

LEARNING
RESOURCE



ADVANCED TRAINING COURSE

Facilitator's Guide

Advanced training for frontline
responders on gender sensitive and
victim-centred approaches to working
with victims of trafficking in persons



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The training modules include the E-learning Introductory Course and the Advanced Training Module on Gender-sensitive and Victim-centred Approaches for Frontliners in Trafficking-in Persons (TIP) as innovative approaches to provide better services to victims of TIP. The Introductory Training Course optimises the use of digital spaces to reach out to more learners in the ASEAN region while the Advanced Training Course aims to strengthen the service workforce, especially the frontliners providing services to trafficked persons, with improved capacities and competencies.

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1 Introduction

ASEAN Commission on the Promotion and Protection of the Rights of Women and Children (ACWC) and the ASEAN-Australia Counter Trafficking (ASEAN-ACT), with the support of the Australia Mission to ASEAN are working to implement a multi-year project (March 2021 to December 2022). The ACWC and ASEAN-ACT project focuses on enhancing the capacity of frontline responders in applying gender sensitive and victim-centred approaches when working with victims of trafficking.

2 Why was this training course developed?

While there is a plethora of training materials on victim identification and support at both regional and country levels, there is no training focused on gender sensitive and victim-centred approaches for frontline responders interacting with victims of trafficking in persons.

Frontline responders include professionals from diverse professional backgrounds with different levels of knowledge on gender sensitive and victim-centred approaches. The introductory eLearning course which provided a mandatory introduction to this training levelled the knowledge base and provided frontline responders an opportunity to form a shared understanding of what we mean by gender sensitive and victim-centred approaches.

This advanced training course is designed to provide frontline responders a further opportunity to acquire new skills and approaches, reflect on their own experiences and identify opportunities to apply gender sensitive and victim-centred approaches in their day-to-day work.

3 Who is the target audience?

Frontline responders including law enforcers, social workers, government officers, shelter staff, labor inspectors, healthcare workers, staff from civil society organisation and anyone who comes into direct contact with victims of trafficking. All learners will have already completed the introductory eLearning course on gender sensitive and victim-centred approaches in trafficking in persons.

4 How long is the training course?

Completing the entire face-to-face advanced training course will take 3-4 days. The course can be shortened to 1-2 days by tailoring or selecting the modules most relevant to learning needs of different learners. Module 1: Remembering key gender sensitive and victim centred concepts and approaches should be included in all customized courses because it provides a foundation for further modules.

5 What learning methodology is used in the training?

Applying an intersectionality lens

Intersectionality means diving deeper into the ways that gender, age, ethnicity, religion, social norms, economic status, employment, education, (dis)ability, age, political affiliation, and participation, and more intersect to shape a trafficking victim's experience of identification, protection, and recovery processes.

An intersectionality lens recognizes that there is no single experience or victim of trafficking in persons. An intersectionality lens appreciates that anyone can be trafficked regardless of their gender, ethnicity, class, religion, political affiliation, (dis)ability, education, immigration status and age.

At the same time, an intersectionality lens assesses how a person's identity(ies) can impact their experience of trafficking as well as their interactions with frontline responders during each stage of the identification, protection and recovery process. An intersectionality lens describes how different forms of discrimination and oppression, such as racism, sexism, and homophobia, interact depending on the different identities held by individuals or groups may shape the experiences of victims of trafficking in persons and how their cases are handled.

Gender consciousness raising or gender transformative learning

Learners are encouraged to be critical, open minded and able to demonstrate democratic values such as accountability, pluralism, tolerance, transparency, responsibility, respect, integrity, and curiosity.

Gender transformative learning might include activities focused on self-reflection, journaling, simulation, role play, problem-based learning, and practical application.

Gender transformative learning is described as learning that changes the way learners think about themselves and the world, and which involves a shift of consciousness. Through critical reflection, learning becomes "transformative", and, through dialogue with others, learners become self-aware, professionally, and personally developed, and sometimes empowered. To be effective, gender transformative learning is active and interactive by its nature. Gender transformative learning might include activities focused on self-reflection, journaling, simulation, role play, problem-based learning, and practical application.

A cornerstone of applying this approach to training on gender and victim sensitive approaches to trafficking in persons is to develop the learners' ability to identify culturally and politically sound solutions and to mitigate any potential risks facing women and victims of trafficking. Learners are encouraged to be critical, open minded and able to demonstrate democratic values such as accountability, pluralism, tolerance, transparency, responsibility, respect, integrity, and curiosity.

The approach does not assume that knowledge is simply made up of facts learnt from the outside, but instead provides a space for discussing notions of victimhood, feminism and masculinity while encouraging learners to examine how their own personal frames of reference influence their thinking, beliefs and actions. Activities and constructive dialogues will ensure the participation of all learners and their perspectives in the

Adult learners are not dependent on the training facilitator for all their learning, instead adult learners bring their own knowledge and experience to the training as well as acquiring knowledge from other learners.

