, the reliability of the source and knowledge of the circumstances in which the information was obtained may indicate the likely degree of accuracy.

Facilitation notes

Evaluation can be summarized by the question, 'how good is the information?'

Evaluation is defined as the appraisal of an item of information in terms of pertinence, reliability, credibility and accuracy. All information must be evaluated. It is part of a trained intelligence officer's virtually instantaneous mental reaction to each piece of information she/he receives. To a certain extent it runs concurrently with the collection and collation stages of the intelligence cycle. When information obviously irrelevant to the directed intelligence development is received the information must still be evaluated and recorded before it is passed on to the most appropriate law enforcement agency unit for action.

The intelligence manager should ensure that the reporting and intelligence officer evaluates all information to decide:

- **Pertinence:** The relevance of the information to existing or potential intelligence development requirements should be established.
- **Reliability:** This depends largely on his knowledge of the source, its location and the situation at the time the information was acquired.

- **Credibility:** There must be a degree of probability sufficient to establish confidence in the truth of the information.
- **Accuracy:** The way in which the information fits into the established pattern of knowledge, and how it compares with previously confirmed facts are indications of its accuracy. Alternatively, the reliability of the source and knowledge of the circumstances in which the information was obtained may indicate the likely degree of accuracy.

The validity of any inference made from the information received is directly linked to the quality of the data behind the inference. Thus data evaluation is a key element of the intelligence cycle. It should be conducted simultaneously with or immediately after its acquisition, to ensure that the evaluation takes place within the context in which information has been acquired (as it is difficult to evaluate information that has not been submitted correctly within a local environment). Evaluation requires a separate assessment of the reliability of the source (the provider of the information) and validity and accuracy of the information provided by the source.

The source and the actual information must be evaluated independently of each other and therefore it is imperative that the person completing the report has a sound knowledge of the evaluation system.

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The Admiralty Scale: Source Reliability

A COMPLETELY RELIABLE	• No doubt regarding authenticity, trustworthiness, competency • History of complete reliability
B USUALLY RELIABLE	• Some doubts regarding authenticity, trustworthiness, competency • History of reliable information the majority of time
C FAIRLY RELIABLE	• Usually some doubt re authenticity, trustworthiness, competency • History of reliable information some of the time
D NOT USUALLY RELIABLE	• Definite doubts re authenticity, trustworthiness, competency • History of occasional reliability
E UNRELIABLE	• Great doubt re authenticity, trustworthiness, competency • History of unreliable information
Cannot Be Judged	• Cannot be judged

Facilitation notes

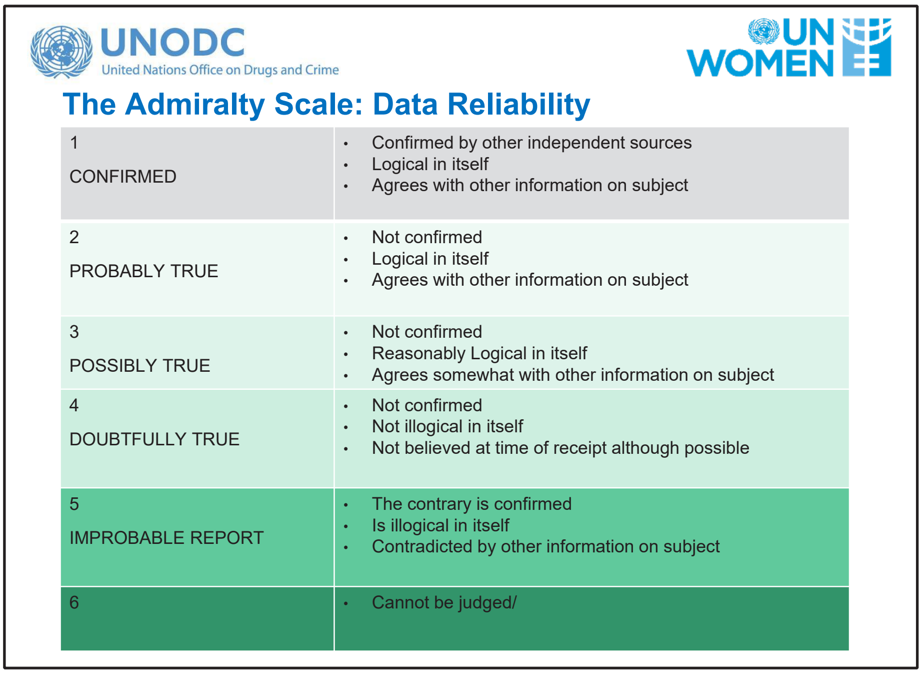
The most widely used system among many law enforcement agencies worldwide for evaluating intelligence is known as the '6x6 system' or the 'Admiralty Scale'.

In this system, the source is evaluated for its reliability and receives a rating of A, B, C, D, E or F while the information is evaluated in terms of its accuracy and credibility and receives a rating of 1, 2, 3, 4, 5 or 6. These categories are set out on the slide.

Some examples might be:

- A known informer with a history of drug and alcohol abuse, but in the past has provided sound information, might be D.
- Reports from a local hotel owner who has a history of providing the police with reliable community-based intelligence in a trafficking hotspot, which has 'mainly' been correct but not always, might be a B on the scale.

Talk the participants through the table on the slide and ask them to suggest possible examples of their own under each category.



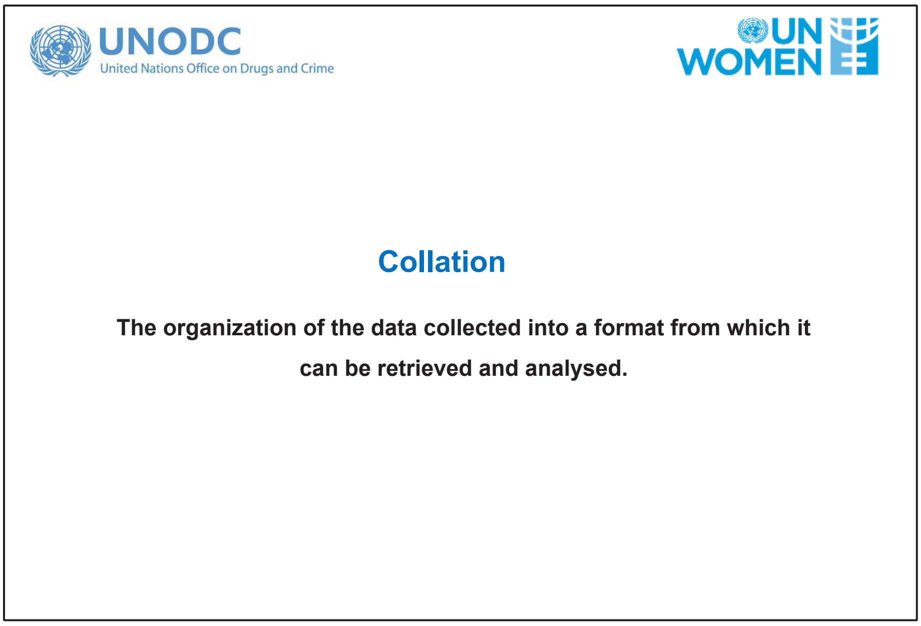
1 CONFIRMED	• Confirmed by other independent sources • Logical in itself • Agrees with other information on subject
2 PROBABLY TRUE	• Not confirmed • Logical in itself • Agrees with other information on subject
3 POSSIBLY TRUE	• Not confirmed • Reasonably Logical in itself • Agrees somewhat with other information on subject
4 DOUBTFULLY TRUE	• Not confirmed • Not illogical in itself • Not believed at time of receipt although possible
5 IMPROBABLE REPORT	• The contrary is confirmed • Is illogical in itself • Contradicted by other information on subject
6	• Cannot be judged/

Facilitation notes

Working with the examples from the previous slide:

- If the known informer with a history of drug and alcohol abuse is ranked as a D as a source. We then combine it with the information he has provided, in this example, let's say that what he has reported aligns with the information gathered from other sources but is not yet confirmed, then we might rate it a 2. This would give it an overall scale using the 6x6 method as being a D2.
- Our local hotel owner rated a B on the scale as a source has this time provided us with information that is somewhat logical in itself but does not align with all of the other existing intelligence might rate it a 3. Therefore making the combined rating a B3.

The facilitator should use some examples of their own or/and ask the participants to provide some source and data examples and ask the rest of the group to give them a rating.



Facilitation notes

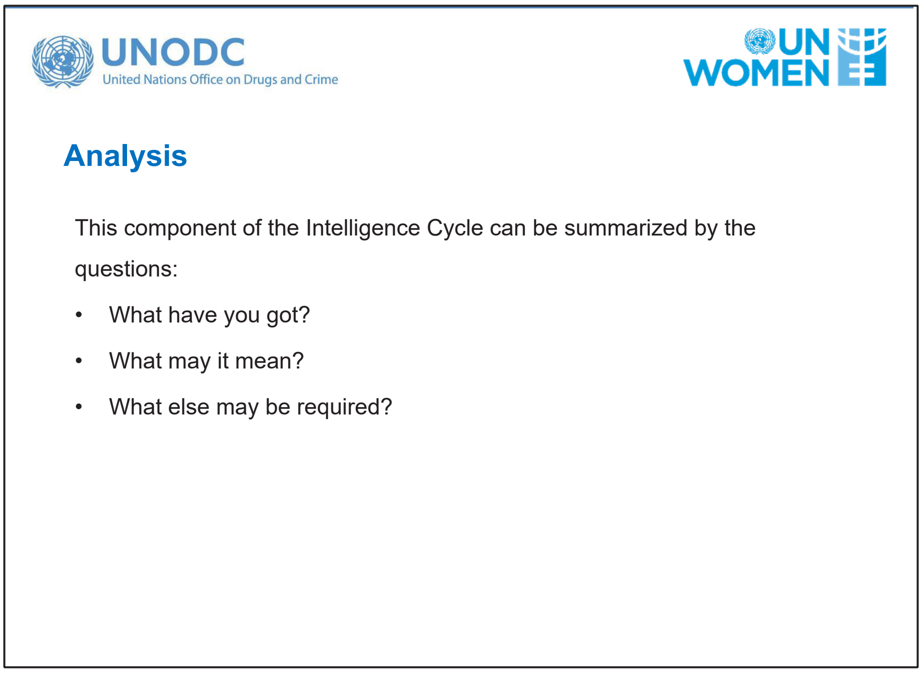
In simple terms collation is the transfer of collected information and/or intelligence into a storage system (be it a filing cabinet or a computerized database) in a structured (indexed, cross-referenced) format that ensures separate pieces of evaluated information, which may have been gathered at different times and from different sources, are combined and brought together in a logical order and cross-referenced so that they can be easily and quickly retrievable.

Collation is not the bulk filing of everything a collection programme produces. What should be stored however, is the material that remains after the irrelevant, incorrect and otherwise useless information has been weeded out.

Whatever the form a storage system takes, manual or computerized, it must permit rapid and accurate access to the stored information.

Collation is a time-consuming phase of intelligence development. It is also expensive in manpower and man-hours, but the efficiency of the system, the accuracy of its contents, and the ease with which they can be extracted and related to one another, depend on the speed and efficiency with which information can be interpreted and developed into intelligence.

1.4 Analysis (20 minutes)



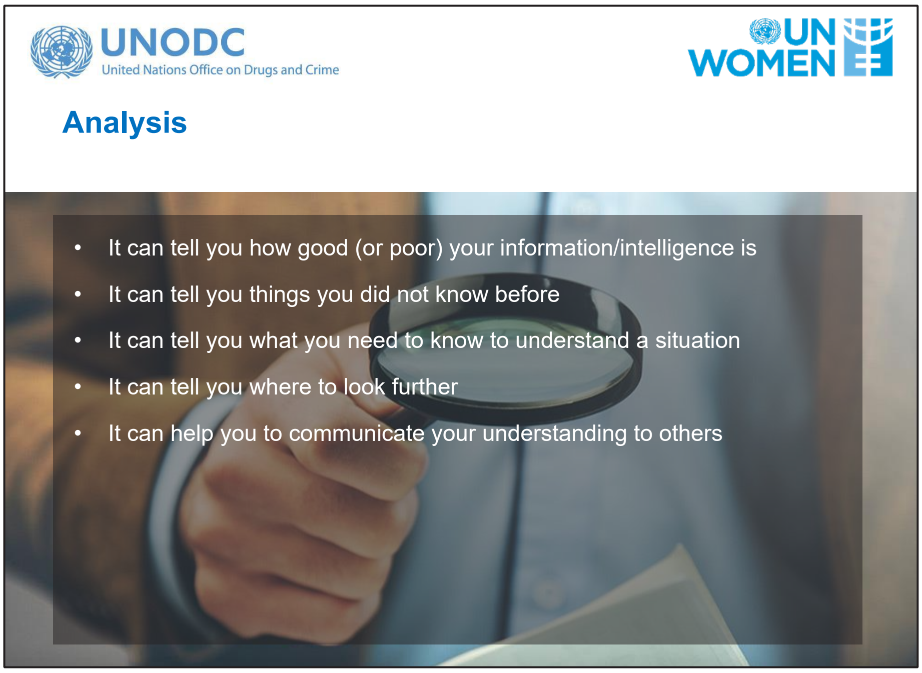
Facilitation notes

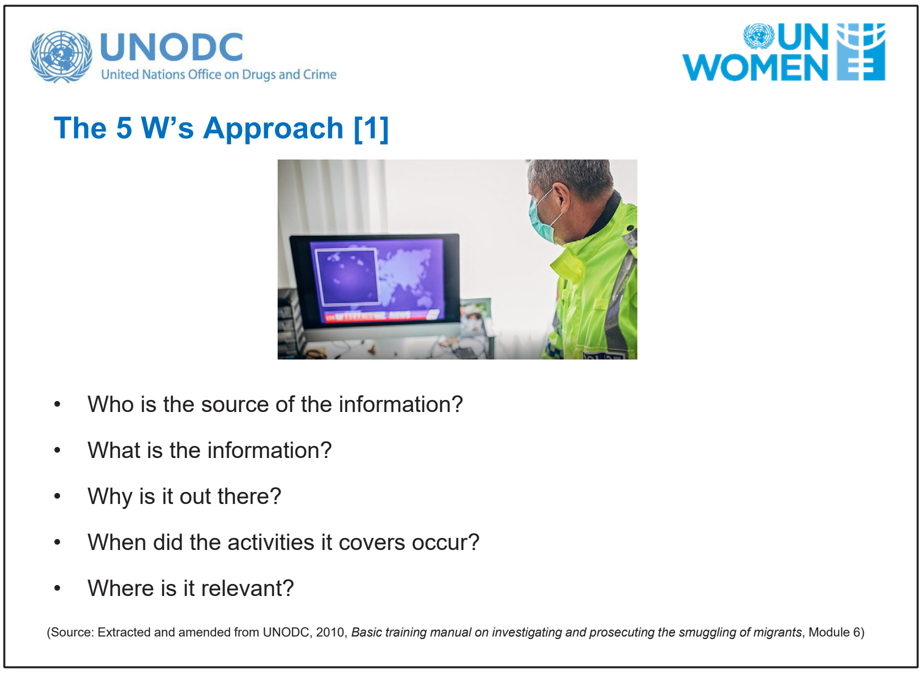
All the separate pieces of information that have been collected, evaluated and collated are like the various pieces of a huge jigsaw puzzle. The separate pieces of information will need to be examined to see how, where and if they fit together to answer questions that are relevant to the investigation. Some pieces will be missing and other pieces may not help solve that particular puzzle. It may take a while before it is clear what is missing or where a particular piece of information fits.

It may even be the case that information required for the investigation is held by staff in a different section or unit or even a different agency. There must be effective communication within law enforcement agencies and between agencies to make the most of information/intelligence they hold.

The ‘Analysis’ function assembles information (the separate jigsaw pieces) – previously or usually unrelated – to show a pattern or meaning. In the absences of analysis, ‘raw’ information remains useless.

Therefore, Analysis is a key stage of the Intelligence Cycle. Analysis can be described as in-depth examination and interpretation of the meaning and essential features of available information. It involves an objective and impartial mental process based on common sense, service knowledge, previously obtained information, comparison and deduction. New information is compared with what is already known, and the combination and comparison of the old with the new can lead to fresh intelligence. Analysis highlights information gaps, strengths and weaknesses and suggests ways forward.





Facilitation notes

As we saw in the Direction phase, the 5 Ws approach can be revisited throughout the Intelligence Cycle. In fact, for those who are not analysts it is an accessible and memorable approach that can be applied at every stage of the Intelligence Cycle.

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Charting for Analysis Methods

Type of Chart	Purpose
Link Charting	• To show relationships among entities featuring in the investigation, for example, persons, telephone numbers, organizations, businesses, financial transactions aircraft/vehicles/vessels, property, etc.
Event charting	• To show chronological relationships among entities or sequences of events
Commodity flow charting	• To explore the movement of money, narcotics, stolen goods or other commodities
Activity charting	• To identify activities involved in a criminal operation
Financial profiling	• To identify concealed income of individuals or business entities and to identify indicators of economic crime
Frequency charting	• To organize, summarize and interpret quantitative information
Data correlation	• To illustrate relationships between different variables

Facilitation notes

Talk the participants through the slide using the notes below for support. Explain that they may not be required to carry out analysis in their roles and that if they are they should receive extra training on the different types of methods.

In this session we are going to use the 'Event charting' method to analyse a case study (which will be explained shortly).

Data integration is the first phase of the analytical process. It involves combining information from different sources in preparation for the formulation of inferences. From these different pieces of information, integration can identify links and associations between individuals, organizations, events and locations.

The trained intelligence analyst has a number of tools and methods available by which they can better analyse information and develop intelligence. These can range from pens and paper to sophisticated computer programmes. However, it should again be emphasized that whilst analysts are trained to produce meaningful diagrams and charts, which depict the information and developed intelligence in pictorial form; these diagrams and charts should not be regarded as the end result. Rather they are the means by which logical and analysed operational and strategic options can be identified thereby enabling better-informed decisions to be made.

Whether the analyst has access to a computer program such as ‘i2 Link & Case Notebook’, ‘Anacapa’, all of which will greatly assist the speed and flexibility of any analysis or instead, has to rely on manual mediums they will usually consider one or more of the methods shown on the slide.

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Event Charting

- Brief descriptions of events are contained in symbols such as circles or rectangles. Ensure that in any one chart a symbol represents the same thing whenever it is used. Keep the descriptions of events short—no longer than three or four words.
- Connecting lines are used to indicate relationships among events—the time sequence of events in which one event leads to another.
- An arrow on each line indicates the sequencing of the events—the flow of events through time.
- The date and/or time associated with each event is tied in some way to the description of the event—within the event symbol, close to the symbol, or linked to the symbol.

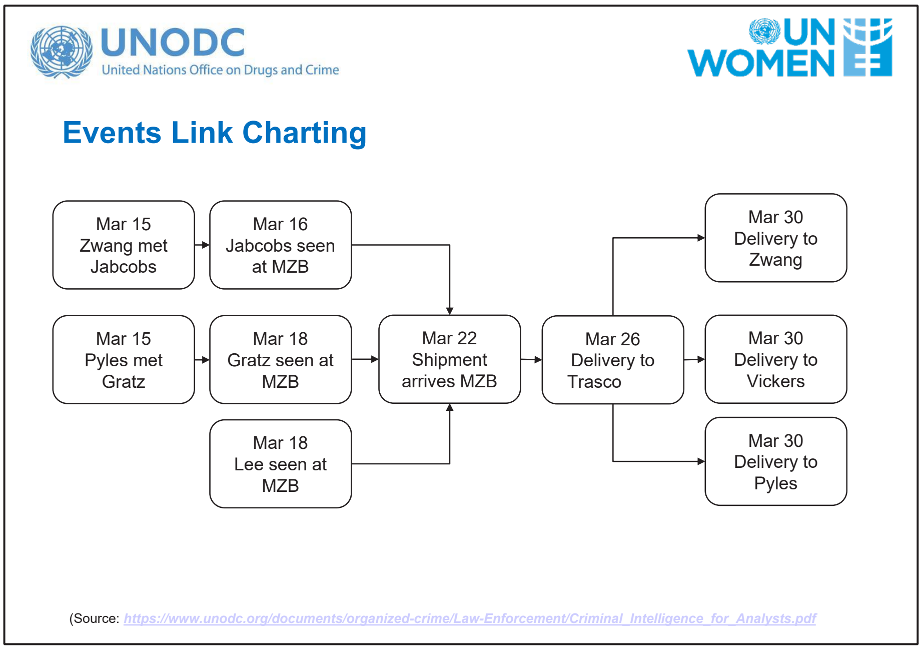
(Source: www.unodc.org/documents/organized-crime/Law-Enforcement/Criminal_Intelligence_for_Analysts.pdf)

Facilitation notes

An event chart is an appropriate tool for developing meaning from a related set of events. An event chart shows a sequence of events so that the times of occurrence and the relationships among the events become clear. The event chart should be developed early in the analysis of a complex case.

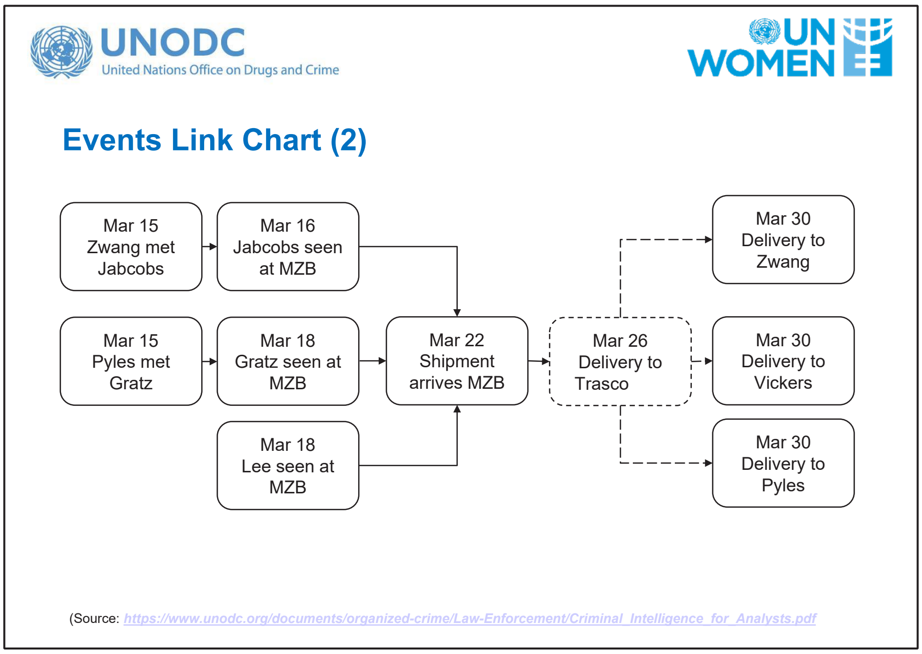
Since events are often not reported in sequence, take careful note of dates and times. These components can be combined into an event chart in a variety of ways, limited only by the objective of the analysis and the creativity of the analyst. The governing factors in constructing an event chart are (a) to provide a clear and accurate presentation of the information and (b) to keep the chart as simple and to the point as possible.

The final chart is a powerful tool for the analyst to visualize the importance of events in a criminal activity. Anything that might detract from this visualization should not be contained in the chart.

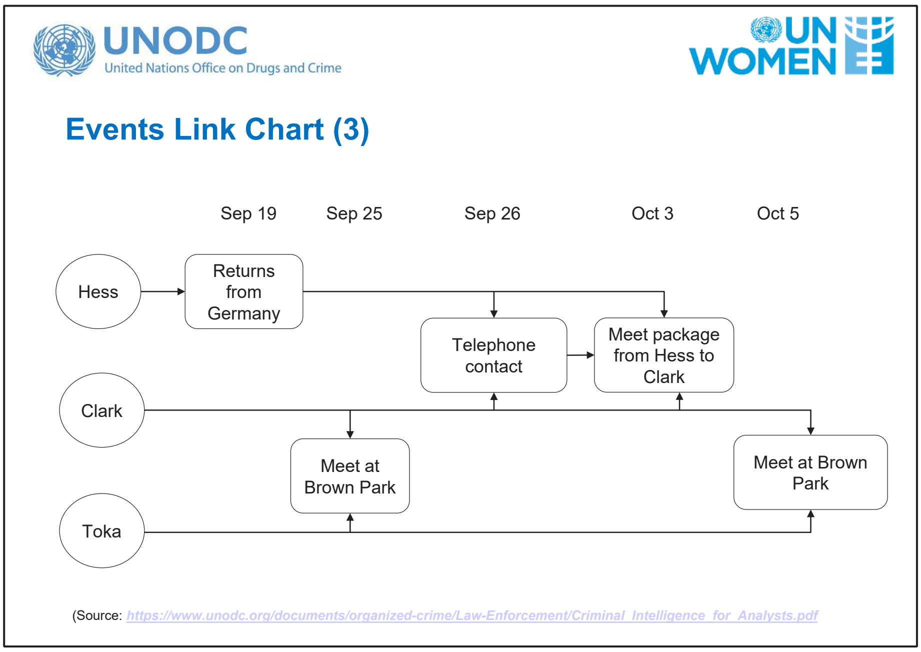


Facilitation notes

The slide shows an example of an Events Chart taken from the UNODC resource cited in the footnotes. The following explanation is also taken directly from the same document.



An event chart can show both verified and hypothesized information. For example, under other circumstances, we may suspect that a delivery was made to Trasco on March 26. However, we have not yet confirmed that it was. A hypothesized event is shown in the chart in the chart using broken lines.



Facilitation notes

If it is important to reveal the pattern of events surrounding several entities—individuals or organizations—an event matrix chart might be the more appropriate. An example of an event matrix chart is shown in figure

The term matrix is applied because the chart (figure 7-3) lists individuals along one side of the matrix (the left-hand side in the example) and time along the other side (along the top in the example). In this format, significant events are plotted at the intersections between times and individuals. Arrows go from an individual only to the events in which that individual is involved. If more than one individual is involved in an event, show the symbol between the individual's lines.

In general in event matrix charts, the horizontal scale is time and the vertical one divided into themes which can be persons, telephones, vehicles etc. or any combination of such entities. Event matrix charts can be extremely large and complex and are best generated using bespoke computer software packages.

Activity Two: Missing from Pedwar Events Charting Matrix Task (Group work)

Purpose: To introduce the Missing from Pedwar exercise, develop and present an Events Charting Matrix and develop a Collection Plan.

