



# **HUMAN TRAFFICKING - OUR RESPONSE**

*Manual for peer education*



This Manual was jointly prepared by ASTRA (Anti Trafficking Action) and Red Cross of Serbia. Its publication is supported by the Danish Red Cross, the Red Cross of Norway and the Ministry of Foreign Affairs of Norway.



## FOREWORD

The Red Cross is a volunteer organization, and educated young volunteers are hence those who carry out many programs implemented by the Red Cross in accordance with community needs. The Red Cross organization adjusts to changes in society and attempts to respond adequately to the needs of its beneficiaries, and experience has proven that young people are incredibly successful in adapting to all new developments and changes.

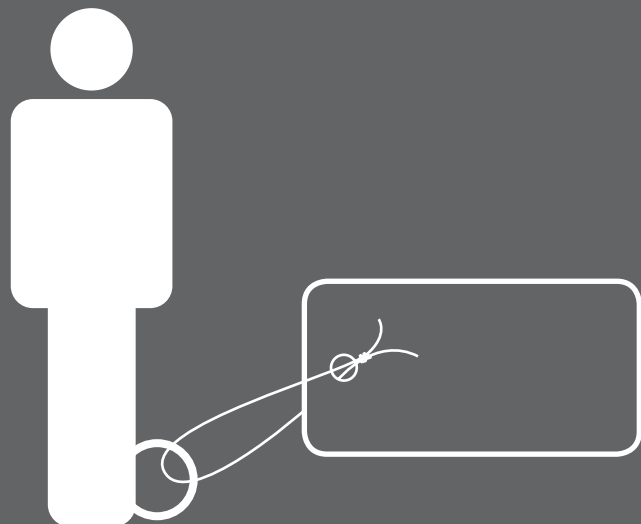
In many European countries, the Red Cross has initiated the engagement of young people in receiving and spreading knowledge on combating human trafficking. Bearing in mind that young people are a group potentially most at risk, it is important to provide them with basic knowledge on the issue of human trafficking and to include them in the team fight against this nasty phenomenon.

With an eye turned toward youth education, Red Cross of Serbia, assisted by the expertise of local NGO ASTRA, who has been successfully dealing with human trafficking prevention for years through its education programs, has created a manual for Red Cross youth volunteers. The Manual is designed to offer young people basic knowledge on the human trafficking issue which trainers will then pass on through "peer education" to primary and secondary school pupils and the Red Cross volunteers.

Although human trafficking prevention is a new program of Red Cross of Serbia, it should be noted that other national Red Cross Societies in neighboring countries (Croatian Red Cross, Bulgarian Red Cross...) and worldwide have been successfully dealing with trafficking victims/survivors, as an activity that falls under the Red Cross priorities of health and community care through prevention and education.

We truly hope and expect you will use knowledge you acquired from this Manual to acquaint your peers with the human trafficking issue and at the same time warn them of dangers this phenomenon brings. Through this work, you will become a part of one big international family, composed of the national Red Cross / Red Crescent which work on programs aimed at preventing human trafficking or reducing growth in the number of victims. At the same time you will have the opportunity to affirm once again, through your humanitarian work, Seven Fundamental Principles of Red Cross and Red Crescent Movement, that is: humanity, impartiality, neutrality, independence, universality, voluntary service and unity.

### *Your Red Cross*



# Fundamental Principles Of The Red Cross And Red Crescent Movement

## HUMANITY

The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavors, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and ensure respect for the human being. It promotes mutual understanding, friendship, co-operation and lasting peace amongst all people.

## IMPARTIALITY

It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavors to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

## NEUTRALITY

In order to continue to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

## INDEPENDENCE

The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

## VOLUNTARY SERVICE

It is a voluntary relief movement not prompted in any manner by desire for gain.

## UNITY

There can be only one Red Cross or Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

## UNIVERSALITY

The International Red Cross and Red Crescent Movement, in which all Societies have equal status and share equal responsibilities and duties in helping each other, is worldwide.

## INTRODUCTION

Following the positive response to the peer education manual "Human Trafficking – Our Response" and workshops which ASTRA based on this manual intended for the youth of the Red Cross of Serbia, we decided to translate and adapt it so that it could be used anywhere in Europe, as well as worldwide. We hope you will find in this Manual useful and applicable information on the phenomenon known as trafficking in human beings, human trafficking or trafficking in people. When you read the Manual, bear in mind that although names of persons who we talk about as trafficked victims and their personal data are changed, their destinies, unfortunately, are neither changed nor made up. Everything we write about in the Manual is happening all around us. Although at times it may seem exaggerated, unbelievable or like something that could not happen to you or to young people you know, it is a part of our reality.