The adult learner is self-directed, responsible for their own learning and the learning of their peers.

training. At the same time, gender transformational programming recognizes the importance of working with men to change their entrenched and often negative gender stereotypes, attitudes, and behaviors.

Adult learning

All learners are adults working as frontline responders. These learners will be looking to build their own individual capacity and will be attending the course as a professional development opportunity. Adult learners are not dependent on the training facilitator for all their learning, instead adult learners bring their own knowledge and experience to the training as well as acquiring knowledge from other learners.

The adult learner is self-directed, responsible for their own learning and the learning of their peers. Adult learners have a strong sense of what knowledge is relevant for their work and can assess their own knowledge gaps. The adult learner's orientation to learning is different, and learning is not just a process of acquiring prescribed knowledge, with content units sequenced according to the logic of the subject matter.

Learning has been adapted to the professional context of the frontline responders. Modules are organized around case studies and examples from real life situations of trafficking in persons rather than theoretical subject-matter units. Facilitators should work to motivate learners by building their self-esteem, recognizing their contributions, and highlighting the how the skills and knowledge they attain in the training can be applied and recognized at work.

Reflexive and action-oriented learning

Facilitators should encourage learners to develop more comprehensive **action plans** for applying gender sensitive and victim-centred approaches based on their actual work and cases.

Reflexive and action-oriented learning is about providing a space where learners can question, reflect on knowledge, and change their attitudes. This approach builds on the gender transformational and adult learning approaches as it requires learners to share and reflect on their own lives, attitudes, and experiences both professional and personal. Learners should be encouraged to share reflections, musings, or thoughts in several ways, through journaling, discussions, graphic representations and through the development of their own individual action plans. Facilitators should encourage learners to develop more comprehensive action plans for applying gender sensitive and victim-centred approaches based on their actual work and cases. Where possible facilitators can engage learners in planning the learning process, diagnosing their needs, defining their learning outcomes, designing, and conducting activities, and evaluating their progress.

6 What was covered in the introductory eLearning training?

The introductory training course provided an introduction on gender sensitive and victim-centred approaches, the legal basis for adopting gender sensitive and victim-centred approaches along with some practical examples of how to implement the approaches.

The key objective of the introductory eLearning training was to share a common understanding on what we mean by gender sensitive and victim-centred approaches and to raise their awareness about what they are already doing and what impacts (negative and positive) these can have on victims of trafficking.

To assist you the definitions and importance of gender sensitive and victim centred approaches is summarized in Module 1.

When determining how much introductory content to revise during Module 1 consider the following:

- how familiar learners are with gender sensitive and victim-centred approaches,
- how recently learners completed the eLearning course,
- how much information learners retained from the eLearning course according to pre/post-tests.

7 What is covered in the advanced training curriculum?

While the introductory eLearning course focused on improving awareness and understanding of the risks facing victims of trafficking and the fundamentals of gender sensitive and victim-centred concepts and approaches, the advanced training focuses on deepening knowledge and skills and the practical application of approaches.

This advanced training course will be developed as a three-day full-time face to face training course for groups up to a maximum of 20 frontline responders to ensure an interactive learning process.

The curriculum is structured around seven modules:

Module 1: Remembering gender sensitive and victim centred key concepts and approaches

Module 2: Victim identification and referral

Module 3: Reflection, recovery, and shelter

Module 4: Return and reintegration

Module 5: Medical, health and mental care

Module 6: Criminal justice process

Module 7: Self-care, partnerships and networking for frontline responders

Each module requires the learner to:

- ★ **Analyse:** This includes analysing, understanding, and recognising the relevance of a gender sensitive and victim centred approach at each stage of the protection and support process.
- ★ **Assess:** Learners will be provided with tools and skills needed to identify and assess the risks facing specific groups of victims during each stage of the protection and support process.
- ★ **Apply:** Learners will undertake practical exercises and activities which will allow them to reflect on what they are already doing in their work with victims of trafficking, adapt ways of working, and apply gender sensitive and victim centred approaches.



For example, in Module 2.

Learners will **analyse** the role they play in victim pre and identification and further analyse how common harms can impact the different stages of victim identification.