Time: 105 minutes

Facilitation instructions

2.1 Group work (75 minutes)

1. Explain that the curriculum of Module 2 will revisit this case study several times along with other case studies, which have been developed to provide participants the opportunity to explore the topics in depth and from different perspectives. The Case Study is called "Missing from Pedwar". It is a fictional case but heavily based on real-life trafficking cases in the region. Explain that the participants will play the part of law enforcement officers who are part of an enforcement team in a country called Pedwar. They have been approached to investigate the disappearance of a young woman who was reported missing by her aunty.
2. Explain that at present we are working with very limited information as only have the witness statement of the suspected victim's aunty. Hand out the following documents along with flip chart paper and pens. Use the table below to explain to each resource to the participants:
3. Explain that they will have 75 minutes in total to complete the task and after 30 minutes there will be a 15 minute coffee break, after which they will return to the activity for an additional 30 minutes.

Source	Description
2.1.1 Task: Missing from Pedwar	Instructions for the activity.
2.1.2 Police Report: June 2016	The police report written by the officer who interviewed the suspected victim's aunty.
2.1.3 Witness Statement: Wei Liu (Aunty) May 2016	The witness statement from the suspected victim's aunty.

2.2 Plenary presentations (30 minutes)

After the 75-minute activity period is up, bring the groups back together again and ask them to present their group work. The following provides some guidance notes for each element of the task:

1. The Events Matrix Mapping

Remembering that the objective of this course is not to make participants intelligence experts, but to allow them to explore snap-shot aspects of how elements of an investigation might be approached in this context.

The participants might use different approaches for the Events Matrix mapping, and should be encouraged to, for example different shapes and colours to signify certain characters or activities. What whichever approach they choose to take, the following events and characters should be included.

Profiles

Name	Ju Sang (Victim)	Bo Lan (Male Suspect)	Sue Rhi (Female Suspect)
Age	19	Approx 55	Approx 35
Appearance	5’2” and very slim with long black hair to her waist. Nose pierced on the left side 1cm red birthmark on her left ear lobe and circular scar on the back of her right hand, which is about 3 cm diameter. It is red and makes her skin look creased as it is from a burn that happened just two months ago. Wearing ankle length grey trousers with pockets on each thigh, a light pink polo shirt with the number 56 written in blue on the back and a pair of green canvas shoes with white laces. Carrying an old black backpack with small red label on the back right pocket which says ‘Route 66’ on it.	Approx 5’10”, slim built and with black hair which had a thick line of grey hair that ran down the left side behind his ear. Wearing smart but casual clothes, a pair of dark navy jeans and a navy shirt with the emblem of three golden rings on the left breast pocket.	Approx 5’7”, with shoulder length black, straight hair.

Order of Events and Key Details

- February: Witness and two nieces (including suspected victim) arrive at camp
- April: Witness is told by a friend at the camp that they were in contact with a man from Keeto who was recruiting workers for a mobile phone factory.
- 2 May: Male and female suspects meet with witnesses to discuss niece leaving with them to work in the factory and show photographs of the factory.
  - Details given about factory:
    - Mobile phone company in the south of Keeto, near the coast town of Lan.
    - Photographs of the factory as being a large building with three pink colour column towers to the left of a large square building with no windows but the emblem of three gold rings on the front.
    - Photographs show inside the factory looking clean as workers need to wear white uniforms and hair nets.
    - Witness was told that the workers live in dormitories, pictures showed clean dormitories with four people shared per room.
- 5 May: Male and female suspect and victim leave camp in a Toyota jeep.
- 6 May: Niece calls aunty from the Pedwar Royal in the Capital of Pedwar.
- 7 May: Niece called aunty from Pedwar/ Keto border called the Hotel Blue.
- 8 May: Niece calls aunty from a toilet cubicle in a restaurant they had allegedly stopped in.
  - Aunty claims niece sounded distress:
  - Niece says: "she had noticed that the man had given a false ID to the border authorities for her. She was too worried to question him about why he had done this but she was getting worried".
  - Aunty then hears some shouting in the background and a loud bang. The niece screams and tells someone to let her go, then the phone goes dead.
  - Aunty tries calling back but phone goes straight to answering machine.

2. **Indicators for Trafficking**

- Push and pull factors: the refugee camp situation is very challenging and the offer for a seemingly good work opportunity.
- The regional trends of women from the victim’s ethnic background being targeted to take to Keeto for arranged marriages or as forced surrogate mothers, along with the witness statement in which the aunty states that the suspects insisted on only recruiting women of child-bearing ages.
- Reports of the victim sounding distressed just before contact ceased.
- Contact having stopped.

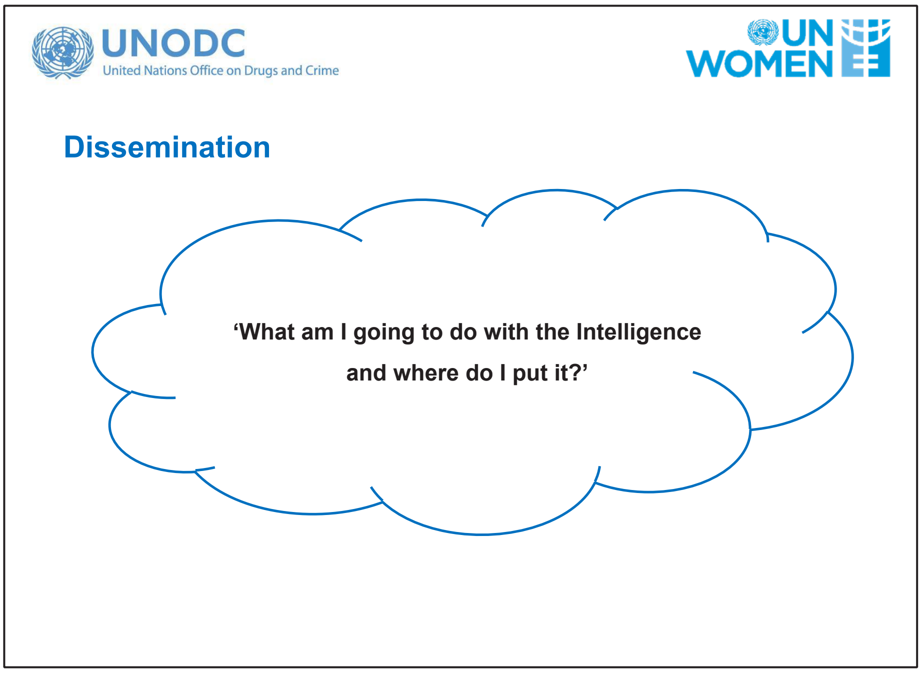
Activity Three: Dissemination

Purpose: To explore the Dissemination stage of the Intelligence Cycle.

Time: 15 minutes

Facilitation instructions

3.1 Presentation (15 minutes)



Facilitation notes

The Dissemination component of the Intelligence Cycle can be summarized by the questions 'What am I going to do with the intelligence and where do I put it?'

While dissemination can also relate to the release of the initial information to a third party it normally refers to the release of the results of the analysis to the client or end user and as such is a vital part of the Intelligence Cycle because there would be no point in operating the other parts if the results obtained were not the subject of a conscious decision about what to do with them.

However, protecting the security of the source or the means of acquisition of the information is an important factor that needs to be considered. This is necessary to ensure that the unintended identification of the source or of a covert technique by which the information was obtained is avoided. The responsibility of protecting the security of the source is not only applicable to the person or department disseminating the data but also applies to the person receiving it.

The security of the source can be addressed by sanitizing the content to avoid identifying the source as well as by providing guidance as to the extent to which information/intelligence can be disseminated. Such guidance can be provided by assigning a security classification to the report (e.g., secret, confidential, restricted), or by allocating a "handling code" which is a series of permissions and restrictions, which determine who has the right or the need to be given access.

Sanitation

- All intelligence should be accurately recorded. Reports for dissemination should only include intelligence related to the desired purpose of the dissemination;
- Care must be taken to remove from the text all material that in any way identifies the source;

Sanitation

- The timing and place of meetings with human sources may be irrelevant and could lead to the source being identified;
- Repeat intelligence from the same source could lead to the source's identification. The use of a confidential source register, where reference numbers are randomly allocated, reduces this possibility;
- Sanitization should make it impossible for the reader to determine whether the source is human or technical;

Sanitation

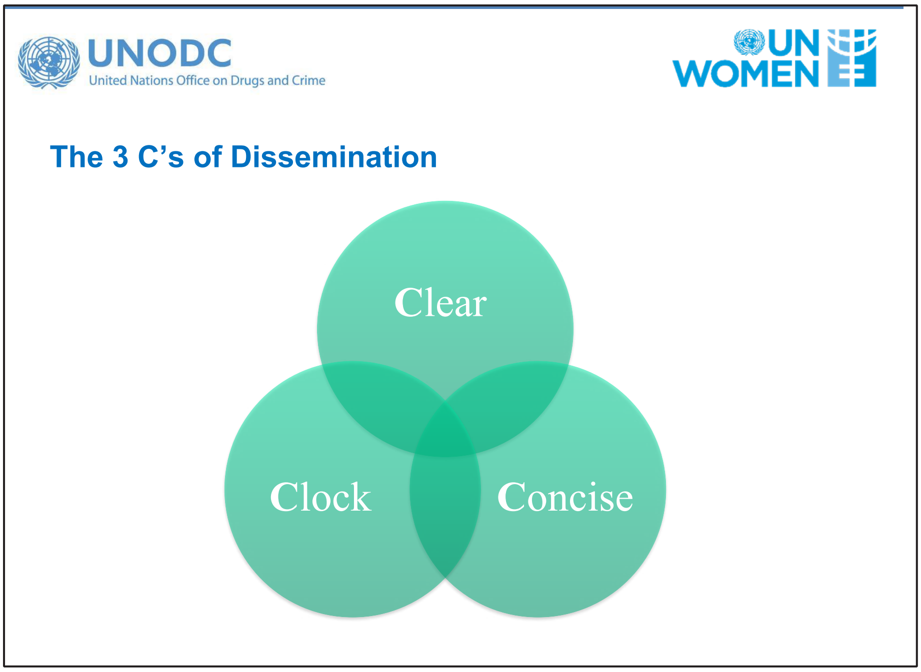
- In some circumstances it may be advantageous to reveal a source's true identity in the body of the intelligence without revealing their identity as the source. This may prove necessary, for example, where a source has been seen by other officers or criminals with the group of named individuals, and not to name the source in the report might raise suspicions about his/her identity;

Sanitation

- Occasionally the intelligence of a single report will contain a range of intelligence material that could only be known by a limited number for individuals. Break this material into multiple reports and ascribe different references from a confidential source register to afford greater security;
- Where an officer is concerned that the contents of a report might indicate the source, reference should be made to a supervisor before dissemination or entry into an intelligence system takes place.

Facilitation notes

It is essential that any information or intelligence be sanitized before it is disseminated outside the intelligence unit. This is intended to protect the source or origin of the information from being detectable from the context or wording of the report. It also seeks to protect the circumstances or method by which the intelligence was obtained. To assist in this process the following sanitization guidelines are offered as examples of best practice:



Facilitation notes

The primary purpose of dissemination is that someone or some department can take the necessary action that the intelligence requires. However, for this action to be effective it is also imperative that the intelligence is disseminated to them by the most appropriate means and in sufficient time for that action to be effective. It is of little use disseminating good intelligence that something is going to happen at a given location if the intelligence arrives after the event has already occurred.

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Dissemination Modes

Information can be disseminated by a variety of methods. These methods include:

- Information technology
- Bulletins and circulars
- Operational meetings
- Briefings (both verbal and written)
- Internal reports
- The media
- Private meetings with victims/survivors and their families
- Regular or ad hoc meetings with communities and local organizations (this also enhances community outreach and develops trust and connections)

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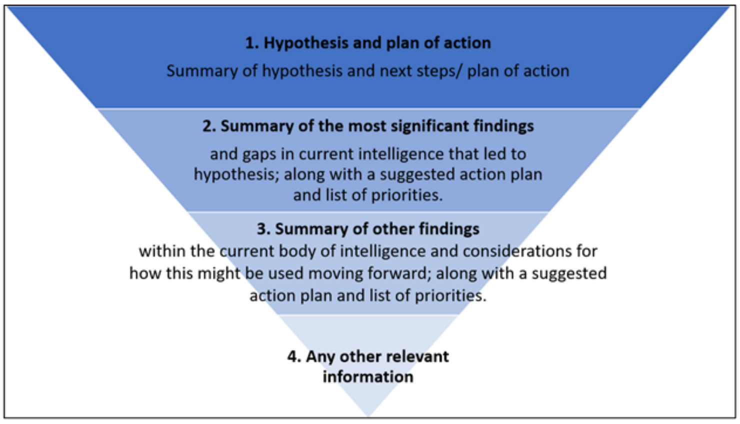
Bottom Line Up Front (BLUF)



Facilitation notes

Some intelligence might not be used at this point to support the recommendations but become relevant later on. This would refer back to the collection stage of the intel cycle by retaining info collected as well as reapplying the Intelligence Cycle throughout an investigation.

Session Two
Risk Assessment

Aim: To define and explore the dynamic nature of risk in TiP cases

Learning objectives:

By the end of this session participants will be able to…

- Define aspects of risk through a gender lens
- Use a Risk Assessment Matrix
- Recognize the dynamic nature of risk in TiP

Time: 60 minutes

Resource description	Preparation guidance
Presentation	
Postcard sized pieces of paper and adhesive	
Flip chart paper and pens	

Session overview

Activity	Purpose	Time (minutes)
1. Introducing Risk	To introduce and explore the complex nature of risk.	10
2. Risk Assessment Matrix	To introduce participants to the risk assessment matrix.	30

Activity	Purpose	Time (minutes)
3. Dynamic Risk and Strategies	To explore the dynamic nature of risk and different strategy approaches.	20

The purpose of this session is to encourage the participants to think about risk from a quantifiable and management perspective. TiP cases present risk to both the victims/ survivors and law enforcement officers or staff from support services working on the case. Risk is dynamic and can change in its nature and severity as a TiP case progresses. Introducing the Risk Matrix provides a lens through which to quantifiably visualize risk and the top-level risk management strategies presented provide a light-touch introduction to starting to think about how to manage/ mitigate against risk. In session four the participants will be asked to further consider and strategize for risk in the context of the case study.

Activity One: Introducing Risk

Purpose: To introduce and explore the complex nature of risk.

Time: 10 minutes

Facilitation instructions

1.1 Presentation

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Discuss: Vulnerability, Threat and Risk (10 Minutes)

Show the slide and ask participants to define what is meant by Risk and Threat

RISK **THREAT**

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Definitions

Vulnerability: is a weakness or openness to exploitation or damage

Threat: is the subject/ person that would cause damage or exploitation

Risk: is the intersection between victim that is subject to the vulnerability and the threat itself

All three are dynamic in nature and interrelate to each other

E.g. by reducing vulnerability you reduce the potential impact of a threat and thus the level of risk.

Facilitation notes

Use the slide to consolidate the definitions and describe the dynamic nature and relationship of the three.

Activity Two: Risk Assessment Matrix

Purpose: To introduce participants to the risk assessment matrix

Time: 30 minutes

Facilitation instructions

2.1 Risk assessment matrix (5 minutes)

Explain that a widely used tool is the risk assessment matrix. It is a matrix used to plot risk against two key variables:

Likelihood: The likelihood of something happening

Severity: If something does happen then the severity of the consequences

2.2 Task: Plotting risk on the matrix (25 minutes)

Ask participants to talk with the person sitting next to them and think of examples of risk in their profession, they should think of four examples:

- Two for victims of TiP or coerced crime
- Two for enforcement officers themselves

After 5 minutes ask a few participants to share their examples and explain where they would place them on the matrix.

Ask if their placement on the matrix would change depending on the gender of the person involved.

For example if 'Confronting a violent criminal' was one risk identified, would the level of risk change depending on either the gender of the individual confronting the criminal or the criminal, and why?

You can also explore other variables, such as would the impact of a robbery change based on the economic status of a victim etc.

The objective is to model the dynamic nature of risk and how it is influenced by gender and other socio-economic and physical factors.

Activity Three: Dynamic Risk and Strategies

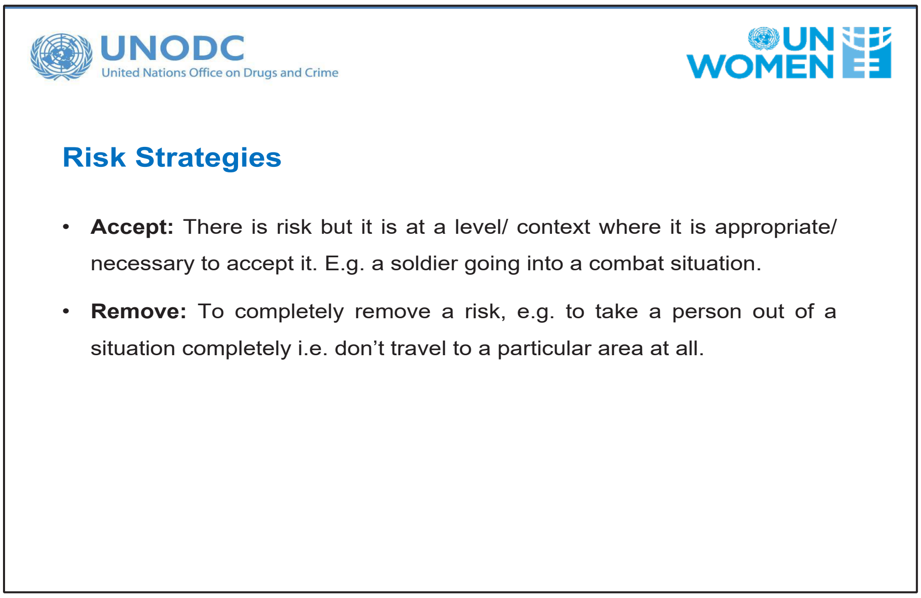
Purpose: To explore the dynamic nature of risk and different strategy approaches.

Time: 20 minutes

Facilitation instructions

3.1 Presentation of strategies (10 minutes)

Use the presentation slides to introduce different strategies.



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Risk Strategies

- **Avoid:** There can be crossovers with 'avoid' and 'remove', but remove would be to not go to the country at all whereas 'Avoid' would be to still go but to avoid risk e.g. use safe transport options, dont travel in high-risk areas at certain times etc.
- **Reduce:** There is still exposure to the risk but the likelihood and/or impact is decreased e.g. not carrying valuable things on your person in an area which has a high risk of muggings.
- **Transfer:** the transfer of pure risk from one party to another e.g by buying an insurance policy.

3.2 Dynamic risk story (10 minutes)

The aim of this exercise is to model how risk is dynamic in nature and needs to be constantly monitored and reviewed in law enforcement situations.

There are two options for delivering this exercise.

Option One: The facilitator pre-develops a story in which risk changes throughout, for example:

A young girl is giving evidence against a violent trafficker who has not been arrested yet.
The girl is taken to a safe-house hostel for protection.
One of the staff members is seen talking to members of the traffickers gang not far from the hostel.

After each new element of the story the trainer should ask the participants:

- Whether the risk has increased/ decreased in likelihood/ impact
- Who is at risk? And why?
- To suggest strategies, e.g., accept, avoid, transfer, etc.

Option Two: The same process as above but rather than the facilitator developing the story prior to the training, the facilitator engages the participants in making up the story. One way of doing this is by throwing a ball to each other, whoever catches the ball has to provide another element of the story before throwing the ball onto another person, and so on; for example:

> **Participant One:** [catches ball and says] *"A young girl is giving evidence against a violent trafficker who has not been arrested yet."* [throws ball to Participant Two]
>
> **Participant Two:** [catches ball and says] *"The girl is taken to a safe-house hostel for protection."* [throws ball to Participant Three]
>
> **Participant Three:** [catches ball and says] *"One of the staff members is seen talking to members of the traffickers gang not far from the hostel."* [throws ball to Participant Four]

Using the method in option two can be especially effective with more experienced officers as they have real-life experiences to share and explore in this context.

Explain that risk will be discussed as an ongoing consideration throughout the upcoming seasons, the key learning points for this session are:

- To understand the language defining risk and how it is measured.
- Recognize that risk is dynamic in nature and can shift from person to person and in how likely and potentially impactful it is.

Session Three

Managing a TiP Crime Scene

Aim: To build capacity for investigating TiP crime scenes

Learning objectives: By the end of this session participants will be able to…

- Define a crime scene
- Describe what makes TiP crime scenes unique
- Explain the principle of 'every contact leaves a trace' (both the 'investigated' and the investigators)
- Recall different types of 'traces'
- Plan how to manage a crime scene investigation in the context of a case study

Time: 120 minutes

Resource description	Preparation guidance
Presentation	Presentation.
2.3.1 Missing from Pedwar Update	2.3.1 Missing from Pedwar Update.
Flip chart paper and pens	Flip chart paper and pens.

Session overview

Activity	Purpose	Time (minutes)
1. Defining Crime Scene Investigation in TiP Investigations.	To define the elements of crime scene investigation in TiP investigations.	20
2. Managing a Crime Scene	To introduce the theory of managing a crime scene.	30
3. Crime Scene Management for Missing from Pedwar	To apply crime scene management theory to the case study.	70

Activity One: Defining Crime Scene Investigation in TiP Investigations

Purpose: To define the elements of crime scene investigation in TiP investigations.

Time: 20 minutes

Facilitation instructions

1.1 Interactive presentation (20 minutes)

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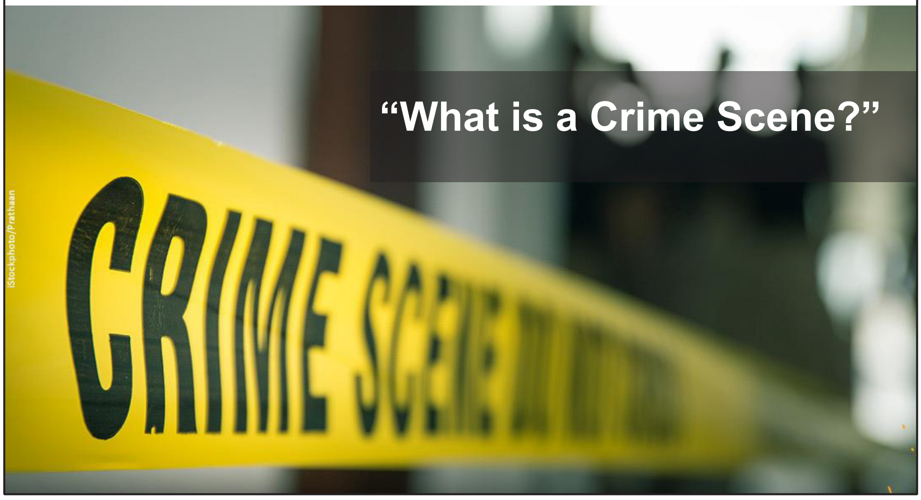
Discuss



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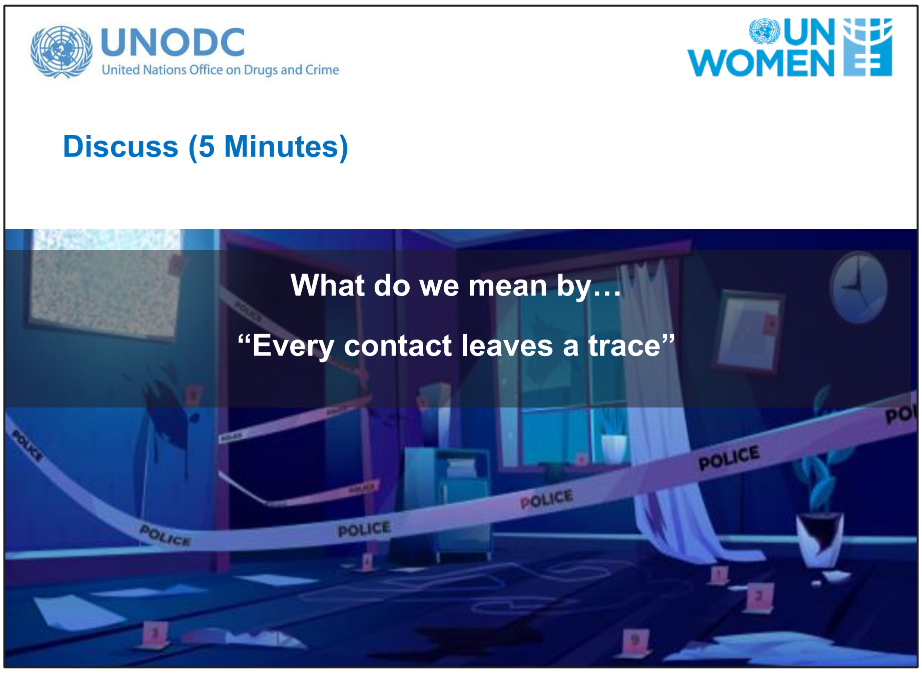
Crime

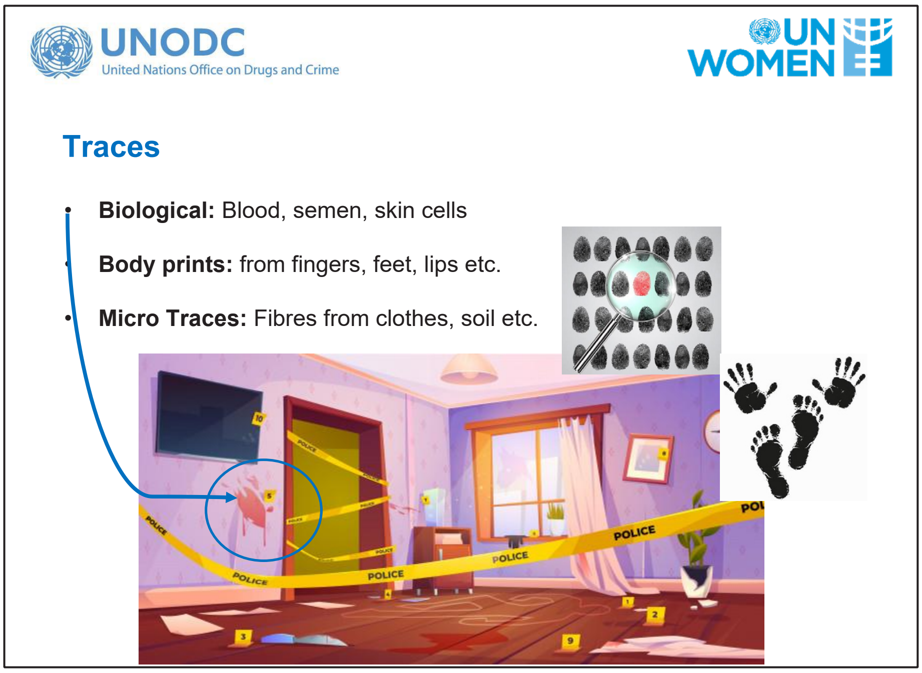
A crime scene is a place that holds physical evidence of a crime, it could be:

- A building
- A vehicle
- An area of land/ water
- A person's body



Facilitation notes

Ask participants to provide examples of different types of traces. After 5 minutes ask for participant feedback and consolidate it with a slide.



Facilitation notes

Explain that criminals leave traces but so does anyone entering a crime scene. Enforcement officers must take care not to leave traces in crime scenes that could contaminate or destroy evidence.

Ask participants if they can think of any examples of how this could happen.

Possible examples are:

- Walking soil into a room in which a robbery has taken place
- When taking care of victim-needs you offer a rape victim the opportunity to take a shower, before evidence has been taken from her body, such as semen swabs
- Holding evidence without wearing gloves means that your fingerprints are transferred

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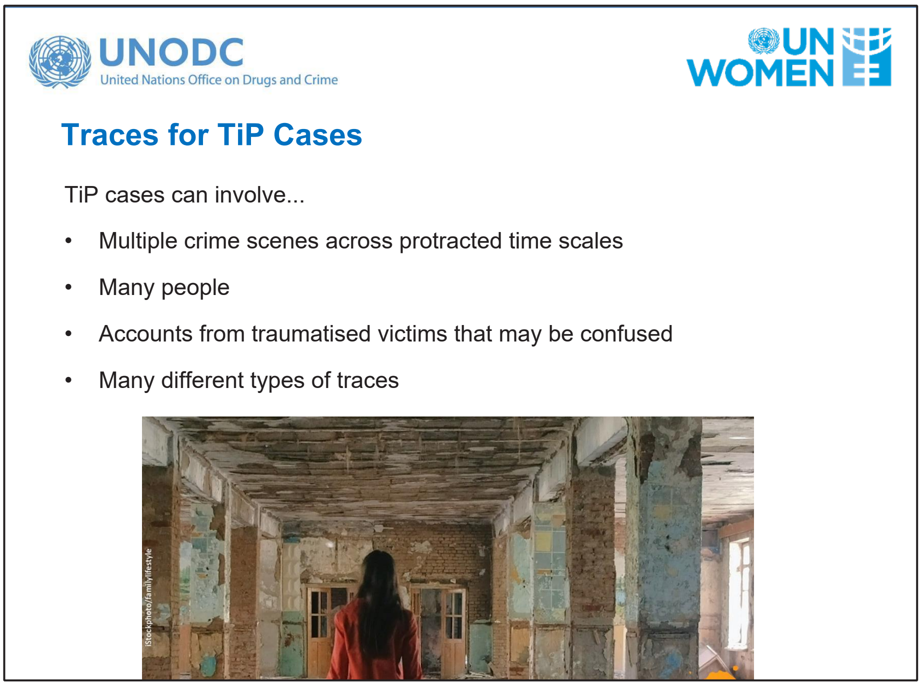
Discuss

"What would be the challenges of investigating TiP Crime scenes"?



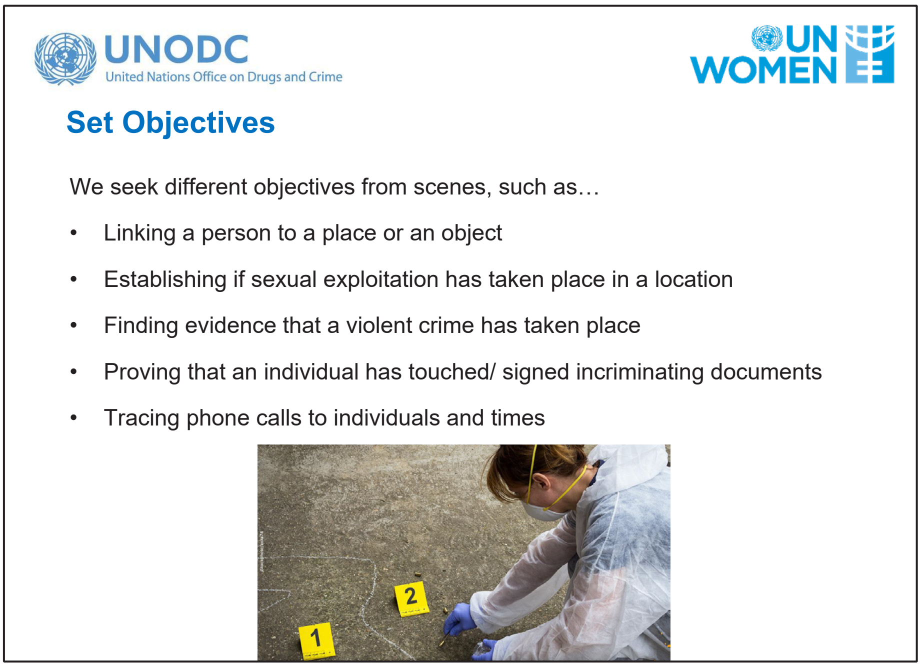
Activity Two: Managing a crime scene

Purpose: To introduce the theory of managing a crime scene.

Time: 30 minutes

Facilitation instructions

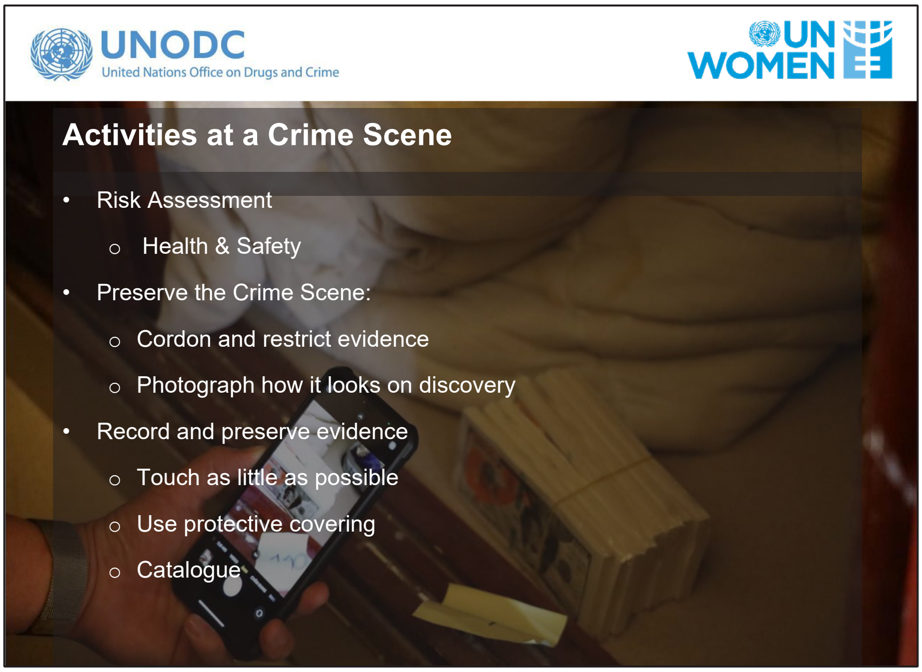
2.1 Presentation (30 minutes)



Facilitation notes

Ask the participants what type of evidence they would gather to carry out these objectives, examples might include:

- Linking a person to a place or an object – e.g., finger prints, footprints, DNA, CCTV footage
- Establishing if sexual exploitation has taken place in a location – e.g., evidence of a struggle (broken items, marks on the wall), samples of semen and blood, used condoms/ wrappers
- Finding evidence that a violent crime has taken place – e.g., evidence of a struggle (broken items, marks on the wall), samples of semen and blood
- Proving that an individual has touched/ signed incriminating documents – e.g., fingerprints and DNA
- Tracing phone calls to individuals and times – e.g., phone bills



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Examination of People

- Safety of the person being examined and the staff carrying out the examination
  - Physical safety
  - Sexual health considerations e.g. HIV
- Informed consent should be given by the individual, including the gender of the examiner
- In special circumstances orders can be made to bypass consent depending on legal frameworks
- Good practice to take the victims account before screening

Facilitation notes

This is far outside the scope of the workshop curriculum and it should be emphasized that this should always be addressed by medical professionals under strict safeguarding protocol.

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Types of Examination

Screening

- Generally done at the screen
- Objective - to look for any injuries that need attention/ care
- Screening should be gender sensitive:
  - Gender of examiner
  - Steps to preserve the dignity and privacy of the victim
  - Religious practices and norms should be respected

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Survivor/Victim-Centred Approach (x2)

"The systematic focus on the needs and concerns of a victim to ensure the compassionate and sensitive delivery of services in a nonjudgmental manner.

A victim-centred approach seeks to minimize retraumatization associated with the criminal justice process by providing the support of victim advocates and service providers, empowering survivors as engaged participants in the process, and providing survivors an opportunity to play a role in seeing their traffickers brought to justice."

Explain that it is outside the parameters of this course to provide detailed training on the examination of people. This is a highly sensitive area and should only be carried out by medically trained specialists.

However the slide does cover some basic information on what should be considered.

Activity Three: Crime Scene Management for Missing from Pedwar

Purpose: To apply crime scene management theory to the case study.

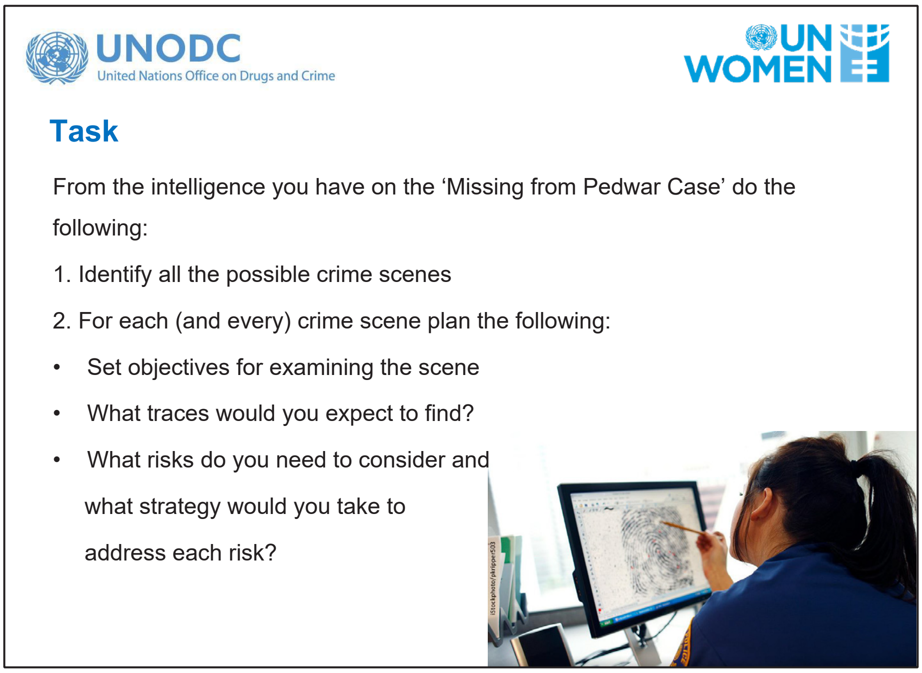
Time: 70 minutes

Facilitation instructions

3.1 Group work (40 minutes)

Split participants into small groups (even though this task continues with the 'Missing from Pedwar' case study, it is still good practice to mix groups around so that participants have the opportunity to work with different people.

Explain to the groups that they are going to work with the intelligence they already have on the case to carry out the task on the presentation slide:



Give participants 40 minutes to complete the task and hand out flip chart paper and pens for them to log their answers. Hand participants 2.3.1 Missing from Pedwar Update.

20 minutes into the task stop the groups from working and inform them that there has been an update that they need to receive. They should read the update and then address it with regards to the task questions. Explain that they should also continue with the crime scenes that they had already identified if they feel they are still necessary in light of the new intelligence. They should also add any new crime scenes.

3.2 Presentation (30 minutes)

Select different groups to share their ideas on each of the crime scenes.

Facilitation notes

The crime scenes may include:

1. Blue Hotel
2. Hotel Pedwar Royale
3. The car used to transport Ju Sang to from Pedwar to Keeto and
4. The vehicle used to transport Ju Sang to the forest where she was dropped off
5. The online account that the money was transferred to
6. All phone numbers used within the case i.e. by the recruiters and to make the call for money to fund her release
7. Ju Sang herself

Photo: UNODC/ UN Women

DAY THREE

Session One

The Need for a Survivor/ Victim Centred Approach

Aim: Build capacity for developing a survivor/ victim centred approach to investigations

Learning objectives:

By the end of this session participants will be able to...

- Recognize the value and importance that 'empathy' plays in a survivor/ victim centred approach
- Define survivor/ victim centred approach
- Describe the benefits of using a survivor/ victim centred approach

Time: 90 minutes

Resource description	Preparation guidance
Presentation	
Flip chart paper and pens	

Session overview

Activity	Purpose	Time (minutes)
1. Recognizing 'Survivors/ Victims'	To encourage participants to see that survivors/victims of TiP often are overlooked as 'victims' because they are perpetrators of other crimes or because of other social stigma.	60
2. Survivor/ Victim Centred Approach	To Introduce the concept of the Survivor/ Victim Centred Approach.	30

Increasing 'empathy' should be the auxiliary objective of the whole curriculum; especially on day three when we are exploring how to practise a survivor/ victim centred approach. Law enforcement has traditionally been entrenched in protocol and procedures for investigating crime, but guidance on taking a survivor/victim centred approach is a relatively new field, including regionally across ASEAN.

To support this approach, the pedagogy in Day 3 includes ample opportunity for self-reflection and should be dealt with sensitively by the facilitator.

Guidance on selecting images to use accompany the case study activity

The facilitator should select images to be used on presentation slides to accompany the case study task. There are three main aspects to consider when selecting suitable images.

1. **Image source:** any images used should be taken from a reputable source such as a United Nations agency, a governmental agency, registered charity or a reputable mainstream media source.

2. **Attribution:** any image used should be accompanied by a reference to the source. This should be displayed underneath the image using the following example as a guide: Source: United Nations Office on Drugs and Crime *along with a link to the website or resource where possible.
3. **Choosing an image to meet the objectives:** The objective of this exercise is to encourage an emotive response from the participants. Meaning the images used should not necessarily paint the whole picture, but instead they might encourage the arousal of unconscious bias. This is best modelled by a descriptive example of Case Study One (Sex worker):

   In previous workshops facilitators have selected photographs which show a woman wearing clothing that participants might automatically relate to sex workers in their culture. The aim of the photo is to portray a seemingly confident sex worker in the country where the training is being run. The first part of the activity will require the participants to voice their initial impressions and assumptions. In the second part of the activity, more of the background story is given and assumptions are challenged with the aim of highlighting unconscious bias. For example, perhaps participants assume that the woman in the image is there through choice etc., and make unconscious bias assumptions of how she is feeling and what her motivations are, but then when they hear the further background it adds a new perspective. Please note that not all sex workers are vulnerable victims. For some it is an informed choice or sometimes complex choice but still a choice. For the purpose of this case study, however, we work in the context of trafficking.

Use the example modelled above to guide the selection of the images for other two case studies too. The image should arouse unconscious bias. For example, for the drug smuggler, select an image of a woman caught in an airport with drugs on her person.

Activity One: Recognizing 'Survivors/ Victims'

Purpose: To encourage participants to see that survivors/victims of TiP are often overlooked as 'victims' because they are perpetrators of other crimes or because of other social stigma.

Time: 60 minutes

Facilitation instructions

1.1 Reflection gallery (30 minutes)

Facilitation notes

On first impressions this activity can be perceived as a long-winded approach, but in practice, if delivered by the trainer in both a sensitive and challenging way, it can be a powerful activity.

In this activity the trainer will use a series of photographs of Survivors/ Victims. The same photographs will be used twice as they will encourage participants to look at the same individual from two different amounts of information:

- Firstly, from the perspective of the participants in both their role as a law enforcement officer and in their personal capacity as a member of the public/ parents etc. They will be asked to pass judgement on how the individual in the photograph is feeling in the photograph? They will not have any other information so their opinions will come from a place of professional and personal judgement.
- Secondly, they will be given further information on the background of the individual in the photograph and asked to rethink how they felt when the photograph was taken.

The key to delivering this activity is not to tell the participants anything about the activity ahead of time and what it aims to achieve. The aim is to encourage the participants to recognize that we often place pre-judgements on survivors/ victims based on our personal/ professional opinions/ belief systems.

The facilitator should select three photographs to use prior to the training that represent the descriptions given later in this task.

Ask the participants to work in groups of two or three for this as smaller groups are more appropriate for this level of reflection.

Explain that you are going to show them a series of three photographs and they will be asked to discuss the same reflection questions for each, which will be shown on a presentation slide.

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Reflection questions

- How do you think the individual feels in this photograph? And why?
- Do they want to be there?
- How might law enforcement officers respond to them?

SEX WORKERS

DRUG TRAFFICKER

FORCED LABOR

In turn show each of the picture slides and give participants 5–7 minutes to reflect and discuss each.

After each, ask for feedback from the whole group and capture it on a flip chart paper at the front, so that there is a flip chart paper with the whole group's collective thoughts on for each picture.

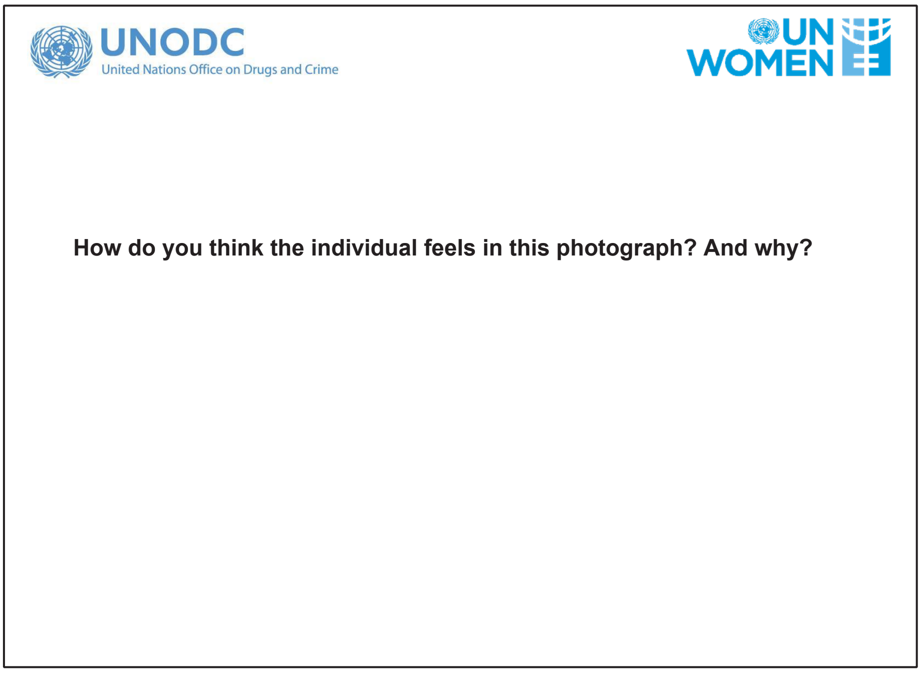
As the participants are sharing their thoughts the trainer needs to take care not to show any judgement or error correct. For example, with the picture of the sex-workers. If participants offer up suggestions such as “they are doing it for money and attention”, “they enjoy it”, etc. the trainer must simply log the opinions on the flip chart and not offer any of their own opinion. It is imperative that the participants feel reassured that there is no ‘wrong answer’.

Once all three pictures have been addressed in this way, the second stage of the activity should commence.

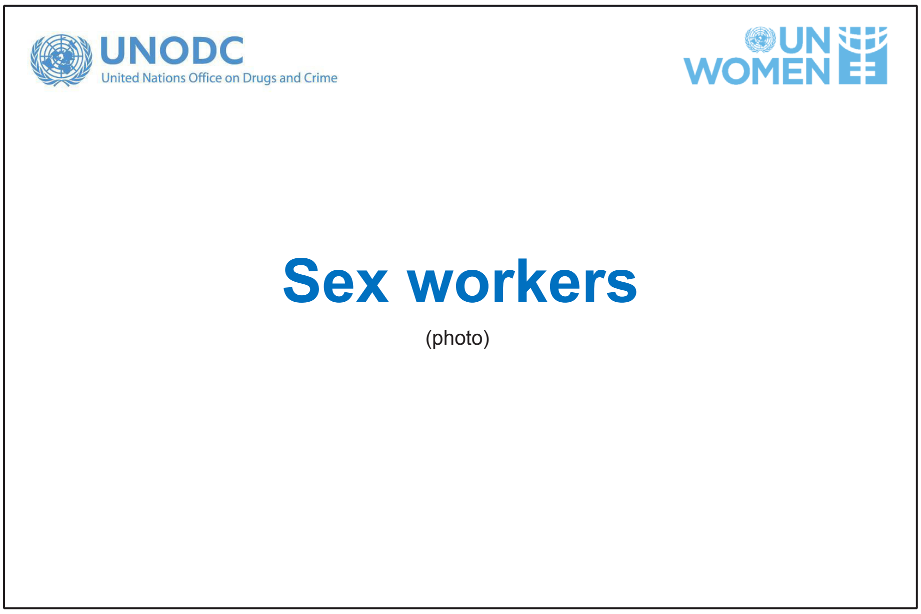
1.2 Gallery reflection (30 minutes)

Before starting this stage, hang all of the flip chart papers from the previous activity on the wall so they can be a referenced for the activity.

In turn show each of the slides again and read out the story that relates to each picture. After reading each story, give the participants 5–7 minutes to reflect on the new reflection questions, before asking for feedback from the wider group.



Stories for each slide



This is (insert name), she is 19 years old and from a religious family in the rural part of (insert country/ region).

When she was 18 years old she was offered a place to study English at a language school in the city for the summer; her family supported her to take the opportunity and she was really excited.

When she arrived, she quickly realized that the language school was a fraudulent business venture. Instead of learning English, she was forced to have sex with men in exchange for money that is paid to the trafficker. She is closely watched by the trafficker and only allowed to make short phone calls home, which are listened to and in which she is forced to lie.

Facilitation notes

When approaching the issue of sex-work through a gender lens we need to consider the element of 'choice', it is beyond the scope of the curriculum to explore this in the depth that it warrants, but it should still be broached. Not all sex workers are trafficked, some have the 'chosen' to be there. However, we need to think about the concept of 'choice' with care. When we consider choice, a sex worker might not have been forced by a trafficker to be there but none the less the less visible socio-economic factors that restrict choice in other aspects of their life, such as education and livelihood opportunities might have limited the scope to make alternative choices.

It is a complex area to explore as on, one should avoid disempowering the individual by assuming coercion has taken place. However, even if a 'choice' that choice might / might not have been forced from other restrictions.

When a child is involved we need to completely override any question of 'choice' even if the child in question expresses that the situation was of their choice. As law enforcement officers we must see the situation as sexual abuse.

In terms of this activity and curriculum we are approaching sex work from a perspective of trafficking.

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Drug trafficker

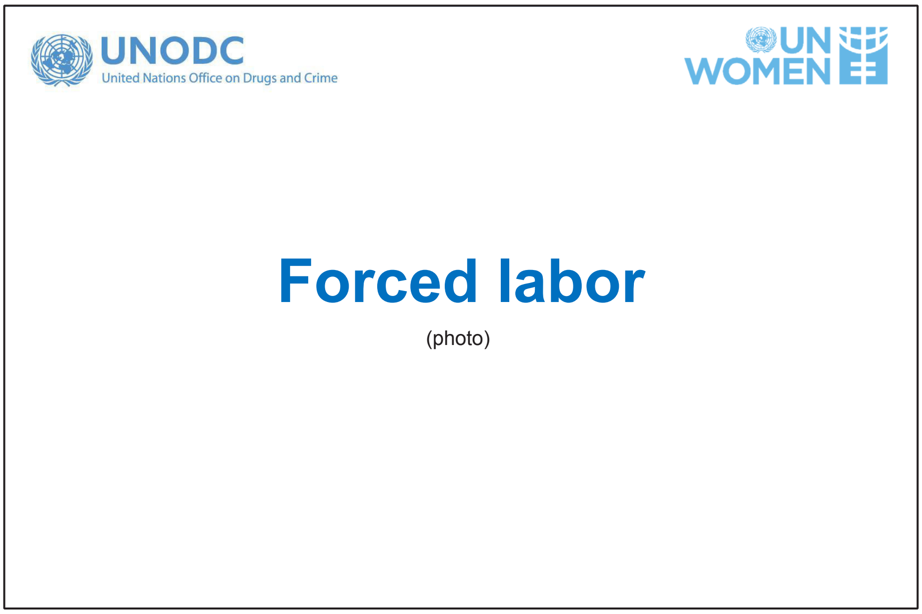
(photo)

This is (insert name), she has three children from a husband who is abusive, physically, mentally and sexually. He is a drug dealer and forces her to carry drugs. He uses violence and threatens to hurt her children if she does not do what she is told. Over the years she has become increasingly more isolated from her family and friends.

Facilitation notes

It is important to encourage participants to empathize with the individual in the picture as much as possible, ask questions such as:

- How do you think they feel about not living up to society's ideals? (reflect on the posters created in the opening session on what it means to be a man/ woman)
- How would you feel if it was you? What kind of emotions?
- The key is for participants to develop some empathetic views on what it must feel like to be in these positions in the context of how gender is viewed in their cultural context.



This is (insert name), he is from a rural village that was recently hit by severe flooding. Before the flooding, (insert name) and his family lived below the poverty line and worked as a farmer. The flooding destroyed his small farm and also killed his wife and youngest child. He is left with four other children, all under the age of 12 years, and an elderly mother to support. There is no work in his village, so he took an opportunity to join a fishing crew and send money home. Once on board the boat he was forced to live in squalid conditions and work 18-hour days. He is regularly subjected to violence and to date has not been paid.