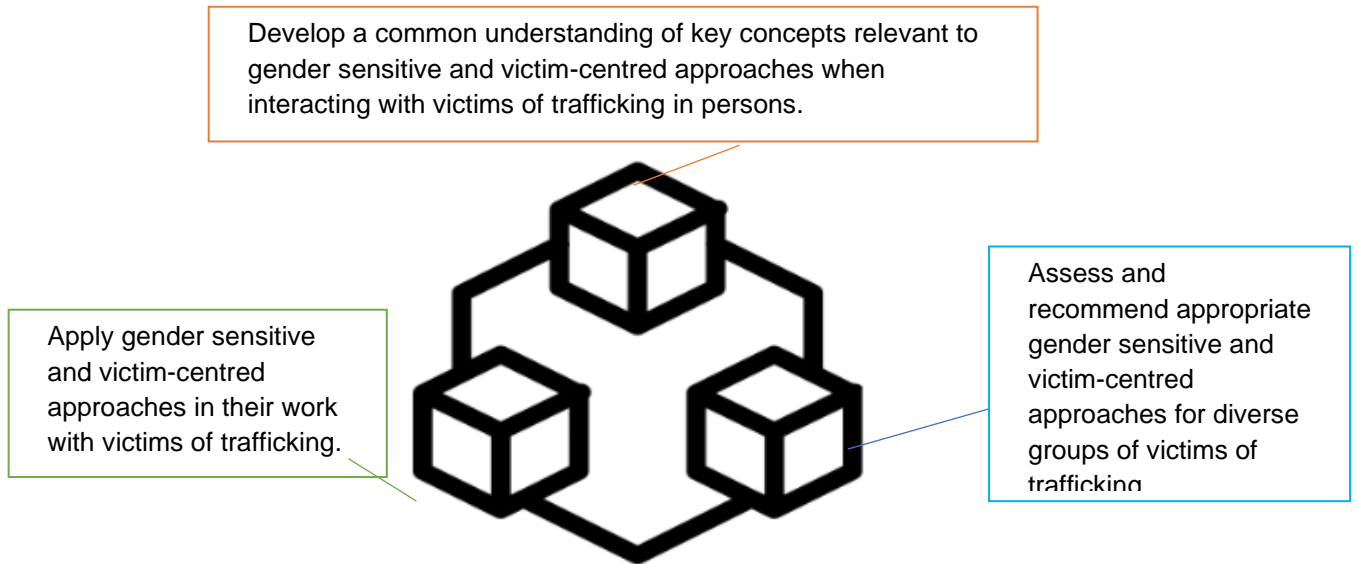
Learners will then **assess** the potential risks or harms facing different groups of victims.

Learners will then discuss which gender sensitive and victim-centred approaches are relevant to this module and **apply** what they have learned through case studies, scenarios or by building a plan on how they intend to change their ways of working.

8 What will learners achieve by completing the course successfully?

This training follows a progressive approach moving from awareness to action.

By the end of this course learners will:



9 How is this training package organized?

This training package includes the facilitator's guide and the training materials.

The training materials include seven advanced modules.

Each of the advanced modules is organized around the following structure:

1	2	3	4
Learning objectives	Course materials (slide deck and exercises)	Supplementary materials and activities	Quiz

Throughout the training materials the following icons will guide learners.



Skills



Reflections



Case studies



Key messages



Definition

10 Glossary of terms relevant to the training course

Child	Any person under the age of 18.
Child focused care	A developmentally, linguistically, and culturally appropriate approach for dealing with children; designed with their needs, abilities, and best interests in mind; and intended to reduce harm.
Civil society organisation	The organisation and institutions that represent communities and their interests outside governments. In the context of trafficking and related crimes, these include organisation that deliver social welfare services to trafficking victims, provide legal representations, represent presumed trafficking in persons victims and/or advocate for human rights, gender equality and other forms of inclusion.
Confidentiality	Frontline responders should keep the affairs and information of victims confidential except where disclosure is required during the victim assistance process or with the permission of the victim. In doing so, frontline responders should understand the difference between confidential information and general information and maintain victim confidentiality.
Culturally appropriate care	Refers to the provision of care that is attentive to the various ways people from diverse backgrounds experience and express illness and how they respond to care. It considers and respects their social, cultural, economic, ethnic, or linguistic backgrounds. ¹
Cultural competence / sensitivity	<p>Cultural competence is the process of recognizing, understanding, and listening to people from different cultures or belief systems without preconceived opinions, judgements, or prejudices.</p> <p>Cultural competence increases an individual's or organizations' ability to effectively provide services to diverse victims. The goal of acquiring gender and cultural competence for frontline responders is improved communication and interactions with victims of trafficking.</p> <p>Cultural competence skills include:</p> <ul style="list-style-type: none">• Becoming self-aware and reflecting on your own culture, and world view• Adopting a positive (or neutral) attitude towards cultural differences• Actively listening on respectful terms
Disability	Disability is an evolving concept and results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others. ²
Discrimination	Discrimination is the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, disability etc. The Convention on the Elimination of all forms of Discrimination Against Women

¹ IOM (2009). *Caring for Trafficked Persons, Guidance for Health Providers*. Geneva: IOM.

² Preamble of the Convention on the Rights of Persons with Disabilities.

(CEDAW) defines discrimination against women as ‘...any distinction, exclusion or restriction made based on sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment, or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.’

Do no harm

The Do No Harm approach recognizes that well-intended actions designed to help, or assist may end up causing harm.

It requires project / program managers and practitioners to assess the potential for harm of any proposed action. A risk assessment and management plan should be developed, in consultation with the affected individual/community, to help monitor and mitigate the potential harms.