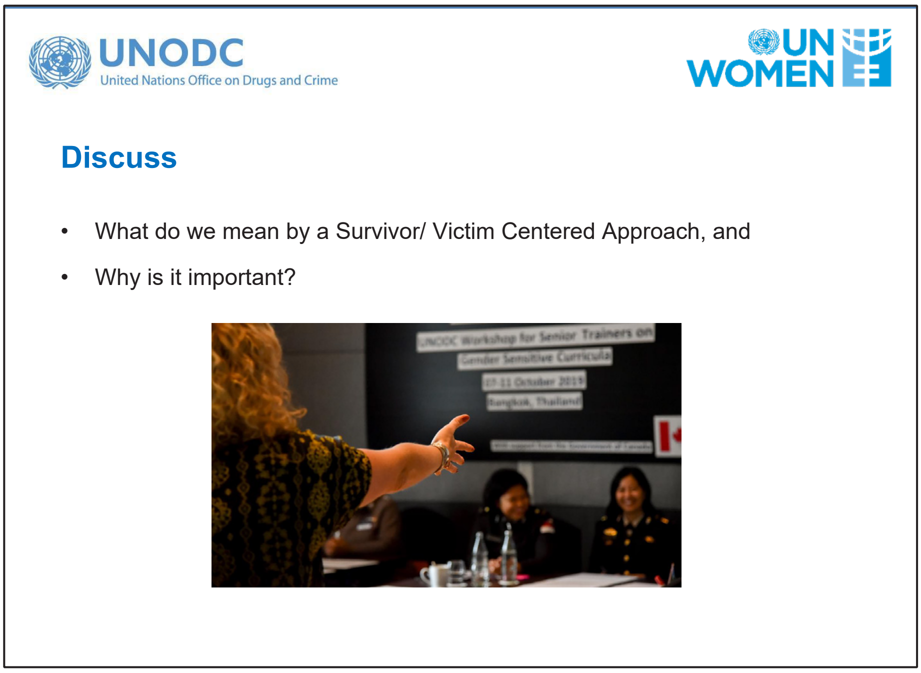
Activity Two: Survivor/ Victim Centred Approach

Purpose: To Introduce the concept of the survivor/ victim centred approach.

Time: 30 minutes

Facilitation instructions

2.1 Discussion (15 minutes)



Show the participants the slide and ask them to discuss with a partner for 5 minutes before asking for feedback in a group plenary for 5 minutes.

2.2 Presentation (15 minutes)

Consolidate with the definition of victim-centred approach:

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Survivor/Victim-Centred Approach (x2)

“The systematic focus on the needs and concerns of a victim to ensure the compassionate and sensitive delivery of services in a nonjudgmental manner.

A victim-centred approach seeks to minimize retraumatization associated with the criminal justice process by providing the support of victim advocates and service providers, empowering survivors as engaged participants in the process, and providing survivors an opportunity to play a role in seeing their traffickers brought to justice.”

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Value of Practicing a Victim-centered Approach

- Duty of care responsibility
- Supports victims receiving care and support that is appropriate and effective
- Enables/ encourages victims to engage more with an investigation into prosecuting Human Traffickers and other perpetrators of criminal activity

IF VICTIMS FEEL SUPPORTED AND PART OF THE PROCESS THEY ARE MORE LIKELY TO STAY ENGAGED TO SUPPORT SUCCESSFUL PROSECUTIONS!

Facilitation notes

The last point is bold to emphasize that taking a victim centred approach is not just a matter of ethical obligation but in fact will support successful prosecutions of organized trafficking criminal activity.

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Three Types of Survivors/ Victims

- The survivor/ victim that will not cooperate with police at all
- The survivor/ victim that will provide intelligence but not give evidence or testimony
- The fully co-operative victim who wishes to testify against their trafficker

(Source: www.baliprocess.net/UserFiles/baliprocess/File/RSO-CIFAL-curriculum%20Enhancing%20a%20Victim-Centered%20Approach_A4_Final_2017-02-14_for-web.pdf.)

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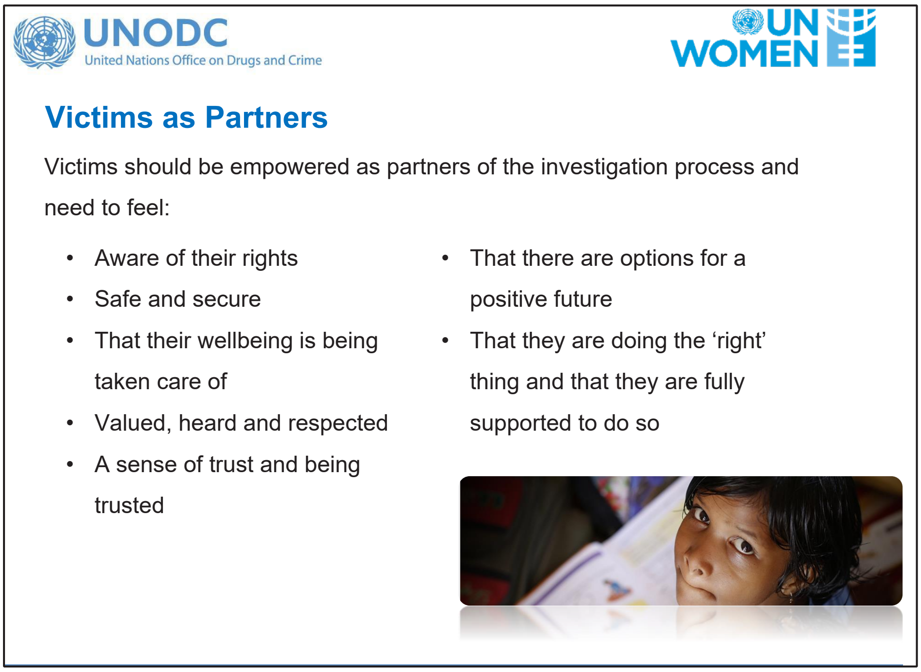
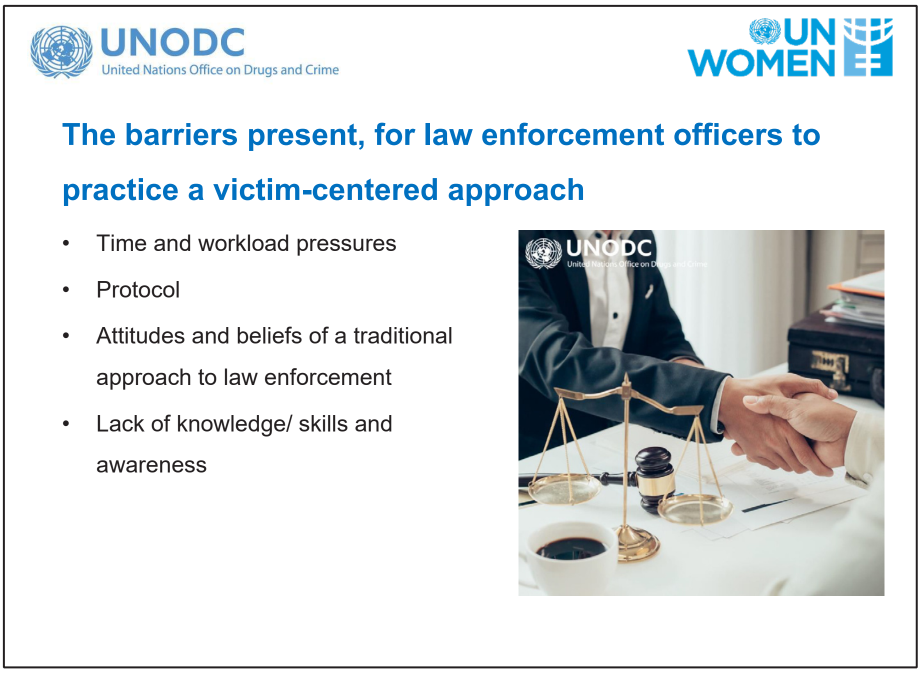
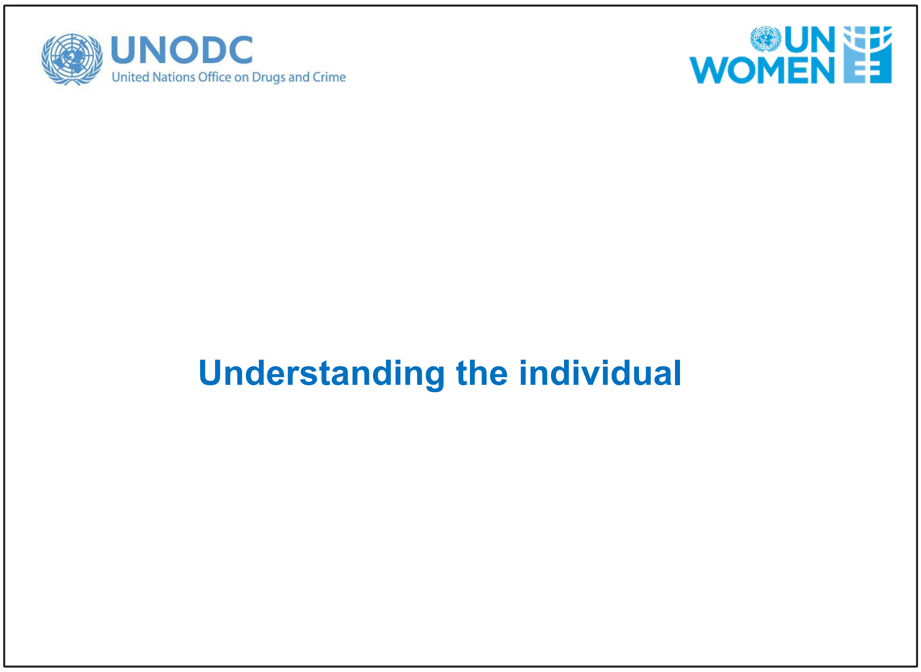
Barriers to Testify

- Fear of consequence
- Trauma or mental health
- Survivors belief that they are not victims of TiP/ Lack of literacy around rights
- Lack of options outside of the TiP situation e.g. employability etc.
- Language barriers

Victims should be empowered as partners of the investigation process and need to feel:







Facilitation notes

Show the slide and explain that we will spend the rest of the day exploring approaches for practising a survivor/ victim centred approach. Close the session by showing this slide and ask what it means.

It has a dual meaning - it refers to both the survivor/ victim and the law enforcement officer. For a survivor/ victim centred approach to be effective it needs to be broached as a tailored approach, recognizing the needs of individuals. But also law enforcement officers need to be aware of how they view individuals they work with; as in order to understand someone else we first need to understand ourselves and the eyes through which we are looking at them with and the assumptions we make.

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Understanding ourselves as 'the individual, who sees another 'individual'.

All of us have l belief systems formed by many influences, we often do not question these, but they shape the lens through which we judge ourselves and others:

- Gender norms
- Culture (and sub culture)
- Religion
- Media
- Education
- Personal experience
- Professional experience and the cultures and codes of our profession

Facilitation notes

Talk the participants through the different influences that shape our own belief systems.

All human beings are socially conditioned to make assumptions and judgements of others. Victims of TiP and other vulnerable individuals coerced into criminal activity can often fall prey to unfair stereotypes and social stigmas; which reinforces and increases vulnerability. For example, someone illegally begging can be labelled as a 'down and out' or a drop-out from society. A female sex worker could be viewed as being 'dirty'. Having this label or perception placed on you as an individual can do much psychological damage in how you feel about yourself, your trust in other people and the way you seek assistance. Law enforcement officers are human too and susceptible to the same social conditioning that everyone else in our society is. However, it is vitally important that law enforcement officers become self-aware of their judgement and the assumptions they make, as it is key to them being able to recognize the 'victim' as a person who has been shaped by their environment.

Photo: UNODC/ UN Women/ Pathuumporn Thongking

Often victims of TiP and other vulnerable individuals are often coerced or have little choice but to break laws, e.g., illegally crossing borders, carrying drugs, prostitution, begging, stealing etc. which means that they can be judged as a perpetrator rather than a victim. Examples of possible outcomes could be:

- Disproportionate punishment
- Breakdown in trust between victim and law enforcement agents and diminished likelihood of victim seeking help, thus increasing their vulnerability
- Diminished likelihood of victims giving evidence against human traffickers

Recognizing individuals is the first and crucial point from which to develop and implement a victim-centred approach.

Session Two

Recognizing Stress, Trauma and Resilience

Aim: To Increase awareness of practising a trauma-informed survivor/victim centred approach

Learning objectives:

By the end of this session participants will be able to…

- Recognize symptoms of stress, trauma or Post-Traumatic Stress Disorder
- Recognize that survivors also have resilience and coping strategies

Time: 90 minutes

Resource description	Preparation guidance
Presentation	
3.2.1 Character Cards	Print enough to have one card for each participant. Cut apart ahead of time.
Flip chart paper and pens	

Session overview

Activity	Purpose	Time (minutes)
1. Recognizing Trauma	For participants to recognize signs and symptoms of trauma and Post-Traumatic Stress Disorder.	45
2. Resilience	Explore the importance of recognizing 'resilience' as well as vulnerability, in a Survivor/ Victim- Centered Approach.	45

Activity One: Recognizing Trauma

Purpose: For participants to recognize signs and symptoms of trauma and Post-Traumatic Stress Disorder.

Time: 45 minutes

Facilitation instructions

1.1 Presentation (15 minutes)

Show the slide and ask participants to discuss the definitions with a partner. Bring the group back together and ask for feedback.

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Discuss

What are the definitions of:

- Stress
- Psychological Trauma
- Post Traumatic Stress Disorder

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Stress

Stress: In a medical or biological context stress is a physical, mental, or emotional factor that causes bodily or mental tension. Stresses can be external (from the environment, psychological, or social situations) or internal (illness, or from a medical procedure). Stress can initiate the "fight or flight" response, a complex reaction of neurologic and endocrinologic systems.

(Source: www.medicinenet.com/script/main/art.asp?articlekey=20104)

Facilitation notes

Ask the participants what types of stressors survivors/ victims of TiP may be exposed to.

Psychological Trauma

Trauma is an emotional response to a terrible event like an accident, rape or natural disaster. Immediately after the event, shock and denial are typical. Longer term reactions include unpredictable emotions, flashbacks, strained relationships and even physical symptoms like headaches or nausea. While these feelings are normal, some people have difficulty moving on with their lives. Psychologists can help these individuals find constructive ways of managing their emotions.

(Source: American Psychological Association, https://www.apa.org/topics/trauma/)

Facilitation notes

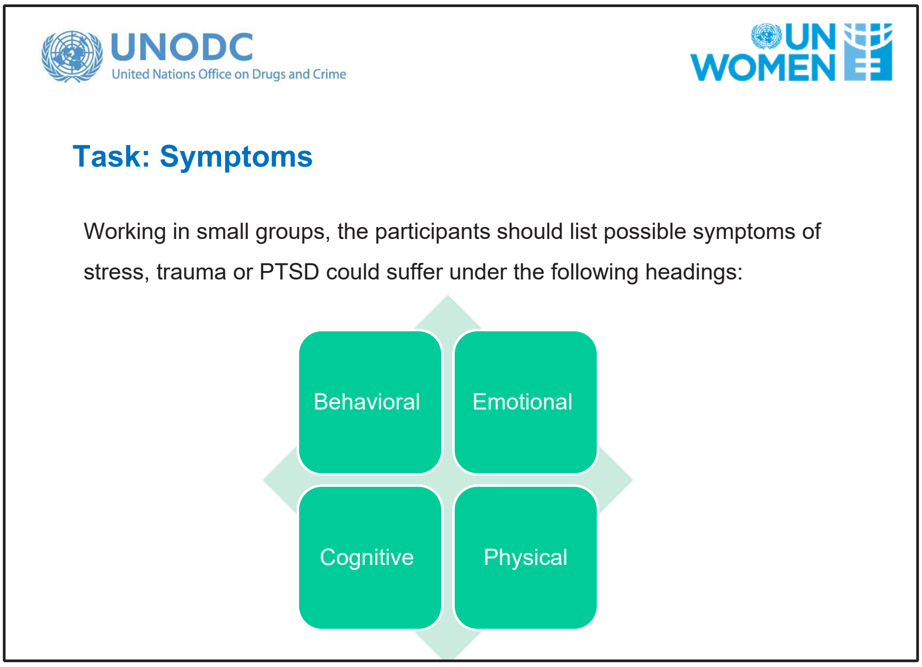
Explain that not every survivor/ victim of TiP will suffer from trauma, but it is common due to the constant level of stress TiP victims/ survivors are exposed to and also the traumatic events.

Post Traumatic Stress Disorder

- PTSD, or post-traumatic stress disorder, is an anxiety problem that develops in some people after extremely traumatic events, such as rape, combat, crime, an accident or natural disaster.
- People with PTSD may relive the event via intrusive memories, flashbacks and nightmares; avoid anything that reminds them of the trauma; and have anxious feelings they did not have before that are so intense their lives are disrupted.

(Source: American Psychological Association, https://www.apa.org/topics/ptsd/index.aspx)

1.2 Dynamic Thought-Shower (20 minutes)



Facilitation notes

Split the participants into four small groups and hand out flip chart paper. Explain that they can log their ideas however they wish, and suggest a spider diagram as one approach. They should shape their ideas under the four headings and write down the symptoms of trauma and PTSD that could present under the respective heading:

'Hypervigilance' could be presented as a behaviour or flashbacks as a cognitive symptom.

1.3 Plenary and Presentation (10 minutes)

Ask the participants for feedback in plenary and consolidate with the slides.

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Behavioural

- Irritability
- Anger displacement, blaming others
- Reluctance to start or finish projects
- Social withdrawal
- Absenteeism
- Unwillingness to take leave
- Substance abuse, self-medication
- High alcohol consumption
- Disregard for security, risky behaviour

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Emotional

- Anxiety (fight or flight)
- Desire to be alone
- Suspiciousness/ paranoia
- Feeling pressured/ overwhelmed
- Feeling alienated from others
- Negativism/ Cynicism
- Depression
- Diminished pleasure
- Loss of sense of humour

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Cognitive

- Tired of thinking
- Difficulty concentrating
- Problems with decision making
- Diminished tolerance of ambiguity
- Constricted/ rigid thinking
- Feeling indispensable
- Increased distractibility
- Hypervigilance
- Obsessive thinking

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Physical

- Extended fatigue
- Shortness of breath
- Tingling or numbness in fingers or lips
- Chest pains
- Physical complaints, headaches
- Sleep disturbance (insomnia)
- Sweating
- Overheating or more sensitive to cold
- Appetite changes (increase

Facilitation notes

Explain that law enforcement officers are not expected to be psychology experts, but by being informed about trauma symptoms it should support them with understanding victims needs and also possible behaviours more. Therefore, enable them to tailor support plans, including signposting to other partners and services.

Explain that in the afternoon session participants will explore how to work with partners/other service providers, including those that can offer specialist psychological care for survivors/victims. Supporting someone suffering with trauma symptoms to receive specialist care will often be the best way of supporting them.

However, it is also important that law enforcement officers have an awareness and techniques to be able to support a survivor/victim during the time that they are in their care.

Activity Two: Resilience

Purpose: Explore the importance of recognizing 'resilience' as well as vulnerability, in a survivor/ victim-centred approach.

Time: 45 minutes

Facilitation instructions

2.1 Walk of resilience (20 minutes)

Ask participants to line up across one side of the training room in a side-by-side formation so that they are shoulder to shoulder with their backs against the wall. There should be a clear path in front of them to allow each participant to take up to 10 steps forward if necessary.

Hand out one to each participant from the 3.2.1 Character Cards.

Tell them that they are going to be reading a series of statements, they can make assumptions about the answer, based on the character they are given. If the statement read out applies to their character then they should take a step forward. If it does not apply to them then they should stay standing in the place they are.

Read the following statements out slowly, each time allowing the participants time to step forward where necessary.

Statements

I can read.

I received a secondary school education.

If I was attacked I could defend myself physically.

If I was arrested I could afford legal representation.

If I was arrested I would be confident enough to communicate honestly with enforcement officers.

I have friends and family who support me.

If I am hungry I can always buy food.

I have a job that pays a wage.

I have a safe place to live.

If someone abuses me I feel safe to report the crime.

I do not have any history of mental illness.

It is culturally acceptable for me to have more than one sexual partner in my life. Ask the participants to stay standing where they have stopped. Ask everyone to read out their character card in turn. It is interesting to see if those with the same character cards are standing in the same place or different. Ask them some of the following probing questions:

- What types of questions helped you to move forward? And what held you back?
- Why are some characters at the back and some at the front? Does this relate to gender?
- How does this relate to society?
- How did you feel when you could see others move forward for certain statements and you could not?
- How did you feel when you could move forward?

2.2 Impact = Vulnerability / Resilience (25 minutes)

Pull two volunteers out from the group and ask the group the following question.

"If exactly the same crime happened to the same two individuals, would the impact be the same?"

If it helps, use a specific example such as sexual exploitation and use two of the characters from the previous activity as examples.

Ask the participants for responses and reasons.

On a flip chart at the front of the room, write the equation:

Impact = Vulnerability / Resilience

Explain:

- 'Impact' means the impact of a crime, such as TiP on a survivor/ victim.
- 'Vulnerability' refers to how exposed to something negative someone is. Remind them of the 'Push/Pull' factors for TiP we discussed on the first day and how people were more vulnerable if they were being pushed away from a current situation, e.g., poverty or abuse.

Ask participants if they know what is meant by 'Resilience'.

People often say that it is the ability to 'bounce back' from something.

Explain that the nomenclature of 'Resilience' originates in the physical sciences, for example the resilience of an elastic band to spring back to its original shape after being stretched.

However, people do not work like that, in fact if we start placing expectations on ourselves and others to return to the person they were after an incident then we are putting pressures on them that could hinder them. As humans we are constantly growing and developing, 'resilience' is about our ability to do just that. Resilience is about the ability to absorb, adapt and move forward after an incident. Resilience can be described as being 'Bounce-Forward Ability' if anything.

Ask participants to provide ideas on what things they think help the chosen volunteers' characters to be resilient.
As they call them out the trainer should capture them on a flip chart in two vertical lists next to each other and compare:

- Who has the longest list and why?
- Do each of the things on the list hold the same value? Or would certain things be more useful than others to help someone move forward.

Facilitation notes

Things that support resilience:

- Social network (family and friends)
- Emotional wellbeing (refer to the PERMA model[8] for more information)
- Access to financial resources
- Access to physical resources (food, shelter, clothing, etc.)
- Employability (skills and education)

Close the activity by explaining that if we only focus on an individuals' vulnerabilities then we are in danger of pigeon-holing them as 'victims' and disempowering them from moving on. We will revisit this in the afternoon session.

Photo: UNODC/ UN Women

[8] https://positivepsychologyprogram.com/perma-model/

Session Three

Psychological First Aid in the Survivor/ Victim Centred Approach (Part One)

Aim: To explore the use of using Psychological First Aid in a Victim/ Survivor Approach

Learning objectives:

By the end of this session participants will be able to...

- Explain what Psychological First Aid is
- Describe the application of the Prepare and Look principles of Psychological First Aid in the context of working with survivors/ victims

Time: 90 minutes

Resource description	Preparation guidance
Presentation	
3.3.1 Case Studies	Print and cut apart the three case studies. Prepare one case study per participant.
Flip chart paper and pens	

Session overview

Activity	Purpose	Time (minutes)
Introducing Psychological First Aid	To introduce Psychological First Aid and to explore the Prepare and Look principles.	90

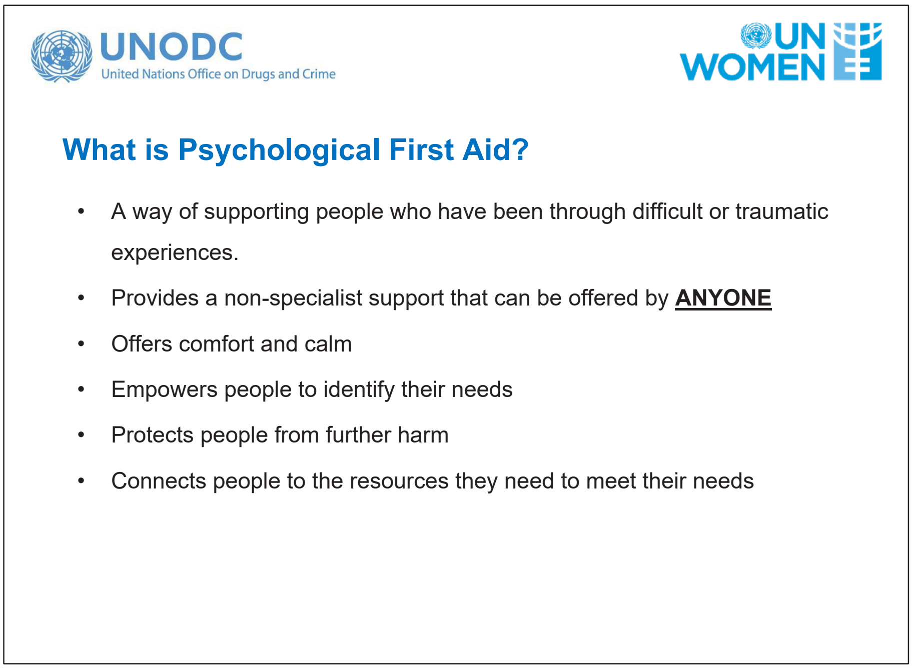
Activity One: Introducing Psychological First Aid

Purpose: To introduce Psychological First Aid and to explore the Prepare and Look principles.