Equality and inclusion

The set of principles aimed at ensuring that the rights of individuals are protected regardless of their ethnicity, age, gender, religion, disability, or migration status.

Frontline responders

Individuals, institutions/agencies, organisation delivering assistance to victims of trafficking, including but not limited to social, psychological, medical, legal, protection and livelihood, whether from government or non-government organisation.

Gender

Gender refers to the roles, behaviors, activities, and attributes that society at any given time considers appropriate for men and women. In addition to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, gender also refers to the relations between women and men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/time-specific and changeable.

Gender determines what is expected, allowed, and valued in a woman or a man in a particular context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities.

Gender is just one part of the broader socio-cultural context, alongside other important criteria for socio-cultural analysis including poverty levels, ethnicity, disability, sexual orientation, age, and geography.

Gender based violence (GBV)

GBV is an umbrella term for any harmful act that is perpetrated against a person’s will and that is based on socially ascribed (gender) differences between females and males. The nature and extent of specific types of GBV vary across cultures, countries, and regions. Examples include sexual violence, including sexual exploitation/abuse and forced prostitution; domestic violence; trafficking; forced/early marriage; harmful traditional practices such as female genital mutilation; honor killings; and widow inheritance. The United Nation’s General Assembly Declaration on the

Elimination of Violence Against Women (1993) defines violence against women as ‘any act of gender-based violence that results in or is likely to result in physical, sexual or psychological harm or suffering to women’ (Article 1). Since trafficking results in all these three kinds of harms, the declaration clearly lists trafficking as one of the forms of violence against women (Article 2).

Gender equality

This refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women’s issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a pre-condition for, and indicator of, sustainable people-centred development.

Gender norms

Gender norms are ideas about how men and women should be and act. We internalize and learn these ‘rules’ early in life. This sets-up a lifecycle of gender socialization and stereotyping. Put another way, gender norms are the standards and expectations to which identity generally conforms, within a range that defines a particular society, culture, and community at that point in time.

Gender roles

Gender roles refer to social and behavioral norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex. These often determine the traditional responsibilities and tasks assigned to men, women, boys, and girls (see gender division of labor). Gender-specific roles are often conditioned by household structure, access to resources, specific impacts of the global economy, occurrence of conflict or disaster, and other locally relevant factors such as ecological conditions. Like gender itself, gender roles can evolve over time through the empowerment of women and transformation of masculinities.

Gender sensitive

All stakeholders should be aware and respectful of the rights and the special concerns and needs of women and girls, to provide proper services to them. All stakeholders should also determine the gender of the victim to provide appropriate support and services such as health care, interviews, safe shelters, etc.

Human rights

Human rights are commonly understood as being those rights which are inherent to the human being. The concept of human rights acknowledges that every single human being is entitled to enjoy his or her human rights without distinction as to gender, race, color, language, religion, political or other opinion, national or social origin, property, birth, or other status. Human rights are legally guaranteed by human rights law, protecting individuals and groups against actions which interfere with fundamental freedoms and human dignity. They are expressed in treaties, customary international law, bodies of principles and other sources of law. Human rights law places an obligation on States to act in a particular way and prohibits States from engaging in

specified activities. All human rights and instruments that concern them apply equally to men and women. In addition, the CEDAW has specified and complemented some of them from the perspective of women's rights.

Human Rights Based Approach (HRBA)

A human rights-based approach entails consciously and systematically paying attention to human rights in all aspects of program development. The objective of the HRBA is to empower people (rights-holders) to realize their rights and strengthen the State (duty-bearers) to comply with their human rights obligations and duties.

States' obligations to human rights require them to respect, protect and fulfil women's and girls' rights, along with the rights of men and boys. A human rights-based approach (HRBA) to gender issues uncovers how human rights issues affect women and men differently and how power relations and gender-based discriminations affect the effective enjoyment of rights by all human beings.

Ideal victim

An ideal victim takes a narrow definition of who is a victim of crime. The ideal victim is accepted by society as a legitimate victim. Ideal victims are more likely to ask for help and are more likely to receive help because ideal victims generate the most sympathy from society.

This notion of the ideal victim is grounded in gender norms and simplistic ideas about trafficking in persons crime. For example, the ideal victim conforms with our understanding of men's and women's roles in society. Personality traits commonly ascribed to women and women's perceived sexual powerlessness make them an ideal victim, while personality traits commonly ascribed to males and masculinities overlook men as victims of trafficking in persons.

The ideal victim is typically the victim who is highly visible and who gains legitimacy as a "real victim" of trafficking in persons. Sometimes trafficking victims who do not fit the ideal victim may go unassisted or worse, they can be wrongly perceived by frontline responders as perpetrators or criminals.

Informed assent

Legally children are not able to give consent until the age of 18. Informed assent means a child's agreement in circumstances where he or she is not legally authorized or lacks sufficient understanding for giving consent competently. The parents, guardian or medical professional of a child participant are fully informed and able to give consent on behalf of a child.