Time: 90 minutes

Facilitation instructions

1.1 Presentation (15 minutes)



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Principles of Psychological First Aid

- Prepare
- Look
- Listen
- Link

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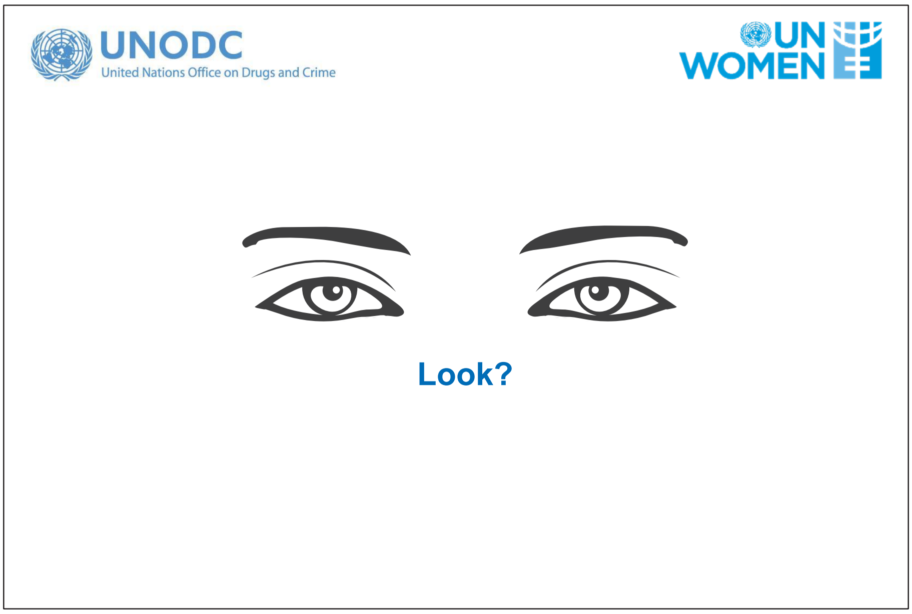
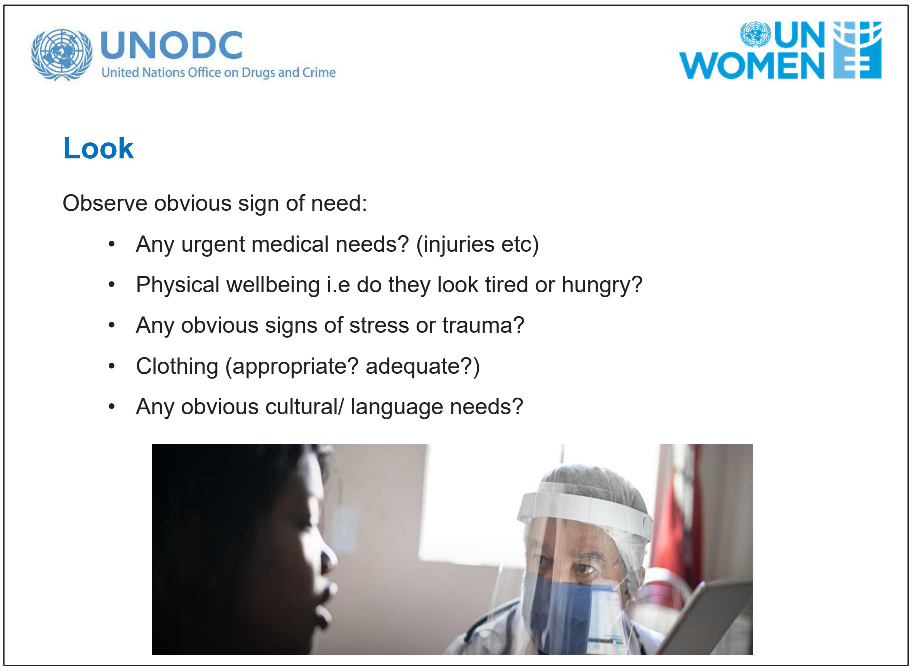
Prepare

- Find out what service providers are the locale and develop partnerships (this is should be a consistent strategy)
- Find out what resources are available to support Survivors/ Victims
- Learn as much about the situation as possible before working with a Survivors/ Victims, to inform communication approach

Facilitation notes

Explain that we will further explore working with other service users later in the session.





1.2 Prepare and look task (30 minutes)

Split participants into groups and hand out copies of 3.3.1 Case Studies (they are the case studies that the trainer read out to accompany the photographs in the first session of the day).

Give the groups 30 minutes to read through each case study and based on the information they contain think about the following:

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Task: Prepare and Look (30 Minutes)

Based on what you know about this type of crime and the description of the individual, what needs would you expect the survivor/victim to have:

- In the first 24 hours?
- As the case progresses?

1.3 Plenary (30 minutes)

Ask for participant feedback and capture on a flip chart paper at the front of the training room.

Facilitation notes

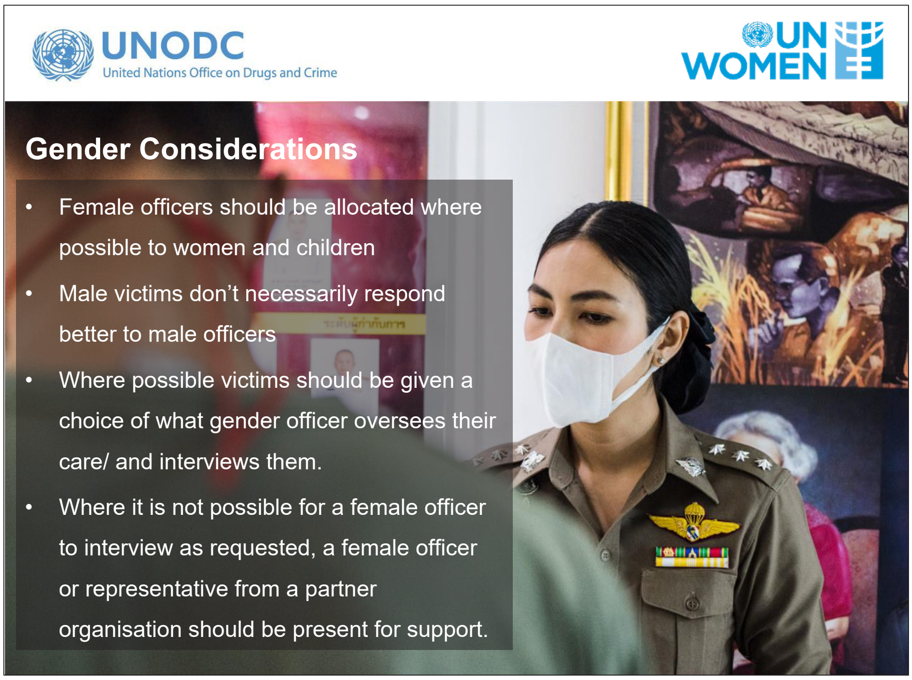
Ensure that participants include the following (ensure all are culturally appropriate):

- Shelter
- Safety and security
- Food and drink
- Female hygiene items
- Psychological/ emotional support
- Legal representation
- Regular up to date information about process and the situation (often overlooked, but absolutely crucial to the S/VCA in order for individuals to be able to work as informed and empowered partners
- Access to gender responsive law enforcement officers and other support staff (ALWAYS ASK and do not make the assumption that a woman would necessarily prefer a woman or man to a man, etc.)

- Access to appropriate social network such as family and friends (inappropriate would be connecting the individual with the TiP perpetrators or part of that network)

1.4 Presentation (15 minutes)

Consolidate the activity with the slides:



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Communication Needs

- A VCA should begin here as it supports all of the other needs being communicated effectively.
- Consider the gender implications in interpersonal communication (i.e., male vs. female)
- An interpreter should be contacted where needed (more on this in next session)
- Be conscious of language, i.e., avoid using intimidating professional language
- Support the victim to make contact with family or a support network.
- Working through a needs assessment questionnaire can help to inform a victim of how needs are identified and addressed.

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Safety and Security

- We need to understand what feeling ‘safe’ and ‘secure’ means for individuals, it means different things to different - individuals are the ‘experts’ on what safety and security means for them and should be consulted. Examples include:
  - Having safe accommodation
  - Location of the place where they are interviewed
  - Features of the place where they are interviewed (Does the room have windows? Which floor of the building is the room on?)
  - Where is an individual sitting as they are questioned (i.e., facing the door or back to the door)?
  - Who else is in the room?
- And for all of the above, consider the implications of gender, i.e. the different needs of women, men, boys and girls.

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Basic Needs

- Culturally appropriate food
- Personal hygiene products, including sanitary items for women
- Access to any necessary medication
- Immediate medical needs need to be met (gender sensitivity to the engagement of medical professions e.g. female for female and male for male) depending on the preference of the victim/survivor.

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Working

- Access to child-safeguarding specialist
- Hierarchies, gender and power dynamics are polarised for children

Photo: UNODC/ UN Women/ Pathuumporn Thongking

Session Four

Psychological First Aid in the Survivor/ Victim Centred Approach (Part Two)

Aim: Build capacity for delivering Psychological First Aid

Learning objectives:

By the end of this session participants will be able to…

- Describe the application of the Listen and Link principles of Psychological First Aid in the context of working with survivors/ victims
- Apply techniques for active listening when communicating with survivors/ victims
- Describe the 'Link' principle of Psychological First Aid

Time: 90 minutes

Resource description	Preparation guidance
Presentation	
Flip chart paper and pens	

Session overview

Activity	Purpose	Time (minutes)
1. Listen	To explore the Listen principle of Psychological First Aid.	75
2. Active Listening	To try out active listening techniques.	45
3. Link	To introduce the Link principle of Psychological First Aid.	15

Activity One: Listen

Purpose: To explore the Listen principle of Psychological First Aid.

Time: 75 minutes

Facilitation instructions

1.1 Presentation (30 minutes)

Explain that the 'Prepare' and 'Look' principles of Psychological First Aid require us to use our professional knowledge and judgement as well as any other information that we have access to. However, central to the S/CVA is working with survivors/ victims as partners, therefore empowering their 'voice' and seeing them as the 'experts by experience'. The interview skills sessions will further explore listening skills and build on the aspects that participants will explore in this session.

Task: Listen

With your partner, discuss what you think should be done at each stage of the 'Listen' principle of the Psychological First Aid:

Initial Contact → Discuss Needs and Concerns → Listen Effectively and Help Survivor/ Victim Feel Calm

Facilitation notes

Give the participants 5 minutes to discuss. Ask for participant feedback and then consolidate with the slide.

Listen

Initial contact	• Introduce yourself and your role • Explain the situation and the purpose of the conversation • Find a suitable place to talk where the person feels safe and comfortable
Discuss needs and concerns	• Always ask about needs, do not make assumptions • Support the individual to prioritize • Find out about any concerns as well as needs

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Listen

Listen effectively and help survivor/ victim feel calm	• Do not pressure the individual to talk but allow them opportunity to share what they want to • Be conscious of body language o Close enough to be comforting but not so close that it could be threatening or inappropriate o Side on rather than opposite is less confrontational o Open body language (do not cross arms) • Use 'Compassionate-Active' listening skills o Eye contact and full attention o Do not get distracted, e.g., looking at your phone o Nod head and make agreeable noises where appropriate o Periodically summarize what has been said to show that you are listening and confirm that you have understood o Use a gentle/ empathetic/ non-judgemental tone in your voice

Show the slide and ask the participants to discuss the difference and why it is relevant to the S/VCA.

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Empathy vs Sympathy

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Empathy and Sympathy

Empathy

- The power of entering into another's personality and imaginatively experiencing his experiences.

(Source: Chambers English Dictionary, 1989 edition)

Sympathy

- (an expression of) understanding and care for someone else's suffering

(Source: https://dictionary.cambridge.org/dictionary/english/sympathy)

Facilitation notes

Sympathy is an important way to express compassion, while empathy is a way of understanding what someone is going through. It helps to build trust and encourage sharing and cooperation.

Emphasize that consciously practising empathy is key to building trust and taking a S/VCA. Some people are naturally more empathetic than others. Often it is thought that females are more empathetic than males, however this is a misconception, which is upheld through aspects of gender socialization that shape 'what it is to be a man/woman in our society. Remind participants of the aspects covered on day one.

The good news about 'empathy' is that any neurotypical person can increase their ability to be more empathetic, or indeed manage how they practise empathy so that it is both effective for the individual they are being empathetic to and also to the 'empathizer' themselves, as the slides will explore, through describing three types of empathy.

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Emotional Empathy

Emotional empathy when you quite literally feel the other person's emotions alongside them, as if you had 'caught' the emotions.

Emotional empathy has benefits, because

- It means that we can readily understand and feel other people's emotions.
- This is vital for those in the caring professions, such as doctors and nurses, to be able to respond to their patients appropriately.
- It also means that we can respond to friends and others when they are distressed.

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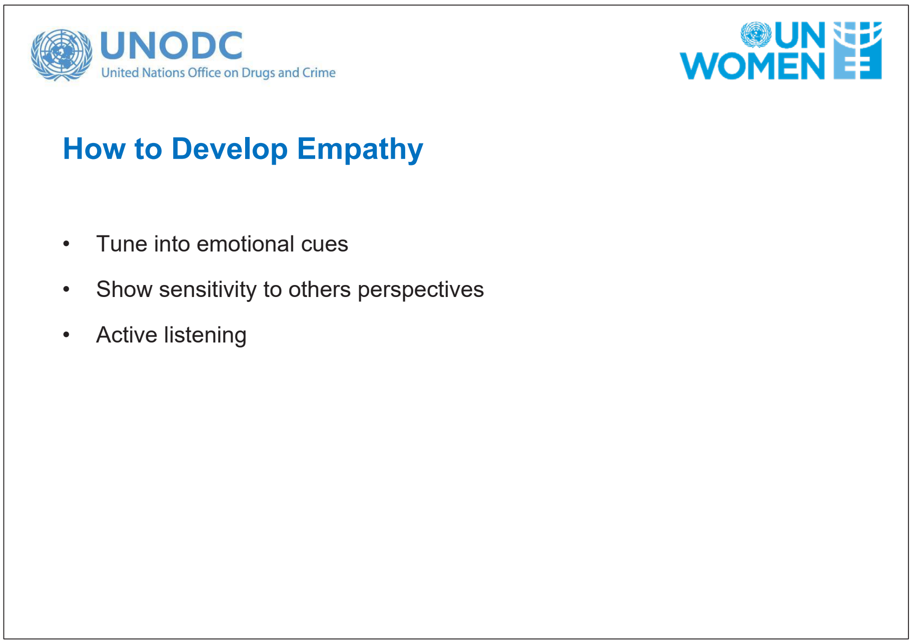
Compassionate Empathy

- **Compassionate empathy** is what we usually understand by empathy: feeling someone's pain, and taking action to help.
- **Compassionate empathy** is the type of empathy that is usually most appropriate.

Facilitation notes

As a general rule, people who want or need your empathy do not really need you to feel their pain or burst into tears alongside them (emotional empathy).

Instead, they need understanding with what they are going through and, crucially, they need someone to support them to take action to resolve the problem. This is compassionate empathy.



Facilitation notes

Earlier modules explored the importance of seeing the bigger picture with people's situations and also being aware of our own belief systems. We need to constantly remind ourselves of this to be able to practise sensitivity to others perspectives.

In the session on stress, trauma and resilience we discussed the emotional, physical and behavioural symptoms to be aware of. Through conscious observation of the individuals we work with we can spot emotional cues and be sensitive to them.

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Six Active Listening Techniques (1)

- Minimal Encouragement
- Sounds made, especially on the phone, to let one person know the other is there and listening. Such as, “Oh?”, “When?”, and “Really?”
- They are questions, comments, or sounds that do not interfere with the flow of conversation, but do let the subject know that the negotiator is there and listening. They help build rapport and encourage the subject to continue talking.

(Source: Adapted from *On-Scene Guide for Crisis Negotiators*, Frederick J. Lanceley, Boca Raton, CRC Press, 1999, pp 20-24).

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Six Active Listening Techniques (2)

A summary in your own words of what you were told. Demonstrates listening, creates empathy and establishes rapport because it is evident that you have heard and understood. Usually, paraphrasing begins with the words,

“Are you telling me…” or “Are you saying…”

Paraphrasing also clarifies content, highlights issues and promotes give-and - take between you and the subject. It tends to make the subject a better listener.

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Six Active Listening Techniques (3)

- Commonly, we all want to get into problem-solving too early, which is doomed to failure because the subject is often not ready to reason and you have not listened enough to get all of the information you need to assist in problem solving.
- Common phrases for you to use are,
- “You sound…”, “You seem…” , “I hear…” (emotion heard by you).
- You do not tell people how they are feeling, but how they sound to you as if they are feeling.

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Six Active Listening Techniques (4)

Reflecting or Mirroring

This is the technique of repeating the last word or phrase and putting a question mark after it. This provides very exact responses because you are using the subject’s own words. Reflecting or mirroring asks for more input without guiding the direction of the subject’s thoughts and elicits information when you do not have enough to ask a pertinent question.

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Six Active Listening Techniques (5)

Open Ended Questions

The primary use of open-ended questions is to help a subject start talking. Asking open-ended questions encourages the person to say more without actually directing the conversation. They are questions that cannot be answered with a single word such as “yes” or “no”.

*NB. Note that ‘Why’ questions can give a feeling of interrogation or judgement.

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Six Active Listening Techniques (6)

Effective Pauses

Silence can be very effective on a number of levels. Most people are not comfortable with silence and will fill it with talk. It is to your advantage to keep the subject talking. Silence can also be used to emphasize a point. You can use silence just before or just after saying something important.

Activity Two: Active Listening

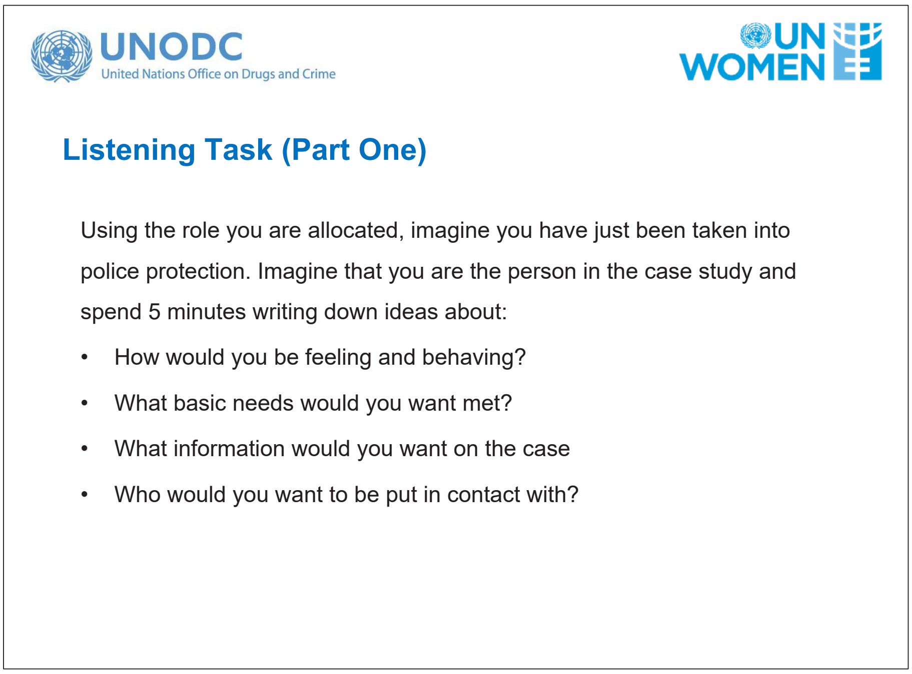
Purpose: To try out active listening techniques.

Time: 45 minutes

Facilitator instructions

2.1 Task: Active listening

1. Split the participants into teams of three and allocate each of the team members a role from the 3.4.1 Case Studies used in the first session of Day 3:
   - Sex worker
   - Drug trafficker
   - Illegal worker
2. Introduce the task using the slide.

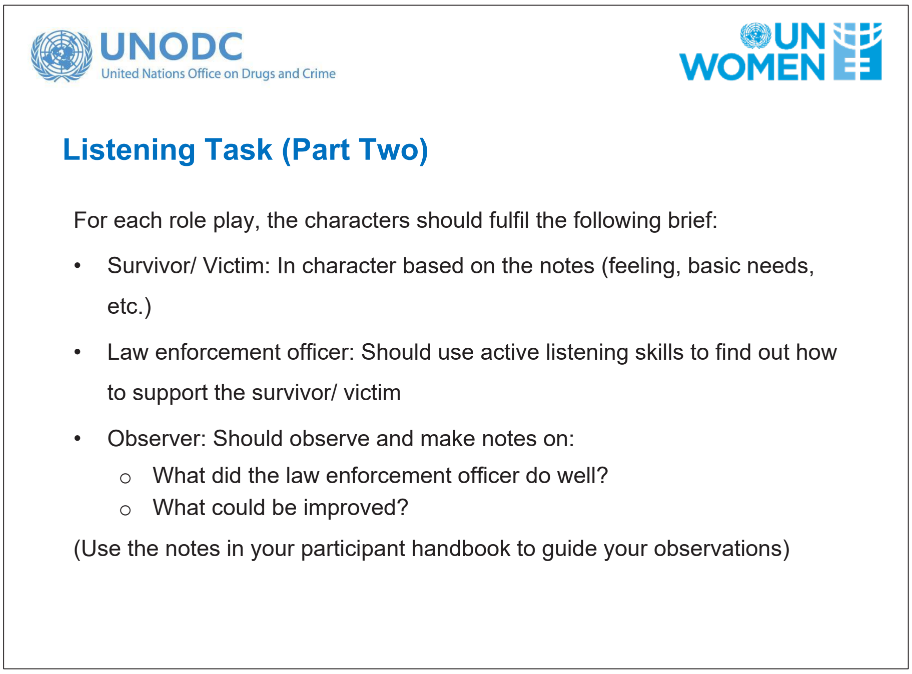


3. After 5 minutes regroup the participants and introduce the second part of the task using the slide.

   Explain that they will take part in three role plays. Members of the group will take turns playing each of three roles:

- Survivor/ victim (they should use their allocated case study role when it is their turn to play this role)
- Law enforcement officer
- Observer

Each time a role play is acted out, the characters should fulfil the brief as explained on the task slide.



4. Explain that they will be given 5 minutes per role play and 5 minutes for the observer to provide feedback.
   Run the activity three times.
   After the final round of the role play, take 10 minutes for the participants in plenary to give feedback on the following:
   - How did it feel to be the survivor/ victim?
   - How did it feel to be the law enforcement officer?
   - What did you learn from the activity?

Facilitation notes

The main objective for this task is to continue building participants' empathy for survivors/ victims and also increase their consciousness about how they communicate through active listening.

Although there are specific techniques to support active listening, as we have covered, emphasize that in reality a good place from which to start is from being more conscious about the way one communicates and how it may impact on the person with whom we are communicating.

Also, emphasis that whilst we encourage empathy and conscious communication, this should always be done simultaneously with observing professional boundaries, such as not having inappropriate physical contact or disclosing personal information.

Ask the group to provide examples of what is meant by inappropriate physical contact or disclosing personal information.

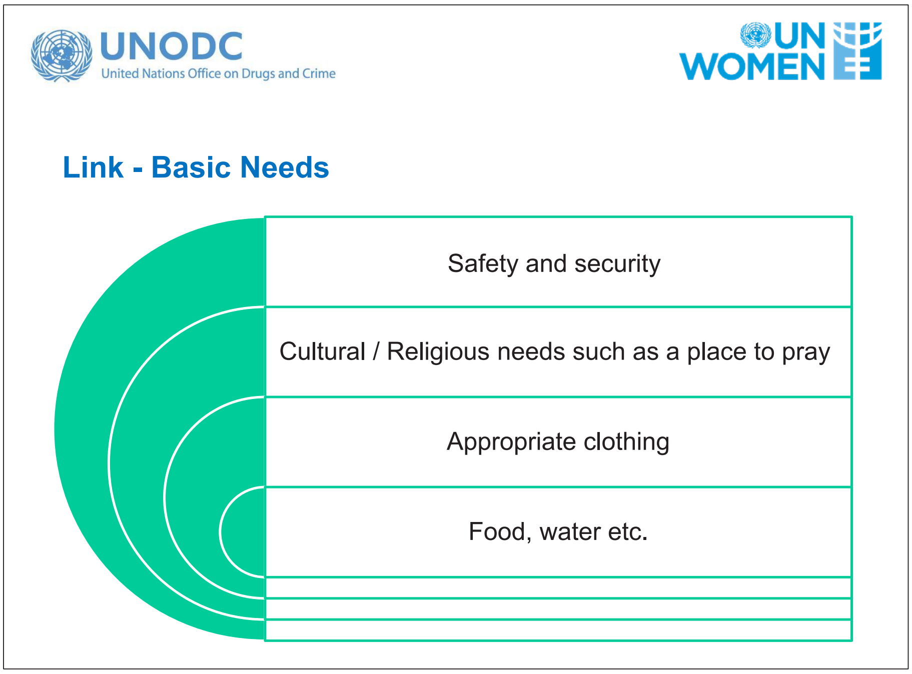
Activity Three: Link

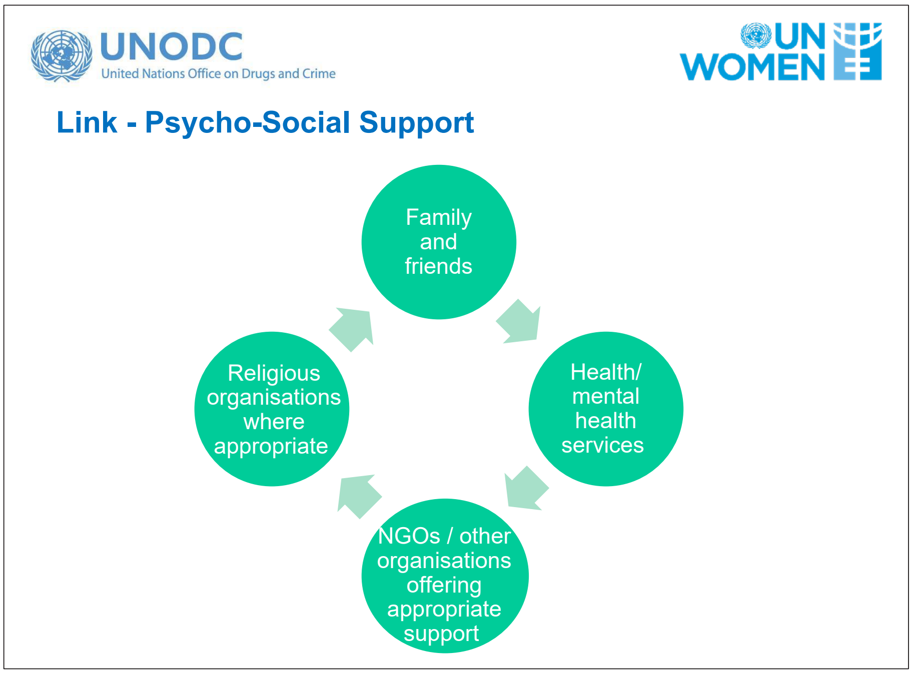
Purpose: To introduce the Link principle of Psychological First Aid.

Time: 15 minutes

Facilitation instructions

3.1 Link presentation

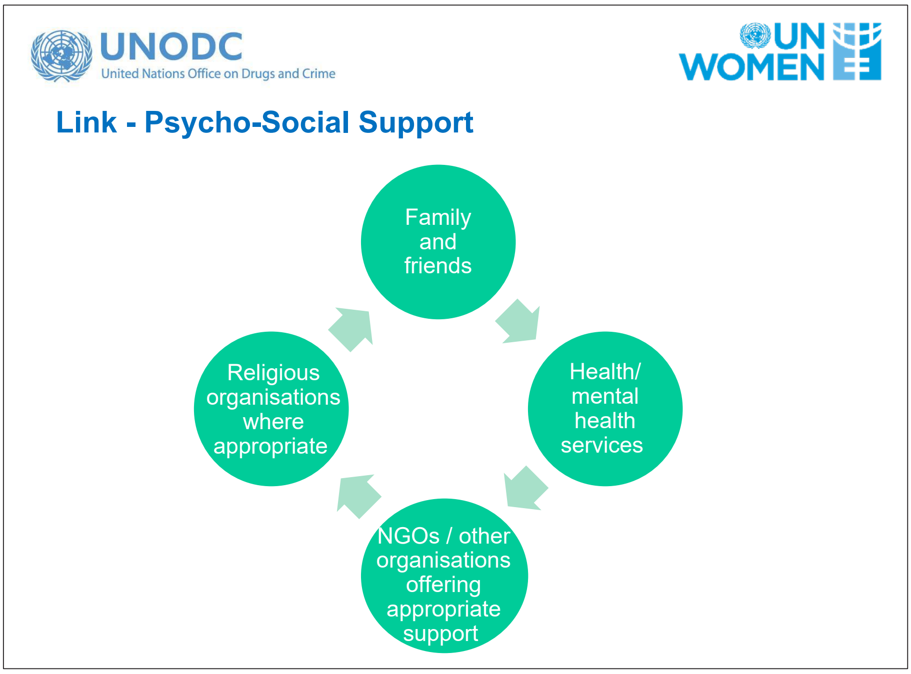




Facilitation notes

Explain that working with other service providers is key to linking survivors/ victims to the support they need, both in the initial stages and as the case progresses.

This will be explored in greater detail on Day 4 in session 1 on building partnerships with other service providers.



Facilitation notes

Take any questions on Psychological First Aid and ask participants to share some of their key learning from the day and thoughts on how they will apply it.

Photo: UNODC/ UN Women/ Ploy Phutpheng

DAY FOUR

Session One

Building Relationships with other Service Providers

Aim: To explore how working in partnership with local stakeholders can strengthen the capacity of law enforcement teams

Learning objectives:

By the end of this session participants will be able to…

- Identify possible stakeholders
- Recognize the benefits and elements of working in partnership with local stakeholders/ community policing

Time: 105 minutes

Resource description	Preparation guidance
Presentation	
Key speaker	Invite a key speaker to give a 45-minute presentation on stakeholder/ law enforcement team partnerships.
Flip chart paper and pens	

Session overview

Activity	Purpose	Time (minutes)
1. Presentation	To introduce the topic of working with other service providers.	20
2. Stakeholder Mapping	To map possible stakeholders in the country context and generate ideas about possible partnerships.	40
3. Presentation from a Key Speaker	To invite a local key speaker to provide information on a project where an enforcement team has partnered up with another service provider.	45

Activity One: Presentation

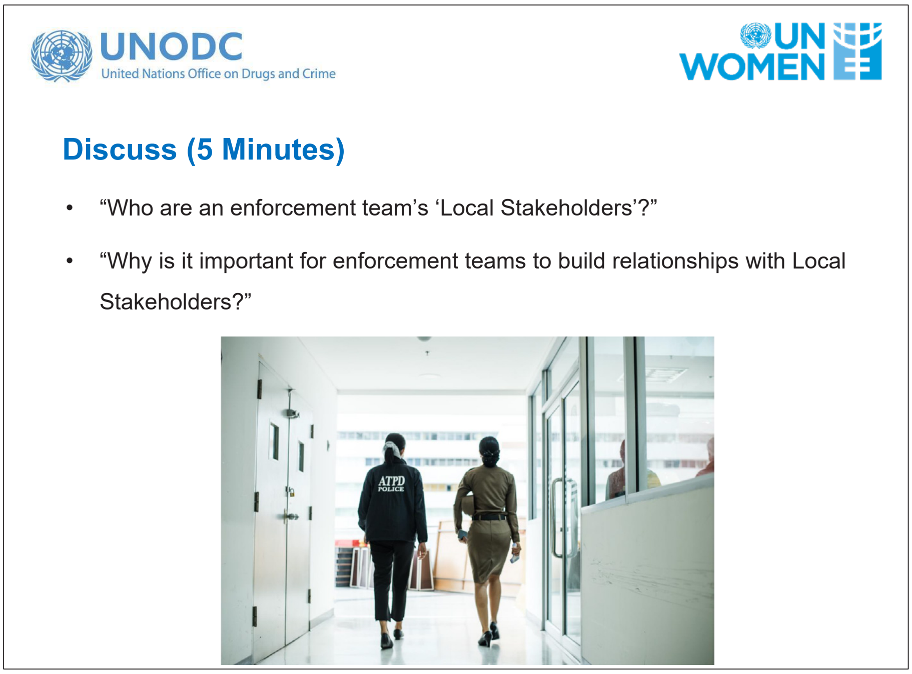
Purpose: To introduce the topic of working with other service providers.

Time: 20 minutes

Facilitation instructions

Some of the slides will be delivered by the trainer and some are 'Discuss' slides, which have a time limit allocated to them for discussion in pairs or small groups. Use the presentation slides to provide participants with an overview of the Community Policing Approach.

1.1 Interactive presentation



Facilitation notes

Clarify the term 'stakeholder' if needed and ask participants to talk to the person sitting next to them to identify who they think are stakeholders could be and why they think it's important for enforcement teams to build relationships with them.

*The following slides are taken/ adapted from the Bali Process resource cited in the footnotes[9]

[9] www.baliprocess.net/UserFiles/baliprocess/File/RSO-CIFAL-curriculum%20Enhancing%20a%20Victim-Centered%20Approach_A4_Final_2017-02-14_for-web.pdf.

Benefits of Working with Other Stakeholders

- Maximize human and financial resources
- Increase efficiency levels; reduce overlap; promote specialization based on strengths
- Identify and respond to gaps
- Foster accountability
- Determine common goals and strategies
- Establish uniform criteria for activities
- Achieve the desired impact
- Share responsibility
- Improved procedures and structures

(IOM, 2016)

Possible Limitations/ Barriers

- The level of prominence of different actors
- Rivalries between institutions
- Mistrust
- Stereotypes
- Different priorities
- Rotation of personnel
- Different levels of institutional support for each actors participation within the network
- Different levels of compliance with agreements

(IOM, 2016)

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Potential Partners

Potential partners for community-based policing might include:

- **Other government agencies** (e.g., local authorities, prosecutors, probation and parole officers, public works departments, neighbouring law enforcement agencies, health and social services, child support services, and schools).
- **Community members/groups** e.g., individuals who live, work, or otherwise have an interest in addressing violence against women in the community—volunteers, activists, formal and informal community leaders – who are a valuable resource for identifying community concerns).
- **Traditional and community leaders**, who are often called to intervene in cases of domestic violence, sexual abuse and child abuse.

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Potential Partners

- **Non-governmental/ community-based service providers**, who are core partners in the referral system and provide key support to survivors or women at risk of violence (e.g., shelters, women's organizations, advocacy organizations, survivor support groups, service clubs, community development organizations, faith-based groups or associations).
- **Private businesses**, who have a stake in the health of the community and can contribute financial and other resources.
- **Local media**, who can assist with publicizing the issue in the community and possible solutions, promote services from government or community agencies or new laws or codes that will be enforced. In addition, the media can have a significant impact on public perceptions of the police, domestic violence and security issues for women in the community.

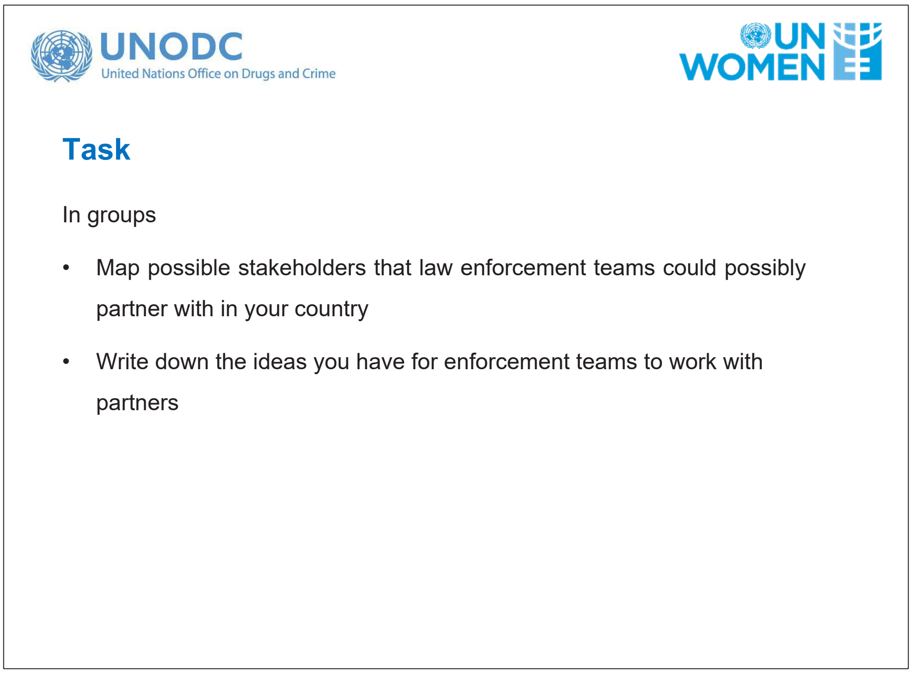
Activity Two: Stakeholder Mapping

Purpose: To map possible stakeholders in the country context and generate ideas about possible partnerships.

Time: 40 minutes

Facilitation instructions

2.1 Group work (20 minutes)



Facilitation notes

Groups can carry out this task in any format they feel fit, but it may be useful for the trainer to suggest a matrix or spider diagram approach.

2.2 Plenary (20 minutes)

Invite the groups to hang their flip chart paper charts on the wall and organize a group 'walk-around' for all participants to see the other groups work. Ask for feedback on the following:

- Key observations around commonalities
- What participants liked about other groups ideas
- Any key opportunities or obstacles that were highlighted through the task

Activity Three: Presentation from a Key Speaker

Purpose: To invite a local key speaker to provide information on a project where an enforcement team has partnered up with another service provider.

Time: 45 minutes

Facilitation instructions

It is recommended that a key speaker is invited to present an example of stakeholder/ law enforcement team partnership working to the group, including:

- Overview of the project/ partnership
- The process of engagement
- Obstacles/ challenges
- Success/ outcomes
- Along with a Q&A session

This should be organized in the event planning stage and guidance around content and timing will be provided to the partner.

Alternatively, if it is not possible to engage a key speaker then it is suggested that the trainer pre-prepares a presentation on examples of successful law enforcement/ stakeholder partnerships, both globally and regionally. Examples can be found through an Internet search and through the local office of UNODC.

Session Two

Interviewing Techniques: Power Dynamics

Aim: To enable a victim-centred approach to interviewing victims of TiP and other vulnerable people

Learning objectives

By the end of this session participants will be able to…

- Identify the elements of bilateral conversation and how they apply to the interview process
- Recognize how power dynamics impact on vulnerable individuals in an interview situation

Time: 75 minutes

Resource description	Preparation guidance
Presentation	
Activity Pack 4.2.1 The Art of Conversation: Observation Sheet	Print one for each participant.
Activity Pack 4.2.2 Behaviour Cards	Print a copy for each team and cut apart the instructions for participant A and participant B.

Session overview

Activity	Purpose	Time (minutes)
1. Understanding the Fundamentals of Interviewing	To introduce interviewing using a comparison to conversation.	30
2. Power Dynamics	To make participants aware of the complexity of power dynamics and how it can impact on the interviewing process and how their verbal and non-verbal cues can influence power dynamics in the interview process.	45

Activity One: Understanding the Fundamentals of Interviewing

Purpose: To introduce interviewing using a comparison to conversation.

Time: 30 minutes

Facilitation instructions

1.1 Group work: The art of conversation (20 minutes)

Split the participants into three groups – A, B and C

Send the A and B groups outside the room and explain that they will be called back in a few minutes, but while they are waiting they should think about a topic chosen by the facilitator. Choose the topic according to what is appropriate for the group. It should be light-hearted, and some examples could include:

- Hobbies
- Cultural holidays
- Favourite football/ sport teams

Give participants in the C group a copy each of Handout 4.2.1 The Art of Conversation: Observation Sheet.

Explain to the participants in the C group that when the other groups return they will be expected to carry out conversations with each other and it will be the Cs responsibility to observe the conversations and make notes on the following:

- How does the conversation open?
- How does the exchange happen? (e.g., taking turns to speak, etc.)
- How are new topics introduced?
- What non-verbal cues are given during the conversation? (e.g., eyebrows raised, hand gestures etc.).

Call the A and B groups back into the room and tell all the participants that they should form groups of three, and each group must have a member of the A, B and C groups that you (the facilitator) allocated a few minutes ago.

Explain that:

- A and B are now going to have a conversation on the topic chosen by the facilitator.
- The conversation should be organic and can take any tangent, etc.
- The C member in each group will observe and make notes, but for now A and B do not need to know what they are being observed.
- The conversation MUST last for two minutes and the facilitator will give a signal once the time is finished.

1.2 Plenary and presentation (10 minutes)

Once the two minutes have passed, invite the participants in the C group (observers) to give feedback on what they observed under the headings on the observers handouts. The facilitator should take notes on flip chart paper at the front.

Use the slides below to consolidate the previous activity and introduce the basic components of a conversation.

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Conversation ...

Has a basic structure:

- Opening
- Middle – sharing of information/ ideas, etc.
- Closing

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Conversation ...

Involves verbal; and nonverbal exchanges, such as:

- Non-verbal sounds
- Facial gestures, such as nodding or a head tilt forwards and eyebrow raise
- Hand gestures such as opening of palms

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Conversation ...

Non-verbal exchanges are equally important to making individuals feel safe to share and show that you are actively listening

Turns are taken in the conversation, these are signalled in both verbal and non-verbal exchanges (as above)

- There is social etiquette around how turns are taken, i.e, it is not good practice to interrupt someone mid-flow

Explain that understanding the mechanisms by which conversations work can underpin a successful victim-centred approach, in that they can be used consciously to create an effective dynamic. Explain that we will further explore this under the PEACE Model for interviews.

Activity Two: Power dynamics

Purpose: To make participants aware of the complexity of power dynamics and how it can impact on the interviewing process and how their verbal and non-verbal cues can influence power dynamics in the interview process.

Time: 45 minutes

Facilitation instructions

2.1 Pairwork: The interview (25 minutes)

1. Split participants into pairs and ask them to sit opposite each other in chairs.
2. Give each person in the pair a label of either A or B.

Explain that:

- The exercise will start with A participants interviewing B participants about their journey to the training room this morning. Then B participants will interview A participants.
- The interviewer will receive instructions to display different types of behaviour during the interview (explain that they should not exaggerate the behaviour but instead keep it as subtle and realistic as possible).

- The participant being interviewed should answer the questions asked and be conscious of the different types of behaviour the interviewer uses and how it makes them feel.
- Each interview will take 4 minutes and the facilitator will signal when to stop.

3. Hand out instructions to A participants from the 4.4.2 Behaviour Cards and instruct the participants to begin the first interview.
4. Once the As have finished interviewing Bs, explain that they will be asked to give feedback in a few minutes, but first Bs will interview the As using the 4.4.2 Behaviour Card instruction for Bs to inform their behaviour. Hand out these instructions to the Bs. Repeat the instructions for the activity, and begin the second interview.

2.2 Presentation on power dynamics (20 minutes)

Once both interviews are complete collect feedback on what different behaviours the participants had noticed and how it made them feel.

Ask why they think this is important to understand in their professional role and especially in the context of interviewing TiP victims.

Explain that this activity introduces us to the impact that behaviour, such as body language, speech and tone can have on power dynamics. We will explore that in more depth, but first it is important to begin with understanding what is meant by ‘power dynamics’ and how they are constructed.

Show the slide and ask the participants to discuss in pairs.

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Discuss

"What is Power:"

Facilitation notes

Some forms of power are listed in the next slide.

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Power

- The freedom to make choices about your life
- The authority to make choices about others' lives
- Money and access to access resources

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Power

"The capacity or ability to direct or influence the behaviour of others or the course of events."

(Oxford Dictionary. Com)

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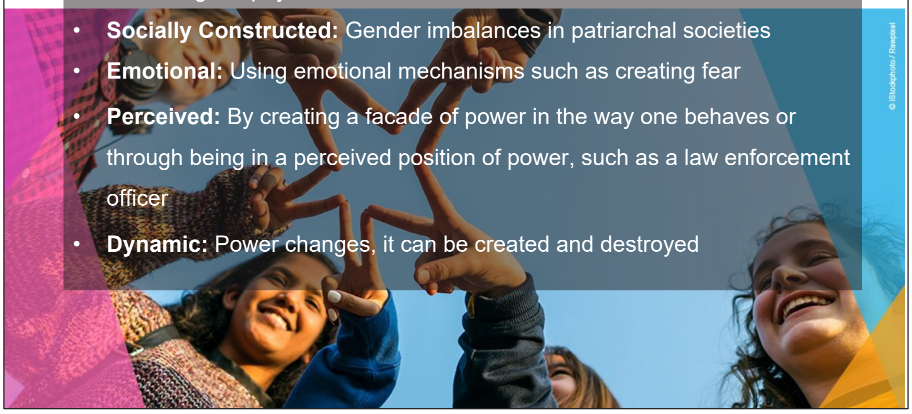
Power is...

- **Physical:** Can be carried out using physical strength, force or by facilitating the physical access or restricted access to resources
- **Socially Constructed:** Gender imbalances in patriarchal societies
- **Emotional:** Using emotional mechanisms such as creating fear
- **Perceived:** By creating a facade of power in the way one behaves or through being in a perceived position of power, such as a law enforcement officer
- **Dynamic:** Power changes, it can be created and destroyed



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Discuss

"What power do you have/ or are perceived to have in your professional role"

Facilitation notes

Show the slide above and ask participants to call out ideas.

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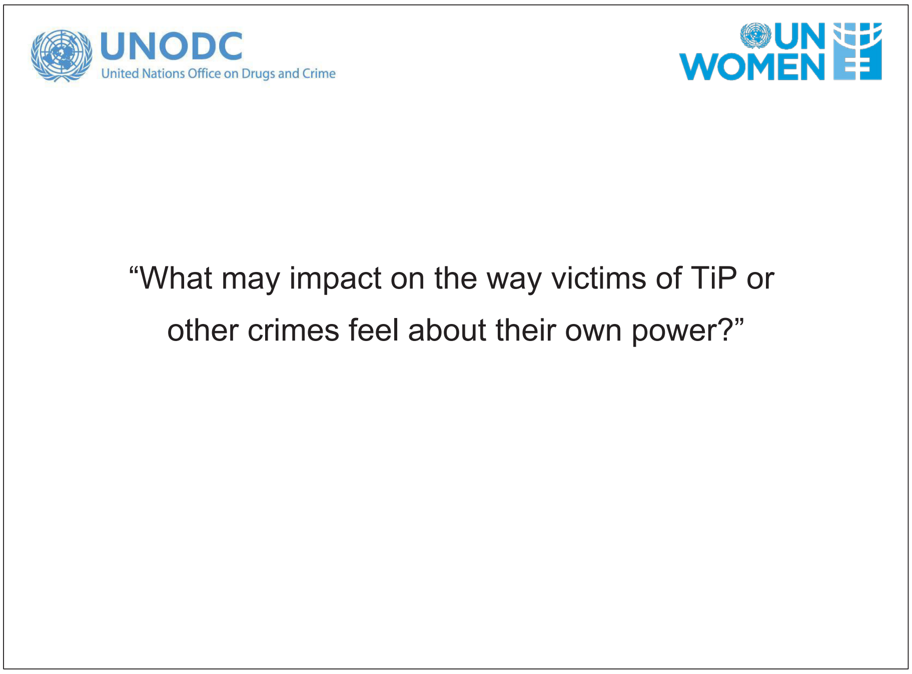
Power/ Perceived Power of Law Enforcement Officers

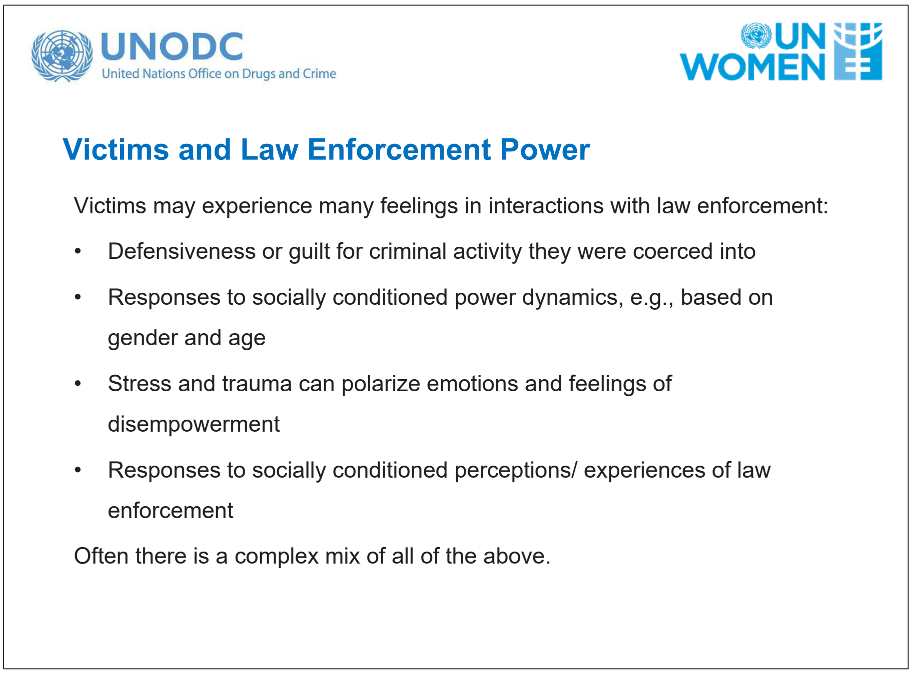
- Power to make decisions about people's lives (in accordance to the law)
- Can restrict freedom (in accordance to the law)
- Can exert physical force (in accordance to the law)
- Perceptions of law enforcement power depend on local context and also personal experience of individuals
- Social Conditioning consolidates law enforcement power i.e
    - Media portrayal
    - How a community perceives law enforcement (positive, negative etc)
    - Historical local experience of law enforcement e.g. in response to civil unrest or with cases of police corruption



Facilitation notes

Show the slide and ask participants to discuss in pairs.

Then ask for wider group feedback and consolidate with the slide.



Conscious Communication

Be aware that your body language and verbal delivery impacts on the power dynamics

Voice:

- Volume, speed of delivery

Words:

- Is language accessible? i.e., do not use professional jargon or high-brow words, but also do not patronize

Body language:

- Arms crossed vs open arms/ exposed palms
- How far to lean forward, i.e.,

Seating position in an interview room

- Across the desk or side by side
- Be conscious not to sit in a position that blocks the door/ an escape route for victims

Photo: UNODC/ UN Women/ Pathuumporn Thongking

Facilitation notes

Explain that understanding the nature of power dynamics helps law enforcement officers to empathize with the victims they are interviewing and be self-aware of the impact of their behaviour and perceived power may impact on them.

Session Three

Interviewing: The PEACE Model

Aim: To enable a victim-centred approach to interviewing TiP victims and other vulnerable people

Learning objectives:

By the end of this session participants will be able to…

- Recall the elements of the PEACE Model
- Describe best-practice techniques at each level of the PEACE Model

Time: 110 minutes

Resource description	Preparation guidance
Presentation	

The afternoon sessions on Day 4 add up to 3.5 hours – to compensate for this, do not do an afternoon review on this day. The activities on Day 5 will offer ample opportunity for review.

Session overview

Activity	Purpose	Time (minutes)
1. Introducing the PEACE Model and Planning and Preparation	To introduce the PEACE Model as an overview and the Planning and Preparation component.	20

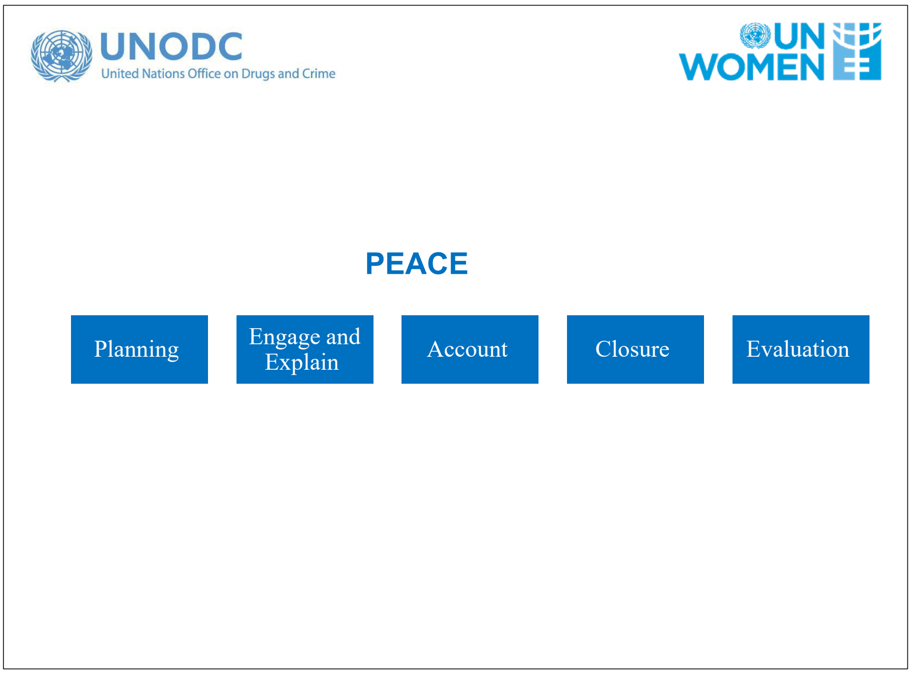
Activity	Purpose	Time (minutes)
2. Engage and Explain	To explore the Engage and Explain phase of the PEACE Model.	60
3. Account, Closure and Evaluation	To provide an overview of the Account, Closure and Evaluation phases of the PEACE Model.	20
4. Closure and Evaluation	To provide an overview of the Closure and Evaluation phases of the PEACE Model.	10

Activity one: Introducing the PEACE Model and Planning and Preparation

Time: 20 minutes

Facilitation instructions

1.1 Presentation



Facilitation notes

Explain that the PEACE model is an approach used widely/ internationally in law enforcement situations. We are going to explore each element in more depth.