Informed consent

Informed consent relates to each victim being able to make a choice based on all available facts, freely and voluntarily.

Intergenerational trauma

The effects of trauma can last years, especially if it has not been acknowledged and treated. Sometimes, trauma can be passed on through the generations. For example, a mother who was a victim of trauma may pass on that trauma to her child.

Intersectionality

Intersectionality is an analytical framework to support understanding that everyone has their own unique experiences of discrimination and oppression and that a person's gender, race, class, physical ability, age, and other

factors can intersect or overlap to increase disadvantage, vulnerability, and discrimination.

An intersectionality framework can be used to help frontline responders understand how some victims or social groups face more than one form of vulnerability. For example, taking time to learn about the background of an adolescent boy trafficked by his family into sex work can help frontline responders to identify him as a victim of trafficking, as well as assist in determining his medical and mental healthcare needs and whether he can be returned to his community of origin.

Persons with disabilities	Include those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. ³
Post-traumatic stress disorder (PTSD)	PTSD can occur immediately after a traumatic event, or it may show up years later. People experience trauma differently and the triggers are also different from one person to the next. Victims of trafficking may experience PTSD because of their experience; however, sometimes frontline responders may be dealing with their own past traumas, abuse, neglect, discrimination, or violence. Frontline responders who are affected by past trauma may suffer from post-traumatic stress disorder (PTSD) or may acquire symptoms of vicarious trauma after interacting with victims of trafficking.
Power	Power refers to the ability to control people or events. In terms of trafficking in persons the abuse of power is often referred to when describing a perpetrator's control over a victim, however, unequal power relations (due to authority gender, socio-economic status, migrant status, age, education etc.) also exist between victims and frontline responders.
Respect and Dignity	The human rights of the victim should be respected throughout the victim assistance process, and the victims shall be recognized as individuals (regardless of gender orientation and preferences, age, race, ethnicity, religion, nationality, disability, or past experiences).
Restitution and compensation	Provides a way to offset some of the harm done to the victim and to provide a socially constructive way for the offender to be held accountable, while offering the greatest possible scope for rehabilitation. ⁴ It includes the return of property or payment for the harm or loss suffered, reimbursement of expenses incurred because of the victimization, the provision of services and the restoration of rights. ⁵ When restitution is paid by the offender, States should also endeavor to provide financial compensation through a national fund for victim compensation.
Re-traumatization	An instance where a victim re-experiences the trauma of their trafficking experience.

³ Article 1 of the Convention on the Rights of Persons with Disabilities.

⁴ UNODC (1999). *Handbook on Justice for Victims: On the use and application of the Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power*. New York: UNODC.

⁵ United Nations Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power. General Assembly resolution 40/34. 29 November 1985. See <https://analys.ohchr.org/en/instruments-mechanisms/instruments/declaration-basic-principles-justice-victims-crime-and-abuse>

Revictimization	Revictimization refers to victimization that takes place at multiple points in time. For victims of trafficking, revictimization can occur at any time from identification to reintegration when victims are interacting (being interviewed, being sheltered, undergoing a medical check, being assessed for reintegration or recovery programs or participating in the court process).
Right to justice	Each victim should have a right to just treatment and to access to justice, based on prevailing national legislations.
Social Inclusion / Exclusion	Social inclusion is the process of improving the terms on which individuals and groups take part in society—improving the ability, opportunity, and dignity of those disadvantaged (socially excluded) based on their identity.
Stereotypes	<p>Stereotypes are:</p> <ul style="list-style-type: none"> • simplistic generalizations about a person, culture, or a group • a way of imposing attributes, behaviors, concepts, and characteristics • prevalent in images, songs, myths, stories, media representations, attitudes, or beliefs • always discriminatory because it is based on preconceived perceptions <p>There are five common types of stereotypes:</p> <ul style="list-style-type: none"> • Individual stereotypes • Gender stereotypes • Cultural stereotypes • Racial stereotypes • Sexual stereotypes
Stockholm syndrome	Stockholm syndrome in the context of trafficking in persons refers to a situation when a victim forms an emotional or psychological bond with the trafficker during their exploitation. Stockholm syndrome impairs the victim's perception of the trafficker as a criminal.
Substantive Equality	<p>The CEDAW Convention promotes substantive equality and consolidates two central approaches to equality:⁶</p> <ul style="list-style-type: none"> • Equality of opportunity in terms and access to the resources of a country, to be secured by a framework of laws and policies, and supported by institutions and mechanisms for their operation. • Equality of results upon access and opportunity, toward achieving real change for women. State parties to CEDAW have a responsibility to ensure the practical realisation of rights, and are thus obliged to show results <p>The concept of substantive equality arose out of the recognition that formal equality may not be sufficient to ensure that women enjoy the same rights as men.</p>
Trafficking in persons	"Trafficking in persons" shall mean the recruitment, transportation, transfer, harboring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another

⁶ <https://cedaw.iwraw-ap.org/cedaw/cedaw-principles/cedaw-principles-overview/substantive-equality/>

person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labor or services, slavery, or practices like slavery, servitude, or the removal of organs.