Planning & Preparation

- Participant profile and gender-sensitive needs
- Safeguarding for vulnerable adults and children
  - Work with specialists and children's services
  - Mental health/ trauma
    - Conscious communication
    - Linking to other support services
- Risk Assessment
  - Victim
  - Staff
- Existing knowledge of case and gaps/ what is needed
- Location of interview – suitable for victim needs
- Who will conduct the interview (gender considerations)
- How the interview will be recorded

Facilitation notes

Participant profile and needs: remind participants about the victim-centred session and that the holistic needs of the victim need to be considered.

Safeguarding children: working with children requires specialist knowledge and training. Where possible a member of the enforcement team should be involved and/ or representatives from partner organizations such as children's mental health service team or legal/ advocacy specialist in working with children.

Mental health and trauma: the interview process is often difficult for the girl or boy victim in terms of reliving the trauma and experiencing feelings such as shame and guilt for actions they were coerced into performing. This is an unavoidable part of the process, necessary for gathering information on the crime. However, strategies for mitigating against negative impact can include conscious communication in the questions asked and the way they are asked and also linking in with other children's support services.

Risk assessment: a risk assessment should be carried out to ensure the safety and security of the victim and also the staff members involved.

Existing knowledge: what existing knowledge do we know about the case? And what gaps in knowledge and what is needed.

Location of interview: is it safe and is it suitable for the victim i.e. do they require a room with windows and does it have windows.

Gender considerations: Who will conduct the interview: think about the power dynamics for example a woman who has been sexually exploited by men then being interviewed by male enforcement officers. In situations where a female enforcement officer is not available, the support of a trusted partner organization could be called upon.

How will the interview be recorded: tape/ video/ written – think about the implications this may have on the dynamics and quality of evidence. For example, people behave differently when they are recorded on video, while there is a different level of depth and accuracy when an interview is transcribed by hand.

1.2 Pairwork: Planning and preparation (20 minutes)

Explain that the participants will return to the Missing from Pedwar Case study, using police report 2.3.1 Missing From Pedwar Update (used on Day 2). Ask the participants to reflect on the list on the "Planning and Preparation" slide and discuss what would need to be considered in terms of the case study.

After 10 minutes ask the group for feedback.

Activity Two: Engage and explain

Purpose: To explore the Engage and Explain phase of the PEACE Model.

Time: 60 minutes

Facilitation instructions

2.1 Interactive presentation (5 minutes)

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Engage and Explain

- Engage (and empower) the victim in the process, ensuring they are fully aware and comfortable with the process
- Be self-aware of power dynamics and use communication techniques and body language to manage the dynamics positively
- Transfer control to the victim/ interviewee

Facilitation notes

Explain that empowerment is not normally included in the PEACE model, but when taking a victim-centred approach the role of the interviewer should be to facilitate a process in which the victim feels empowered to share their story. The following techniques can be used.

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Cognitive Retrieval

- Based on cognitive psychological studies of memory retrieval
- Recognises that memories are formed using all five senses
- Uses four main mnemonics - systems for remembering or retrieving information in the mind
    - The mental reinstatement of personal environmental and personal contexts
    - In-depth reporting
    - Describing events in different orders
    - Reporting the event from different perspectives

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The mental reinstatement of personal environmental and personal contexts

The interviewer supports the interviewee in remembering the crime/ situation using all five senses

- Sight
- Sound
- Touch (temperature, feelings/ emotions etc.)
- Smells
- Tastes

Facilitation instructions

2.2 The mental reinstatement of personal environmental and personal contexts (20 minutes)

The best way to model cognitive interviewing is to experience it. The facilitator should explain that they are going to take the participants through the different stages of a cognitive interview, by using a nice memory.

Ask the participants to think of a happy memory they have about an event in their life, and offer the following as suggestions:

- A graduation
- A day trip or holiday with their family/ friends
- A birthday or celebration

At this stage it is good for the facilitator to take a seat at the front of the training room and sit in a relaxed and open position.

Tell participants to take a deep breath in and out and relax, explain that they can close their eyes if it helps.

Ask them to remember the memory that they have chosen and to think about the following:

- When was the event?
- What was it and why were you there?
- Think about the things you can see?
- Where are you and who is with you?
- What colours and shapes are around you?
- What noises can you hear? People? Nature? Music?
- Are there any distinctive smells or tastes?
- What emotions do you feel as you recall this memory?
- Do your feelings change during the memory?
- Does anything happen to make it change?
- Spend some time painting as rich a picture as you can.

As the facilitator reads the questions they should do so in a slow and calm way, with space between each of the questions to let participants process their memories.

Once the last question has been asked to bring the participants attention back into the room and ask them how it felt.

Enquire how rich their memories were and what they found helpful to evoke those memories.

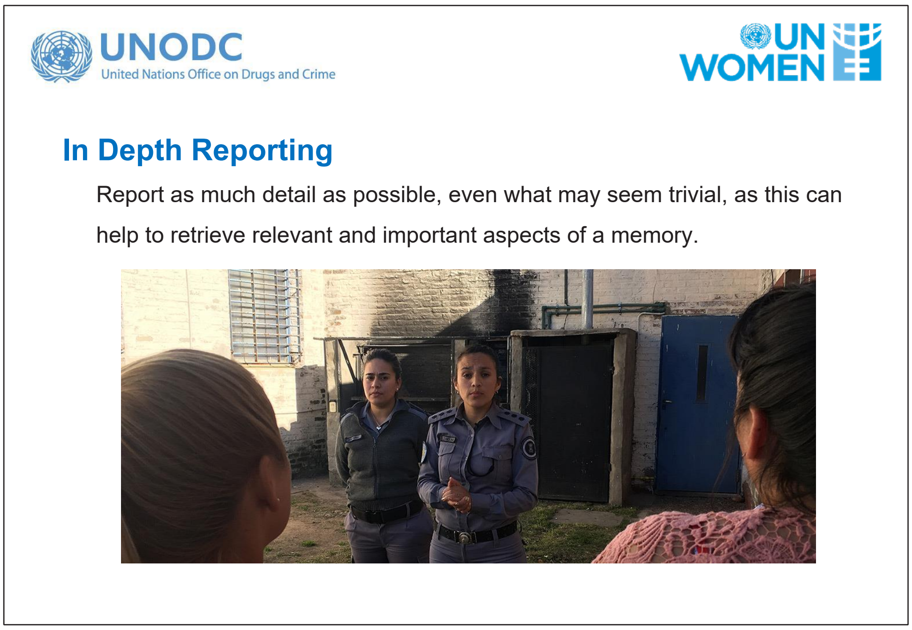
Facilitation notes

This can be a very powerful exercise and needs to be dealt with sensitively and gently. Emphasize that we are not suggesting that law enforcement officers use a guided meditation approach, in fact it would be highly inappropriate. However, this activity demonstrates how clearly memories can be evoked when someone is supported in using all five VAKOG senses; for two main reasons:

- To support officers with the effectiveness of their questioning technique
- To increase empathy amongst officers in terms of realizing how emotive the interview process can be and therefore the risk of retraumatization through questioning

2.3 Task: In-depth reporting (15 minutes)

Show the slide and explain what is meant by in-depth reporting.



Facilitation notes

To model this as a volunteer, the facilitator can either ask them to recount the memory they thought about in the previous activity or to recount their journey on the way to the training earlier that morning.

Let the participant tell you about their memory/ journey but as they do gently interrupt where appropriate and ask them for more details. For example, if they say that they caught a taxi into the training then ask them what taxi firm they used, what the taxi driver was like and what they spoke about and what route they took.

Model this for a few minutes until the point is made. Then ask the participant to explain:

- How the process made them feel?
- Did the technique help them to recall things in more depth and detail?

Explain that sometimes this part of the process can make people feel under pressure or like they are being quizzed. Care should be taken to question gently in a way that interviewees feel relaxed to explore their memories.

2.4 Describing events in different orders (5 minutes)

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Describing Events in Different Orders

- Chronologically
- Backwards

Facilitation notes

Explain that doing this helps tap into the "Recency Effect", a theory that people tend to remember more recent events more vividly. Asking a victim to recount an event backwards can help with this.

2.5 Reporting Events from different perspectives (15 minutes)

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Reporting Events from Different Perspectives

This helps victims to think about the whole picture in depth, including what their situation might have looked like through another's eyes.

Photo: UNODC/ UN Women/ Ploy Phutpheng

Facilitation notes

Ask participants to relax again and take themselves back to the memory they used in the first activity. At this point it is useful for the facilitator to repeat some of the cues used to evoke that memory. For example, the facilitator can ask where the memory took place, what sights and sounds were, etc.

When the participants are relaxed and thinking about the event, ask them to identify someone else that was present and think about how the situation would have looked from that person's perspective, including how they (the participants) would have looked from that perspective. Tell them that if no one else was present that they could just imagine what it would have looked like from another perspective outside of their own.

After a couple of minutes bring the participants attention back into the room and ask them to reflect on how this made them feel.

Ask them to talk with the person sitting next to them about how this had felt and how this could be used when interviewing a victim.

Ask the group for feedback.

Activity Three: Account, Closure and Evaluation

Purpose: To provide an overview of the Account, Closure and Evaluation phases of the PEACE Model.

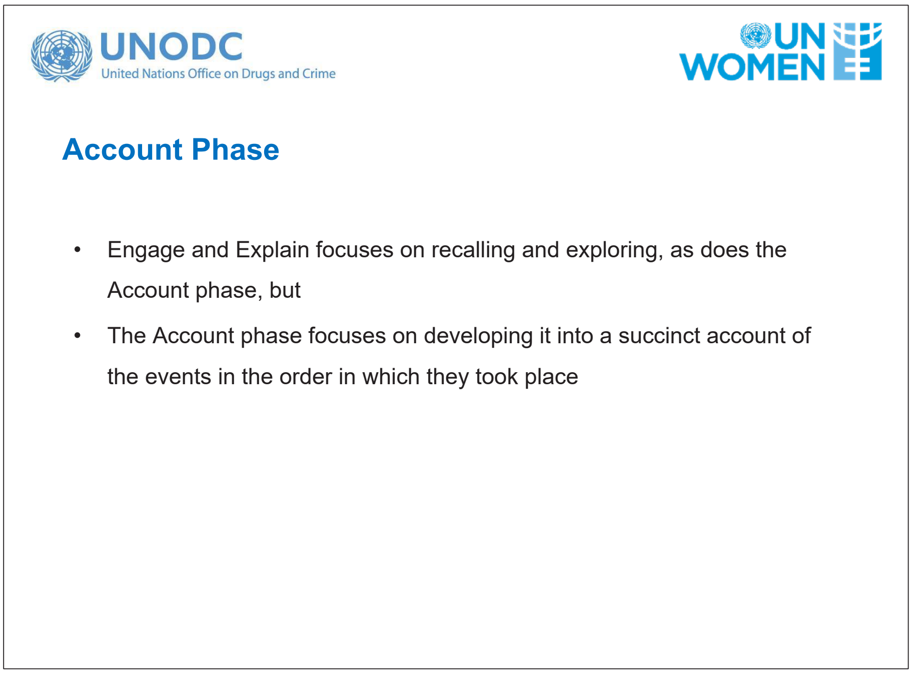
Time: 20 minutes

Facilitation instructions

3.1 Presentation (10 minutes)

Explain that it is sometimes difficult to clarify when the "Engage and Explain" phase moves into the "Account" phase, and in fact one can be in both phases at the same time.

The main difference in definitions is that the Account phase is when a succinct account is produced whereas Engage and Explain phase involves strategies for exploring and unlocking memories.



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Questioning for Structuring an Account

Start broad and narrow down to detail using questioning techniques:

- Free recall: the opportunity for the victim to recall the event freely
- Open-ended questions: questions on a topic that is open to answer at length:
    - Who?
    - What?
    - When?
    - Where?
    - Why?
    - How?
- Closed questions: questions that require a specific answer, usually short in nature

Facilitation instructions

3.2 Pairwork (10 minutes)

Ask participants if they can think of examples for each type of question with the person sitting next to them.

Ask for participant feedback on their ideas for questions.

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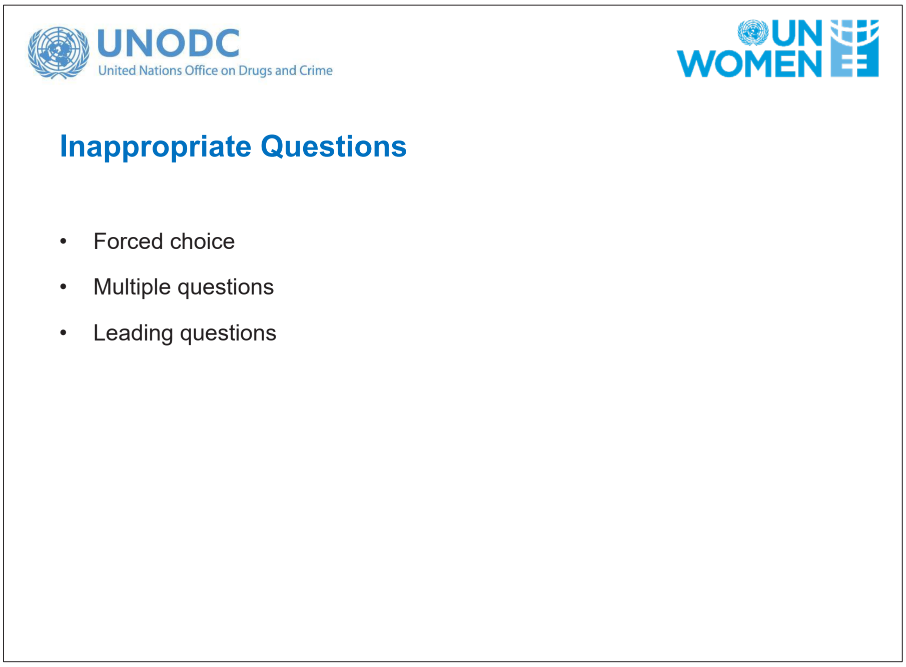
Examples of Questions

- **Free Recall**: “Can you explain the situation”
- **Open-ended Questions:** “How did you meet the man?”
- **Closed Questions:** “Did he hurt you?”



Explain that interviewers must take care not to ask inappropriate questions that could bias the victim's response.

Activity Four: Closure and evaluation

Purpose: To provide an overview of the Closure and Evaluation phases of the PEACE Model.

Time: 10 minutes

Facilitation instructions

4.1 Presentation

Closure

- Thank the interviewee/ victim for their account
- Recap on the key points of the interview to confirm understanding
- Ask witnesses if they have any further questions
- Explain to the witnesses what the next stages of the process are
- Victims can also be given the chance to provide a ‘personal statement’ which is a statement about how the event has affected them personally (subjective vs objective)
- The victim should be sign-posted to any services and support that may help them

Evaluation

- Should be undertaken after every interview to review the process (what went well, what could be improved)
- The risk assessment should be revisited and amended based on any new information
- Evaluate the further ‘needs’ of the victim, based on any new information
- Identify what the next actions should be and who should be involved

Session Four

Interview Role Play and Review

Aim: To enable a victim-centred approach to interviewing TiP victims and other vulnerable people

Learning objectives:

By the end of this session participants will have…

- Practised applying elements of the PEACE Model and interview techniques
- Reviewed their practice and identified lessons learned

Time: 90 minutes

Resource description	Preparation guidance
Presentation	
4.4.1 Role Play A 4.4.2 Role Play B 4.4.3 Differences Between Role Play A and B	Print 4.4.1 for half the participants, and 4.4.2 for the other half. Print 4.4.3 for the participants if desired.

The afternoon sessions on Day 4 add up to 3.5 hours – to compensate for this, do not do an afternoon review on this day. The activities on Day 5 will offer ample opportunity for review.

Session overview

Activity	Purpose	Time (minutes)
1. Role Play: Interviewing the Missing Girl from Pedwar	To apply the interview skills from the earlier sessions.	60
2. Plenary and Reflection	To reflect on the role play task and identify lessons learned.	30

Facilitation notes

This session is designed to push participants out of their comfort zone, with the aim of inspiring further empathy towards the survivor/ victim. However, it is very important that the facilitator manages the activity sensitively. Explain that the activity is designed to feel uncomfortable as people need to be pushed out of their comfort zones to learn these interview techniques. The facilitator should also ensure that participants feel safeguarded to do this. For example, explain that if participants feel uncomfortable or emotional during the activity then they are free to leave the room.

Activity One: Role Play: Interviewing the Missing Girl from Pedwar

Purpose: To apply the interview skills from the earlier sessions.

Time: 60 minutes

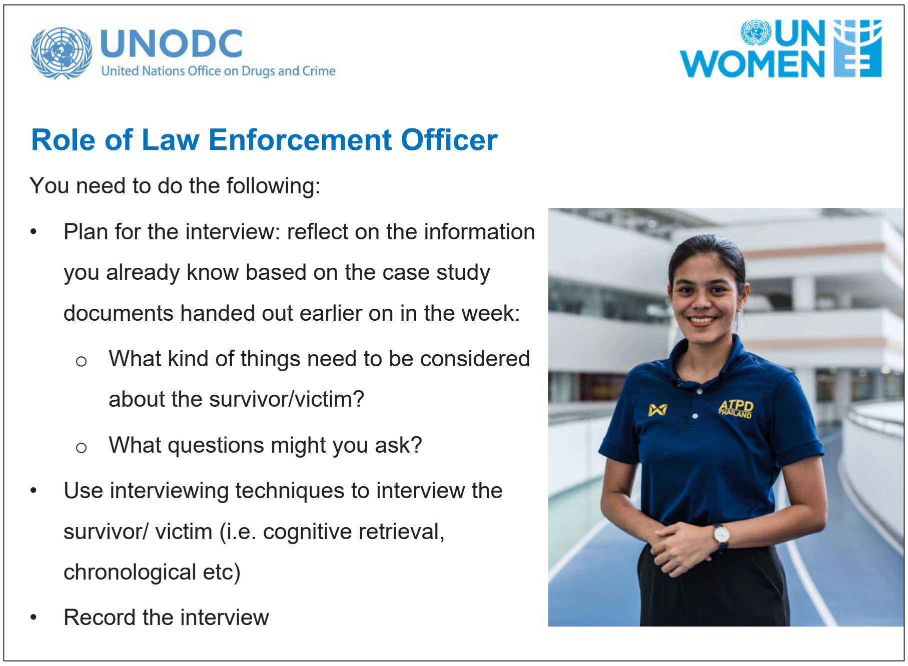
Facilitation instructions

1.1 Task: Interview role play

Explain that this task returns for the final time to the Missing from Pedwar case study.

Split participants into pairs and explain that they are going to do two role plays. During the role plays they will be given the opportunity to role play both a survivor/ victim and a law enforcement officer.
For this activity to work properly, the facilitator should refrain from telling the participants all of the details about what is expected of them until each stage. Follow the activity instructions below:

1. Each pair will have one member take on role A and one take on role B
2. For the first role play, participant A should be the survivor/ victim and participant B should be the law enforcement officer
3. Hand out 4.4.1 Role Play A to the survivor/victim
4. Explain that A should read the role play card but should not let B read it.
5. Draw participant B's attention to the presentation slide



6. Explain that they have 20 minutes to interview the survivor/ victim and should record the information they find out
7. After 20 minutes, the facilitator should collect the 4.4.1 Role Play A cards back in (although the pairs can keep the information that the law enforcement officer wrote down)

8. Now hand out 4.4.2 Role Play B cards (The As are now the law enforcement officer and Bs are the survivor/ victim)
9. Repeat the same instructions from Role Play A
10. After 20 minutes take back the 4.4.2 Role Play B cards
11. Now the pairs should only be left with their enforcement officer reports of what the survivor/ victim said in the interview.
12. Explain that they should compare interviews and identify the difference between accounts, give them 10 minutes.
13. After 10 minutes ask the groups for feedback. A summary of the differences is provided in 4.4.3 The Differences Between Role Play A and B. The facilitator can either use the summary to guide the plenary feedback or may choose to hand out copies for participants to review themselves.

Facilitation notes

It is interesting to hear what details were missed. Reiterate that the important messages/ details are often in the smallest detail. Recording as much detail as possible can help to trace other suspects or evidence and can also be used to support a case in court if two accounts do not correlate.

The facilitator may notice from the feedback that participants made assumptions, based on prior knowledge. Emphasize, as we have throughout the course, the need for law enforcement officers to be conscious of their belief systems, perspectives on the world and assumptions.

Activity Two: Plenary and Reflection

Purpose: To reflect on the role play task and identify lessons learned.

Time: 30 minutes

Facilitation instructions

Photo: UNODC/ UN Women/ Ploy Phutpheng

2.1 Reflection and review (30 minutes)

Show the participants the slide and ask them to spend 15 minutes in their pairs discussing the questions.

UNODC
United Nations Office on Drugs and Crime

UN WOMEN

Reflect

- How did it feel to be in the victim/ survivor role?
- How did it feel to be in the law enforcement role?
- What was challenging and why?
- What lessons can you take from this to inform your interview techniques in real life?

DAY FIVE

The session is dedicated to:

- Reviewing what participants have learnt during the week, and
- Reflecting on how to implement the learning

Session One

Review and Action Plan

Aim: To review the course and develop an action plan for implementing learning

Learning objectives:

By the end of this session participants will...

- Recall key learning points from the course
- Develop an action plan for implementing learning

Time: 120 minutes

Resource description	Preparation guidance
5.2.1 Action Plan Reflection Questions	One per participant.

Session overview

Activity	Purpose	Time (minutes)
1. Review	To review key learning points from the course.	20
2. Ball-throw Quiz	To review and concept check key learning from the course.	45
3. Action Planning	To develop an action plan for implementing learning.	55

Activity One: Review

Purpose: To review key learning points from the course.

Time: 20 minutes

Facilitation instructions

1.1 Speed speaking

Split the participants into two groups and ask them to stand in two lines facing each other, call one group A and one group B.

Explain:

- Participants will be given topics to talk on for one minute, which will be timed.
- The A and B lines will take it in turns to either be listeners or speakers.
- Listeners are also allowed to ask questions if speakers run out of ideas.
- Once a topic has been talked about the command ‘move’ will be called and all members of line A should move along to the next partner (line B will always stay in position).

For example

Ask As to be the speakers for the first topic and Bs to be listeners.

After a minute call ‘stop’ and ‘move’.

The As should move along one place and Bs should stay where they are.

Now Bs take a turn to speak and As take a turn listening.

And so on until all topics are covered.

Activity Two: Ball-throw Quiz

Purpose: To review and concept check key learning from the course.

Time: 45 minutes

Facilitation instructions

2.1 Ball-throw quiz

Prior to the session the facilitator should prepare enough questions for one per participant on small pieces of paper.

Role the pieces of paper up into small balls and place in a bowl or hat

Ask the participants to stand in a large circle and they should pass the bowl around, each person taking a piece of paper.

The facilitator should stand in the centre of the circle and throw the ball to different participants, when a participant catches the ball it is their turn to read their quiz question out and answer it. If they do not know the answer the facilitator should ask for support from the rest of the group.

2.2 Review skill set

Ask participants to reflect on the skill sets for law enforcement officers/ teams that they developed at the beginning of the week (they should still be on the training room wall. Ask them if they would like to add or change anything on the posters now that they have done the course.

Ask them if the course has changed anything they thought about their skill set with regards to gender.

2.3 End of course evaluation

The facilitator should solicit participant feedback at the end of this Module, through the evaluation methodology and format recommended by their institution.

Activity Three: Action Planning

Purpose: To develop an action plan for implementing learning.

Time: 55 minutes

Facilitation instructions

3.1 Action planning (20 minutes)

Give participants 3.3.1 Action Plan Handout and explain that it includes a series of reflection questions and an action plan template. Tell them they have 20 minutes to self-reflect and complete the form.

3.2 Plenary (35 minutes)

Invite participants to share their action plans if they feel comfortable to answer any final questions.

Ask them what challenges they foresee in implementing learning and use this opportunity to discuss alternative strategies within the group.

APPENDIX

Training Materials

1.2.1 Trafficking vs. Smuggling Floor Puzzle

Act

Cut apart here

Purpose

Cut apart here

Means

Cut apart here

Geography

Cut apart here

Victimization

Cut apart here

Smuggling of migrants

Cut apart here

Trafficking in persons

Cut apart here

Transportation of individuals international across borders

Cut apart here

Recruitment, transportation, transfer, harbouring, receipt of persons

Cut apart here

Transportation of individuals across international borders

Cut apart here

To obtain directly or indirectly a financial or material benefit

Cut apart here

Always involves the crossing of borders

Cut apart here

May cross borders or may stay within one country

Cut apart here

The procurement to obtain directly or indirectly financial or material benefit from the illegal entry of an individual/s into a country where they are not a national or a permanent resident

Cut apart here

Not recognized as ‘victims’ under international legal frameworks but may be recognized as victims of other crimes

Cut apart here

Recruitment, transportation, transfer, harbouring, receipt of persons

Cut apart here

Deception, force, fraud, abuse of power or coercion

Cut apart here

Exploitation
(including but not limited to sexual exploitation, forced labour or services, slavery or practices similar to slavery or the removal of organs)

Cut apart here

Recognized as ‘victims’ under international legal frameworks

Cut apart here

1.4.1 Case Studies on TiP Indicators

Case Study A: The Missing Girl

It is 11:30 on a Friday night, a local woman contacts your team to report her 14-year-old granddaughter missing. She says that the girl had left for school that morning as usual but had never returned home. The grandmother says that she had been in contact with all of the friends that she knows and they had reported that the granddaughter had not been in school that day. Furthermore, the grandmother explains that she has checked the girl's room and most of her clothes have gone.

Two members of the team visit the grandmother's home.

The grandmother explains that home life has been very difficult over the past 18-months, the girl's mother died and her father had become an alcoholic and as a consequence lost his job. The girl and her father have been living with the grandmother for the past three months.

During the conversation the father returns, he has been searching for the girl and went to one of the friends' homes. While he was there, his daughter's friend told him that his daughter had been speaking to a boy online for the past few months; more recently they had been speaking on the phone lots. She did not know a lot about him but she said that his name was Bidur and he lived in Farville, a city 300 km away.

The two officers ask if they can search the girl's room, the grandmother and father agree.

The room is pretty basic but clean and there are a few posters on the wall that you'd expect to see in a teenage girl's room. In the bin there is a crumpled envelope, which is empty apart from a receipt which has the rail company logo on and a monetary amount.

Case Study B: Construction Site

Your team has just received a report from a local building inspector. He is concerned about the legitimacy of the contracting company working on the construction of a new hotel in the area. The majority of members in the team are national and have the right to work and the Site Manager has provided all required official documentation. However, the building inspector is concerned about the welfare of the labourers.

On a recent visit to the site he noticed that a lot of the men looked underweight and showed signs of fatigue. He also noticed that several of the men had significant bruising to their faces. He tried to question the men but was told by the site manager that they were from an ethnic tribe in the south of the country called Whereville. Your team knows of Whereville from the national media; as it was heavily hit by a catastrophic typhoon earlier this year, killing hundreds and destroying 80% of local homes and livelihoods.

When the inspector enquired about where the construction team were staying whilst working on the project, the site manager said that they were all staying at a local hotel called the Pink Hotel. However, the inspector personally knows that the Pink Hotel was closed-down a month ago due to a fire.

There is a large container onsite that the site manager said is used for storing tools and equipment, when the inspector asked to see inside, it was almost empty; but had a stench of urine.

Case Study C: The Cousin

A local couple contacts the team as they are concerned about the welfare of their daughter.

Three months ago they gave her permission for their 15-year-old daughter to go to the capital city with a cousin of theirs. The cousin had been visiting for the New Year Festival and had spoken to the couple about her work in the capital. She said that she worked for a shop owner who paid her very well and provided nice accommodation. She said that the shop owner was looking for new employees as business was good and that she could take the daughter back with her after the New Year if they gave permission.

The daughter had been keen to go and the couple said that the family lived in poverty so would be glad of the extra income they would receive through remittances. However, they made the daughter promise that she would call once a week and return after two months.

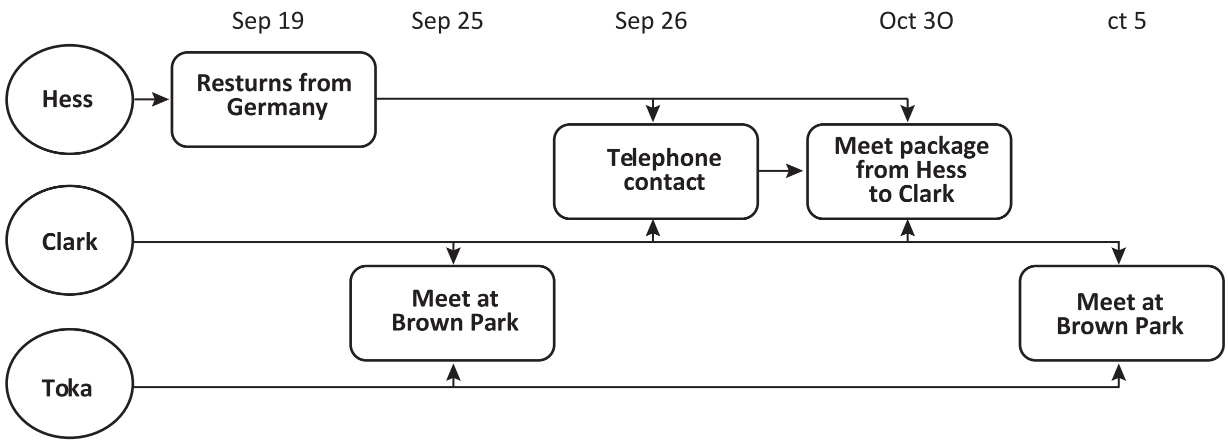
After two weeks they received a lump sum of money from the cousin who said that the employer had paid it as an advance of the girl's wages; they also spoke to their daughter several times on the phone. However, every time they spoke on the phone conversations were short and the daughter seemed 'different' to her normal self.

The daughter was supposed to return to see them four weeks ago, but she did not. The couple had become worried as the phone calls had also stopped. The couple texted the cousin many times with no answer, then this morning they finally received a distressing phone call from their daughter. At first the call was similar to the usual call with the daughter being quite quiet, then she spoke really quickly, saying that she was not in the capital city, instead she had been taken to the capital of Blueland (the neighbouring country) and is being made to work in a factory. The phone line was then cut off and attempts to call it back were not accepted.

2.1.1 Task: Missing from Pedwar

Create a poster presentation to present back to the group addressing the following:

1. Use the case study to create an Events Chart Matrix to map the existing intelligence (similar to chart below).

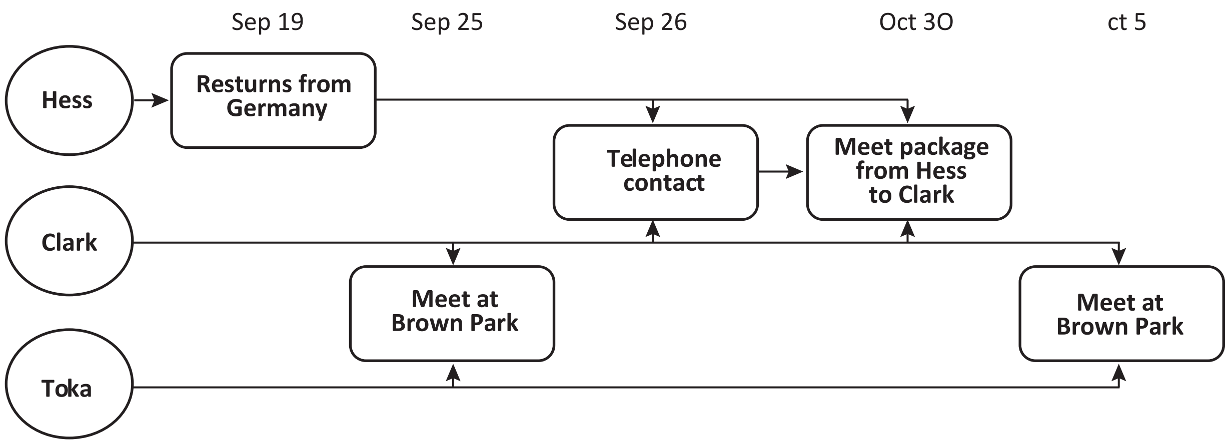


2. Identify any relevant indicators that this could be a trafficking crime
3. Based on the Events Planning Matrix and the indicators you have identified, develop a collection plan to move the investigation forward including:
    a. Hypothesis
    b. Research questions
    c. What sources will be explored to address the research questions (e.g., who will be questioned etc.)

2.1.1 Task: Missing from Pedwar

Create a poster presentation to present back to the group addressing the following:

1. Create Profiles of the main characters (e.g. appearance, age, gender etc.)
2. Use the case study to create an Events Chart Matrix to map the existing intelligence (similar to chart below).



3. Identify any relevant indicators that this could be a trafficking crime

2.1.2 Police Report

Date: 8 May 2016

Time: 14:00 hrs

Officer Name: Han Hua

Officer ID: 4761

Report

At the time stated above a 56-year-old Hurati woman from the P1 Refugee camp came into the station to report her 19-year-old niece missing.

The woman stated that her name was Mrs Wei Liu and her niece was Ju Sang.

Mrs Wei Liu was crying and speaking in a raised voice when she entered the station.

Mrs Wei Liu was alone when she entered the station and there were no female officers to support her.

Myself Officer Han Hua (ID: 4761) and my colleague Sole Min (ID: 4783) managed to calm Mrs Wei Liu down by reassuring her, giving her a warm drink of tea. At 14:30 hrs Mrs Wei Liu agreed to be interviewed and a statement was taken.

2.1.3 Witness Statement: Wei Liu (Aunty) May 2016

Date: 8 May 2016

Time: 14:30 hrs

Name of Officer Taking Statement: Han Hua

Officer ID: 4761

Witness Statement

I live in the P1 Refugee camp. I arrived in February with my two nieces Ju Sang who is 19 years old and Din Sang who is 15 years old. We are the only remaining members of our family as everyone else was killed when the village was burnt to the ground by military officers a few months ago. My husband and my two children were killed, along with my brother and his wife, who were my nieces' parents.

Myself and my nieces managed to escape with 15 other members of our village.

We crossed the border in February and have been living in the camp ever since.

Things have been really hard. We share a small tent with six other people from our village, there is not enough room. The aid organizations provide us with food rations, but they are not enough, and we often go to bed hungry.

The toilets and washing facilities are dirty in the camp and there are always long queues to use them. It has rained a lot over the past two months and the toilets have flooded a few times. Two members of our village who crossed the border with us got sick and died.

In April I was told by a friend at the camp that they were in contact with a man from Keeto who was recruiting workers for a mobile phone factory. I was told that the working conditions and the pay was good. I asked to meet the man and on 2 May he came to see me. He also brought a woman with him.

The man's name was Bo Lan, he was about 55 years old; he was about 5'10", slim built and with black hair which had a thick line of grey hair that ran down the left side behind his ear. I remember it because it was unusual as the rest of his hair was dark black, apart from this patch of grey which was about 5 cm long and 1 cm wide. He wore smart but casual clothes, a pair of dark navy jeans and a navy shirt with the emblem of three golden rings on the left breast pocket.

The woman's name was Sue Rhi, she was about 35 years old, slim built and about 5'7", with shoulder length black, straight hair.

They told us about a mobile phone company they worked for in the south of Keeto, near the coast town of Lan. They showed us photographs of the factory, it was a large building with three pink colour column towers to the left of a large square building with no windows but the emblem of three gold rings on the front.

Inside the factory looked clean as workers need to wear white uniforms and hair nets. The workers live in dormitories and the pictures they showed us looked like the dormitories were clean and four people shared per room. They said that the dormitories are divided into men's dormitories and women's dormitories.

They told me that the men's dormitories were currently full and so they were only recruiting female workers at the moment.

I asked if they would accept myself and my two nieces, but they told me that I was too old, and my youngest niece was too young as the age range was 18–35 years old. My eldest niece was keen to go as she said it would help us to get money and get us out of our situation.

I had a bad feeling about this and did not want to let my niece go, but the man and woman were really nice and supportive, and they reassured me they would look after my niece. They gave my niece a month's wages in advance for her to give to me as a way of supporting us.

They gave me their mobile phone numbers in case I wanted to call them; and, also told me that my niece would be able to call whenever she wanted to, as she has her own phone number.

They left in a white Toyota Jeep on the 5th of May. My niece is 5'2" and very slim with long black hair to her waist. She has her nose pierced on the left side, which is traditional in our culture. She has a 1cm red birthmark on her left ear lobe and circular scar on the back of her right hand, which is about 3 cm diameter. It is red and makes her skin look creased as it is from a burn that happened just two months ago. On 5 May she was wearing ankle length grey trousers with pockets on each thigh, a light pink polo shirt with the number 56 written in blue on the back and a pair of green canvas shoes with white laces. She was carrying a black backpack on her back. It was an old rucksack that a neighbour at the camp gave her. There is a small red label on the back right pocket which says 'Route 66' on it.

When my niece left, she promised to call every day; and she did for the first two days. She called me from two hotels that they stopped at on the way across

Pedwar to Keeto, the first was in the Capital of Pedwar, she said it was called the Pedwar Royale. The second was at the border and it was called the Hotel Blue.

On the third day she called me, but she sounded distressed. She told me that she had noticed that the man had given a false ID to the border authorities for her. She was too worried to question him about why he had done this but she was getting worried.

She told me that she was making the call from a toilet cubicle in a restaurant they had stopped at. Then I heard some shouting in the background and a loud bang. I heard my niece scream and tell them to let her go and then the phone went dead. I have tried to call back but the phone line just goes to the answering machine.

Signed: Mrs Wei Liu

2.3.1 Missing From Pedwar Update

Update Report:

21 September 2015

At noon on 20 September, Mrs Wei Liu, Ju Sang's aunty received a call from a man saying he had her niece and would return her if a $1,000 was deposited into an online account.

Wei Liu was not able to provide that money but was provided help by a local community group that had been supporting her. The money was deposited at 5 p.m. that day.

At 5:15 a.m. this morning (15 September 2015) the missing young woman, Ju Sang arrived at a farm near the border station between Keeto and Pedwar. The male farmer called the local enforcement team directly and told them the following information:

- When she arrived she was very cold and pale, she said that she had walked through the night, bare footed wearing thin cotton trousers and shirt.
- The family that live on the farm have provided her with a warm coat and a blanket. They have offered her clean clothes but she does not want them.
- She has dark purple bruises around her wrists.
- Her emotional health does not look good, she is saying very little but has spoken about being locked in a hospital and being dropped off on a road near a forest last night.

3.2.1 Character Cards

Sex	Gender
A 19-year-old university female student from close rural family	A 19-year-old university male student from close rural family
A 45-year-old female business woman	A 45-year-old male business man
A 65-year-old female widow from rural area	Female politician from a marginalized ethnic background
A 6-year-old female child beggar	A 6-year-old male forced to sell roses to tourists
A 45-year-old female farmer with 6 children	A 45 year old male farmer with 6 children
A 19-year-old female with learning difficulties	A 19-year-old male who requires a wheelchair
A female teacher who is beaten daily by her husband	A male CEO of a successful company
An 18-year-old woman who works illegally in another country	A 16-year-old girl who is being forced to work in a massage parlour

3.3.1 Case Studies

Print this page and cut apart the case studies

1.Sex worker

This is (insert name), she is 19 years old and from a religious family in the rural part of (insert country/ region).

When she was 18 years old she was offered a place to study English at a language school in the city for the summer; her family supported her to take the opportunity and she was really excited.

When she arrived, she quickly realized that the language school was a fraudulent business venture. Instead of learning English, she was forced to have sex with men in exchange for money that is paid to her capture. She is closely watched by the person who recruited her and only allowed to make short phone calls home, which are listened to.

Cut apart here

2. Drug trafficker

This is (Insert name), she has three children from a husband who is abusive (physically, mentally and sexually). He is a drug dealer and forces her to carry drugs. He uses violence and threatens to hurt her children if she does not do what she is told. Over the years she has become increasingly more isolated from her family and friends.

Cut apart here

3. Illegal worker

This is (Insert name), he is from a rural village that was recently hit by severe flooding. Before the flooding, (insert name) and his family lived below the poverty line and worked as a farmer. The flooding destroyed his small farm and also killed his wife and youngest child. He is left with four other children, all under the age of 12 years, and an elderly mother to support. There is no work in his village, so he took an opportunity to join a fishing crew and send money home. Once on board the boat he was forced to live in squalid conditions and work 18-hour days. He is regularly subjected to violence and to date has not been paid.

Cut apart here

4.2.1. The Art of Conversation: Observation Sheet

How does the conversation open?

How does the exchange happen? (e.g., taking turns to speak, etc.)

How are new topics introduced?

What non-verbal cues are given during the conversation? (e.g., eyebrows raised, hand gestures, etc.).

4.2.2 Behaviour Cards

Participant A

As you interview your partner do each of the following behaviours at different times throughout the interview and notice how it feels for you and how your partner reacts.

1. Cross/ fold your arms across your chest
2. Lean forward
3. Stare at your partner with an unbroken gaze
4. Speed up your speech
5. Raise your eyebrows as they talk to you

Participant B

As you interview your partner do each of the following behaviours at different times throughout the interview and notice how it feels for you and how your partner reacts.

1. Lean forward with your elbows resting on your knees and your palms together with your fingers against your mouth
2. Raise your voice loudly
3. Grimace as your partner answers a question
4. Look away as your partner speaks to you
5. Stand up as you speak

4.4.1 Role Play A

You are Ju Sang (Missing from Pedwar). Below are two lists of information to help you act out the role:

1. **Psychological and behavioural:** How you are feeling in the interview room and how you should behave in the interview process
2. **Series of events:** Facts about what happened to you (Ju Sang) while you were missing. Stick to the facts and do not embellish them, but you should add your own ideas:
   a. How you felt at the time that the series of events were happening
   b. How you behaved
   c. What you said to others as the series of events were happening

1. Psychological and behavioural

- You are very anxious and repeatedly look behind you throughout the interview.
- You feel vulnerable and cross your arms across your chest and lean forward in your seat.
- At times you feel very anxious and have a little trouble breathing, you also feel dizzy.
- You are thirsty and want water (ask for it).
- You are having trouble remembering details, choose two pieces of information from the list below and only share these pieces of information once the interviewer has asked you to tell your story twice, e.g., using the chronological and reverse storytelling techniques.

Talk really fast when you discuss points 18, 19 and 20.

2. Your story

1. You left your Aunt and sister with a man named Bo Lan and a woman named Sue Rhi to travel towards Keeto where you expected to work in a mobile phone factory.
2. You travelled in a pickup truck and they were very friendly to you.

3. In the capital city you stayed at the Pedwar Royale Hotel and you were allowed to call your aunt.
4. The next day you travelled towards the border to go to Keeto. You heard Bo Lan having an argument with someone on the phone but you could not understand what it was about as he was speaking in another language.
5. You drove to the Hotel Blue near the border, you shared a room with Sue Rhi. but you noticed that she did not sleep through the night. You felt nervous and did not sleep either.
6. At breakfast you were told that they would need to use a fake passport for you, you asked questions, they explained that it is because it would take time to arrange your visa and the work needs to start immediately. You became suspicious and called your aunt but then Bo Lan and Sue Rhi caught you on the phone and took your phone from you.
7. They threatened to hurt you and your aunt and sister if you did not comply with them.
8. Once across the border you drove for about four hours, Bo and Sue did not talk to you for the whole four hours. You arrived at a big house in a rural area which did not look like the mobile phone factory in the picture.
9. The house was blue and had four large windows across both the downstairs and upstairs.
10. You were met by two men and one woman wearing white medical coats and escorted up some front steps, through a large lobby which was painted white and did not have any furniture or pictures in it. There was a staircase to the left of the lobby and you were taken up the staircase to a small room.
11. The room had a single bed in the right hand corner and a toilet and sink in the left corner. In the centre of the back wall there was a small window with four vertical bars.
12. The woman with you gave you two tablets and a glass of water and told you to take them, you asked why.

13. She explained that you had been selected to take part in a project to help people who could not have babies and that you were going to be made pregnant.
14. You felt scared and confused and told her that you did not want to be there but she told you to calm down and that you were privileged to have been chosen. She told you that once you had the baby you would be able to return to your aunt and be paid a lot of money to help your aunt and sister.
15. Every day the woman visited you and brought you food and more tablets, she said that the tablets were to prepare your body for the baby, every time the woman left you would make yourself vomit.
16. After a few weeks you were taken to a surgery room and made to lay down on a table while the woman and two male doctors inserted something inside your vagina. You are not sure what it was but it was painful and they told you that it would make you pregnant.
17. When you got back in the room, they instructed you to stay laying down for the rest of the evening. But as soon as they left the room you jumped up and down.
18. You stayed in this place for what felt like months. Every few weeks you would undergo the same visit to the doctors surgery room and every time you would jump up and down afterwards.
19. One day you were taken from there. Nobody told you why, but you were driven by two men in plain black clothes who did not speak. They drove you to a quiet spot, it was dark and there was a forest. They pulled you from the car and you thought they were going to kill you, but they drove off and left you there.
20. You walked along the road through the night until you found a farm where you went for help.

4.4.2 Role Play B

- You are Ju Sang (Missing from Pedwar) . Below are two lists of information to help you act out the role:
- **Psychological and behavioural:** How you are feeling in the interview room and how you should behave in the interview process
- **Series of events:** Facts about what happened to you (Ju Sang) while you were missing. Stick to the facts and do not embellish them, but you should add your own ideas:
  - How you felt at the time that the series of events were happening
  - How you behaved
  - What you said to others as the series of events were happening

1. Psychological and behavioural

- You are very anxious and repeatedly look behind / rock back and forth you throughout the interview.
- You feel vulnerable and cross your arms across your chest and lean forward in your seat.
- At times you feel very anxious and have a little trouble breathing, you also feel dizzy.
- You are thirsty and want water (ask for it) / want to sleep and keep saying you are tired.
- You are having trouble remembering details, choose two pieces of information from the list below and only share these pieces of information once the interviewer has asked you to tell your story twice, e.g., using the chronological and reverse storytelling techniques.
- Talk really fast when you discuss points 18, 19 and 20.

2. Your story

1. You left your Aunt and sister with a man named Bo Lan and a woman named Sue Rhi to travel towards Keeto where you expected to work in a mobile phone factory.
2. You traveled in a pickup truck and they were quite quiet on the way to the capital city.

3. In the capital city you stayed at the Pedwar Royale Hotel and you were allowed to call your aunt.
4. The next day you travelled towards the border to go to Keeto. You heard Sue Rhi having an argument with someone on the phone but you could not understand what it was about as he was speaking in another language.
5. You drove to the Hotel Blue near the border, you shared a room with Both of them. but you noticed that they took it in turns to sleep. You felt nervous and did not sleep either.
6. At breakfast you were told that they would need to use a fake passport for you. You were too scared to ask questions. You became suspicious and called your aunt but then Bo Lan and Sue Rhi caught you on the phone and took your phone from you.
7. They threatened to send someone to hurt your aunt and sister if you did not comply with them.
8. Once across the border you drove for about eight hours, Bo and Sue did not talk to you for the whole four hours. You arrived at a big house on the outskirts of the city, which did not look like the mobile phone factory in the picture.
9. The house was green and had four large windows across both the downstairs and upstairs.
10. You were met by one man and two women wearing white medical coats and escorted up some front steps, through a large lobby which was painted white and did not have any furniture or pictures in it. There was a staircase to the left of the lobby and you were taken up the staircase to a small room.
11. The room had a single bed in the left-hand corner and a toilet and sink in the left corner. In the centre of the back wall there was a small window with four vertical bars.
12. The woman with you gave you one tablet and a glass of water and told you to take them, you asked why.

13. She explained that you had been selected to take part in a project to help people who could not have babies and that you were going to be made pregnant.
14. You felt scared and confused and told her that you did not want to be there but she told you to calm down and that you had no choice. She told you that once you had the baby you would be able to return to your aunt and be paid a lot of money to help your aunt and sister.
15. Every day a different person visited you and brought you food and more tablets, you were told that the tablets were to prepare your body for the baby, the woman left you would make yourself vomit.
16. After a few weeks a female doctor who came to your room and inserted something inside your vagina. You are not sure what it was but it was painful and they told you that it would make you pregnant.
17. They instructed you to stay laying down for the rest of the evening. But as soon as they left the room you jumped up and down.
18. You stayed in this place for what felt like months. Every few weeks you would undergo the same visit from the doctor and every time you would jump up and down afterwards.
19. One day you were taken from there, you were told that you had to leave as you were not able to have a baby. They drove you to a quiet spot, it was dark and there was a forest. They pulled you from the car and you thought they were going to kill you, but they drove off and left you there.
20. You walked along the road through the night until you found a farm where you went for help.

4.4.3 The Differences Between Role Play A and B

1. You left your Aunt and sister with a man named Bo Lan and a woman named Sue Rhi to travel towards Keeto where you expected to work in a mobile phone factory.
2. You travelled in a pickup truck and they were very friendly to you/ quite quiet on the way to the capital city.
3. In the capital city you stayed at the Pedwar Royale Hotel and you were allowed to call your aunt.
4. The next day you travelled towards the border to go to Keeto. You heard Bo Lan/ Sue Rhi having an argument with someone on the phone but you could not understand what it was about as he was speaking in another language.
5. You drove to the Hotel Blue near the border, you shared a room with Sue Rhi/ Both of them. but you noticed that she did not sleep through the night/ they took it in turns to sleep. You felt nervous and did not sleep either.
6. At breakfast you were told that they would need to use a fake passport for you, you asked questions, they explained that it is because it would take time to arrange your visa and the work needs to start immediately/ You were too scared to ask questions. You became suspicious and called your aunt but then Bo Lan and Sue Rhi caught you on the phone and took your phone from you.
7. They threatened to hurt you and your aunt and sister / send someone to hurt your aunt and sister if you did not comply with them.
8. Once across the border you drove for about four hours/ eight hours, Bo and Sue did not talk to you for the whole four hours. You arrived at a big house in a rural area/ on the outskirts of the city which did not look like the mobile phone factory in the picture.

9. The house was blue/ green and had four large windows across both the downstairs and upstairs

10. You were met by two men and one woman/ one man and two women wearing white medical coats and escorted up some front steps, through a large lobby which was painted white and did not have any furniture or pictures in it. There was a staircase to the left of the lobby and you were taken up the staircase to a small room.

11. The room had a single bed in the right/ left hand corner and a toilet and sink in the left corner. In the centre of the back wall there was a small window with four vertical bars.

12. The woman with you gave you two tablets/ one tablet and glass of water and told you to take them, you asked why.

13. She explained that you had been selected to take part in a project to help people who could not have babies and that you were going to be made pregnant.

14. You felt scared and confused and told her that you did not want to be there but she told you to calm down and that you were privileged to have been chosen/ you had no choice. She told you that once you had had the baby you would be able to return to your aunt and be paid a lot of money to help your aunt and sister.

15. Every day the woman/ a different person visited you and brought you food and more tablets, she said/ you were told that the tablets were to prepare your body for the baby, every time the woman left you would make yourself vomit.

16. After a few weeks you were taken to a surgery room and made to lay down on a table while the woman and two male doctors/ a female doctor came to your room and inserted something inside your vagina. You are not sure what it was but it was painful and they told you that it would make you pregnant.
17. When you got back in the room, they instructed you to stay laying down for the rest of the evening. But as soon as they left the room you jumped up and down.
18. You stayed in this place for what felt like months. Every few weeks you would undergo the same visit to the doctor's surgery room/ visit from the doctor and every time you would jump up and down afterwards.
19. One day you were taken from there, nobody told you why, but you were driven by two men in plain black clothes who did not speak/ you were told that you had to leave as you were not able to have a baby. They drove you to a quiet spot, it was dark and there was a forest. They pulled you from the car and you thought they were going to kill you, but they drove off and left you there.
20. You walked along the road through the night until you found a farm where you went for help.

5.1.1 Action Planning Reflection Questions

1. What three key learning points are you going to take away from this training and try and implement in your work?

   a.

   b.

   c.

2. How do you intend to implement the key learning points you identified in the question above (provide time limits)?

3. What/ if any areas would you like to learn more about?

4. How do you plan on learning more about the areas you've identified in question 3?

UNODC
United Nations Office on Drugs and Crime

UN WOMEN

Regional Office for Southeast Asia and the Pacific
United Nations Building, 3rd floor B Block, Secretariat Building,
Raj Damnern Nok Avenue, Bangkok 10200, Thailand
Tel. (66-2) 288-2100 Fax. (66-2) 281-2129
Email: unodc-thailandfieldoffice@un.org
Website: http://www.unodc.org/southeastasiaandpacific
Twitter: @UNODC_SEAP

Regional Office for Asia and the Pacific
United Nations Building, 14th floor, Rajdamnern Nok Avenue,
Bangkok 10200, Thailand
Tel: +66 2 288 2093 Fax: +66 2 280 6030
Email: info.bangkok@unwomen.org
Website: https://asiapacific.unwomen.org/en
Facebook: https://www.facebook.com/unwomenasia/
Twitter: @unwomenasia