The consent of a victim of trafficking in persons to the intended exploitation should be irrelevant where any of the means has been used.

The recruitment, transportation, transfer, harboring or receipt of child for the purpose of exploitation shall be considered “trafficking in persons” even if this does not involve any of the means.

Trauma informed care

“Trauma” means experiences that threaten to overwhelm us. But it also refers to the effects those experiences have on a victim’s body, mind, and nervous systems.

Trauma informed care is not about performing a single technique or checklist. It requires:

- Realizing how trauma affects people differently
- Recognizing and paying constant attention to the signs of trauma
- Responding to the trauma with empathy, compassion and understanding
- Avoiding retraumatization and revictimization

Victim of trafficking

Any person identified / identifying as a trafficked person regardless of gender, age, ethnicity, legal status and other social status.

Victim centred approach

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

Victim oriented approach

A victim-centred approach seeks to minimize retraumatization and revictimization 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.

Vulnerability

Vulnerability refers to a situation in which the person concerned has no real or acceptable alternative but to submit to the abuse involved. Vulnerability is any state of hardship in which a human being is impelled to accept being exploited.” This hardship includes physical, psychological, social, or economic hardship in which a human being is impelled to accept being exploited.⁷ The situation might, for example, involve insecurity or illegality of the victim’s administrative status, economic dependence, or fragile health. In short, the situation can be any state of hardship in which a human being is impelled to accept being exploited. Vulnerability in trafficking in persons is typically used to refer to those inherent, environmental, or contextual factors that increase the susceptibility of an individual or group to being trafficked.⁸

Witness

Any person who may include the victim, who has knowledge of a relevant event in the trafficking case.

⁷ Explanatory Report to the council of Europe Convention on Action against Trafficking in Human beings Warsaw, 16.V.(2005) <https://rm.coe.int/16800d3812>

⁸ UNODC (2013) Issues paper Abuse of a position of vulnerability and other “means” within the definition of trafficking in persons, New York, p.13. https://analys.unodc.org/documents/human-trafficking/2012/UNODC_2012_Issue_Paper_-_Abuse_of_a_Position_of_Vulnerability.pdf

11 Tool 1: Preparing a facilitation plan

Use the following template to prepare a facilitation plan before the training.

This checklist and “running sheet” will ensure that the training is well planned and goes smoothly.

Training title	
List modules to be included	<ul style="list-style-type: none"> <input type="checkbox"/> Module 1: Remembering key gender sensitive and victim centred concepts and approaches <input type="checkbox"/> Module 2: Victim identification and referral <input type="checkbox"/> Module 3: Reflection, recovery and shelter <input type="checkbox"/> Module 4: Return and reintegration <input type="checkbox"/> Module 5: Medical, health and mental care <input type="checkbox"/> Module 6: Criminal justice process <input type="checkbox"/> Module 7: Self-care, partnerships and networking for frontline responders
Date and Time	
Location and venue	<ul style="list-style-type: none"> <input type="checkbox"/> The venue selected is geographically accessible. <input type="checkbox"/> The venue has nearby accommodation. <input type="checkbox"/> The layout of the room facilitates discussion, break out groups and stretching. <input type="checkbox"/> There is natural light in the venue. <input type="checkbox"/> There is a board or posters for taking notes and brain storming. <input type="checkbox"/> There is audio visual equipment available.
Learners	<ul style="list-style-type: none"> <input type="checkbox"/> A description of learners (including their common backgrounds) is available. <input type="checkbox"/> All learners have completed the prerequisite introductory eLearning course. <input type="checkbox"/> No more than 20 learners have been included. <input type="checkbox"/> Participant list has been shared with facilitators.
Facilitators and speakers	<ul style="list-style-type: none"> <input type="checkbox"/> A description of facilitators and speakers is available and includes a description of what sessions they will lead. <input type="checkbox"/> A list of facilitators and speakers has been made available to participants.
Materials and documents	<p>Documents for facilitators:</p> <ul style="list-style-type: none"> <input type="checkbox"/> PowerPoint slides- Main deck and PPT presentations <input type="checkbox"/> Pre-recorded videos

	<input type="checkbox"/> Template for break out group discussions <input type="checkbox"/> Facilitation plan <input type="checkbox"/> Annotated agenda <input type="checkbox"/> Agenda <input type="checkbox"/> Description of activities / exercises <input type="checkbox"/> Copy of presentations <input type="checkbox"/> Participant List Documents for participants: <input type="checkbox"/> Agenda <input type="checkbox"/> Introduction or concept note <input type="checkbox"/> Copy of presentations <input type="checkbox"/> Printouts for activities as required			
Before you begin - checklist	<input type="checkbox"/> Meeting venue and breakout rooms <input type="checkbox"/> Participant list <input type="checkbox"/> Agenda <input type="checkbox"/> Annotated agenda <input type="checkbox"/> Facilitation plan <input type="checkbox"/> Presentations <input type="checkbox"/> Translation service tested	<input type="checkbox"/> Copy of presentations <input type="checkbox"/> Sound system tested <input type="checkbox"/> Online presentation platform tested if required <input type="checkbox"/> Presentation laptop tested <input type="checkbox"/> Projection tested <input type="checkbox"/> Participant pack <input type="checkbox"/> Camera/Video camcorder <input type="checkbox"/> If using actors for role plays hire these (remember do not use children in role plays)	<input type="checkbox"/> Pre-meeting <input type="checkbox"/> Co-chair briefing (if relevant) <input type="checkbox"/> Name tags <input type="checkbox"/> Minute-taker templates <input type="checkbox"/> Directory and printed copy <input type="checkbox"/> Table AMS flags (if required) <input type="checkbox"/> Registration table <input type="checkbox"/> Attendance sheet <input type="checkbox"/> Refreshments / meals are available <input type="checkbox"/> Accommodation is arranged (if required) <input type="checkbox"/> Certificates for participation have been arranged	<input type="checkbox"/> Opening / closing remarks of Co-chairs <input type="checkbox"/> House rules video <input type="checkbox"/> Posters / paper <input type="checkbox"/> Print outs for activities <input type="checkbox"/> Markers <input type="checkbox"/> Timer <input type="checkbox"/> Thank-you-for-attending clip
Annotated agenda	Timing for each session	Add a description of each session Include as much information as possible including equipment and materials needed.		
Session 1.				
Session 2.				
Session 3.				
Etc.				

12 Tool 2: How to adapt the training materials for specific countries

- ✓ Find local examples such as case studies, media and new articles, videos to include in the course.
- ✓ Invite local experts and survivors to participate as guest speakers.
- ✓ Research local laws and commitments to gender sensitive and victim-centred approaches.

13 Tool 3: Conducting pre and post tests

- **Pre and post tests** can be useful to understand how much a participant already knows and to gauge what they have learned. It is a good idea to use the same test at the beginning and at the end of the training.
- **You can use the quizzes in the training materials** (introductory and advanced) as a basis for creating pre and post-tests. Check the quizzes to ensure that you only include questions that are relevant to the content that was included in the training.
- **Keep the tests short.** No more than 10 minutes long or 10 questions. Use the results of the tests for monitoring and evaluation purposes. You can adapt training based on the results of the test. For example, if you have a group that is less familiar with a certain topic you can deliver more examples on this topic.
- **You can administer pre-tests on the first day of the training and post tests on the last day** of the training once all content has been shared.
- **A pre and post-test is different to obtaining feedback on the training.** Feedback or a training evaluation seeks to assess the effectiveness of the facilitation, methodology, contents and how the materials were presented. Pre and post-tests focus on knowledge acquired.

14 Tool 4: How to obtain and receive feedback from learners

You can obtain feedback from learners through conversations, formal feedback sheets or discussion sessions. The following questions can be used as a guide:

1. Were the training objectives clearly defined?
2. Were the topics covered relevant to you?
3. Will the training help you in your day-to-day work?
4. Was the training well structured?
5. Do you think the course was easy to progress through?
6. Did you have enough time allocated to complete the training?
7. Was the training interactive enough?
8. What would you change about the training?
9. How would you rate the training overall?
10. What lessons will you be able to apply to your work?

15 Tool 5: Pre and post test

Pre-test

- Gender sensitive and victim centred approaches are important for frontline responders because they:
 - Engage all victims of trafficking in decision-making processes related to their support and protection
 - Prioritise the safety, confidentiality, and anonymity of all victims
 - Provide support to victims regardless of their age, migrant status, gender, or sexual orientation, financial situation, or willingness to cooperate with legal processes
 - Promote the freedom of movement, non-criminalisation, and non-detention of victims.
 - All of the above
- Outcomes of applying a gender sensitive and victim centred approach include:
 - Victims of trafficking will remain hidden in society and can avoid identification.
 - Victim protection and support measures will better meet the practical and strategic, needs of specific groups
 - Victims will be more likely to cooperate with the criminal justice processes
 - A, B and C
 - B and C only
- Which of the following is NOT a gender sensitive or victim centred approach?
 - Application of the do no harm principle
 - Improving cultural competence
 - Mandatory detention of all victims
 - Recognising trauma and knowing when to provide trauma informed care
 - Assessing the needs and vulnerabilities of diverse groups of victims
- The ACTIP states that a victim's safety should be considered when returning a victim to their point of origin.
 - True
 - False
- What do we mean by an "ideal victim?"
 - A victim who cooperates with frontline responders
 - A victim who is a young female
 - A victim who agrees to participate in the criminal justice process
 - A victim who fits society's expectations and assumptions of what a legitimate victim looks like.
 - A victim who is also a perpetrator
- Why is it important for frontline officers to improve their cultural competence?
 - Assists in breaking down power relations between victims and frontline officers

- B) Improves communications
- C) Builds rapport with victims
- D) Increases evidence-based decision making (not decisions made using assumptions)
- E) All of the above

7. Why is an intersectionality framework useful in understanding victims of trafficking?

- A) Recognises that all trafficking experiences are the same.
- B) Considers how racism, sexism, and homophobia can increase the vulnerability of a victim of trafficking.
- C) Encourages a deep understanding and analysis of how a victim's different identities can increase their vulnerabilities or shape experiences.
- D) B and C
- E) All of the above

8. Which of the following is NOT an important reason for frontline responders to be proactive bystanders?

- A) Proactive bystanders can minimise harm or retraumatisation of victims of trafficking.
- B) Proactive bystanders are more likely to be promoted to more senior roles.
- C) Proactive bystanders play a role in challenging bullying, risky or discriminatory behaviour or comments.
- D) Proactive bystanders play a role in upholding victim's centred.

9. Which of the following is NOT one of the trauma informed care principles:

- A) Safety
- B) Trustworthy and transparent
- C) Suspicion and curiosity
- D) Collaboration and mutuality
- E) Empowerment and choice

10. Which of the following is NOT related to the application of a trauma informed care approach?

- A) Realising how trauma affects people differently
- B) Recognising and paying constant attention to the signs of trauma
- C) Telling the victim they are suffering from trauma and asking them to fix it
- D) Responding to the trauma with empathy, compassion and understanding
- E) Avoiding retraumatization of the victim (or the frontline responder)

Post test

1. An intersectional lens is useful to understand the multiple identities of a victim of trafficking.
 - A. True
 - B. False
2. A victim's willingness to access protection and support services may be determined by their:
 - A. Age
 - B. Gender
 - C. Ethnicity
 - D. Ability
 - E. All the above
2. Frontline responders can avoid further harm by:
 - A. Obtaining informed consent
 - B. Ensuring confidentiality
 - C. Prioritizing safety
 - D. Discriminating
 - E. Judging a victim
 - F. All the above
 - G. A,B,C
3. Which of the following statements is FALSE?
 - A. Shelter need to limit victim's movement and be locked to ensure that victims are available to attend court proceeding at short notice.
 - B. Obtain written consent of victims upon entry to a shelter and at regular intervals thereafter.
 - C. Give victims time to decided what they want to do (reflection period)
 - D. Explore alternatives to shelter through community-based care
4. Which of the following statements is FALSE?
 - A) Persons with disabilities cannot have a reflection period because they will forget about their experience and not be able to assist law enforcement.
 - B) Shelters may not provide the necessary facilities and support for persons with disabilities, such as infrastructure adapted to the physical need of persons with disabilities, while people with psychological disabilities may not be provided with the necessary specialized support and assistance.
 - C) Persons with disabilities should be considered a vulnerable group and provided with specific support.

5. Which of the following is not a consideration when reintegrating a victim of trafficking?
- a. Safety
 - b. Consent
 - c. Access to support services
 - d. Social networks
 - e. Economic status
 - f. Continuity of care
 - g. None of the above
6. Which of the following does NOT describe gender sensitive or victim centred approaches to reintegration?
- A. integrated and/or coordinated
 - B. self-determined
 - C. individually tailored to provide individual care
 - D. low cost
 - E. case management focused
 - F. future orientated
7. Which of the following can be considered as a gender sensitive or victim centred approach?
- A. Presumed Victim Video testimonials
 - B. Victim witness statements
 - C. Legal counselling provided
 - D. Victim witness coordinator or victim advocate accompanied/support
 - E. Victim compensation granted
 - F. Available trained interpreter
 - G. Legal aid assistance provided
 - H. All the above
8. Legal counselling is an effective gender sensitive and victim sensitive approach because it can
- a. Demystify the court process and language
 - b. Prepare victims for what to expect in court by providing a walk through
 - c. Guide victims on how to prepare their witness statements
 - d. Minimize the chance a victim has of facing their perpetrator
 - e. Minimize the chance of the victim being retraumatized
 - f. Minimize the chance of a victim dropping out of the court process
 - g. All the above

9. Which of the following is NOT a gender sensitive or victim sensitive approach when interacting with child victims of trafficking in persons?
- h. Having an advocate accompanying the child during testimony
 - i. Closing the court to media
 - j. Court proceedings that are only open to the child victim, perpetrator, legal representation, and judge (no others present)
 - k. Video or pre-recorded testimonials
 - l. All the above

10. Self-care is defined as:

When a victim looks after their own health and social care needs.

- A) Aspects related to our health or illness.
- B) A patient having the choice and independence to choose a treatment.
- C) Behaviors to sustain positive living and promote health (including mental health), based on practical measures and expertise from skilled and non-skilled experiences.
- D) Actions people take for themselves to establish and maintain health, prevent, and deal with illness.