The Manual is designed to offer you basic information on human trafficking and is to be used as a tool to assist your future work with young people. Here you will find basic information on running a workshop (if you already know how, sorry). This section also includes several suggested workshop ideas.



# SO, LET US BEGIN.....



## Part One

### **What is human trafficking?**

Human trafficking is a serious social problem because it poses a very large threat to fundamental human rights – right to life, to free movement, right to be free of torture... Human trafficking as a phenomenon has complete disregard for any human rights. As a result of growing globalization<sup>1</sup> at different levels, human trafficking has become a global problem. This problem equally hits:

- a) countries in political and economic transition<sup>2</sup> and countries torn by war (we call them also **the countries of origin** when human trafficking is concerned), and
- b) economically developed countries (which at the same time appear as **transit countries** and **the countries of destination/destination countries**).

Although the majority of countries today claim that human rights and freedoms are fully observed there, the phenomenon of slavery has not disappeared yet – it still exists in the 21st Century. Millions of women and children, but also men, are forced into prostitution, domestic service, work on plantations, begging and other forms of coercion. People are trafficked within the borders of one country (**internal human trafficking**), but also inter-continently (**transnational human trafficking**), and therefore all countries are facing this serious problem.

International organizations possess different data on the number of persons who fall victim to trafficking every year and on the profits generated from this criminal activity:

- According to the United Nations, 700,000 women, children and men end up in human trafficking every year.
- *The US State Department* estimates that 900,000 women, children and men fall victim to trafficking every year (20,000 of whom are within the US territory).
- Other surveys claim that 27 million people today are in servitude, 8 million of whom are children (as many as 20,000 children from Cote D'Ivoire).
- Human trafficking is one of the three most profitable criminal activities (besides trafficking in drugs and arms). Profits gained through human trafficking are estimated at 7-60 billion US dollars, and according to some estimates, up to 507 billion US dollars a year.

Socioeconomic factors largely influence the amount of trafficking that occurs within a country. However, it is driven by organized criminal groups who communicate very easily through “the language of profits”, while human beings are treated simply like “talking objects”.

Human trafficking carries a variety of exploitative goals, making it an international, organized criminal phenomenon which has severe consequences on the security, welfare and human rights of its victims. Human trafficking, especially for the purpose of sexual exploitation, is a “high profit-low risk” criminal activity that takes away the quality of life, and in some cases the very life of its victims. This is modern-day slavery, whose victims are often women and girls. In many cases, physical and mental injuries inflicted on the victims of human trafficking are so severe and permanent that their full physical and mental recovery becomes impossible.

All relevant international indicators also show that the number of child victims is rising significantly.

<sup>1</sup> A process through which the experiences of everyday life, marked by the expansion of items and ideas, become standardized across the world. Factors which have contributed to globalization include increasingly fine communication and transportation technologies and services, mass migrations and the level of economic activity which spread beyond national markets.

<sup>2</sup> Transition is a process of building functional democratic institutions and market-oriented economy in one society.

**Part One**

Forms of human trafficking:

- sexual exploitation,
- forced labour or services,
- slavery or practices similar to slavery,
- servitude,
- removal of organs.

When we speak of human trafficking, the concepts of human trafficking and people smuggling are often confused and treated as the same phenomenon. It is important that you understand the difference between these terms:

HUMAN TRAFFICKING	PEOPLE SMUGGLING
It may be international and internal	It always involves crossing the state border (it is always of international character).
It involves threat or use of force or other forms of coercion, of abduction, of fraud...	There is consent by persons who are smuggled.
Crime against person	Crime against state
Objective: exploitation of victim	Objective: material gain, no intention of exploitation.

Many people also make mistake and confuse human trafficking with prostitution. Again, it is important that you understand the difference between the two concepts.

HUMAN TRAFFICKING	PROSTITUTION
This always implies a slavery relationship – victim is owned by person who bought her/him.	Person practicing prostitution may dispose of his/her body and earnings.
Victim does not have the freedom of movement.	Person practicing prostitution has the freedom of movement.
Victim does not have the freedom of decision making.	Person practicing prostitution can decide whether he/she will continue with it or not.
Sexual exploitation is only one form of exploitation of trafficked victims.	It may, but need not, involve various forms of coercion and exploitation.

Human trafficking is a very old phenomenon. In Europe, its origins date back to ancient times, to Greek



**For Reflection**

1. What factors do you think make countries in transition and developing and undeveloped countries (on one side), and developed countries (on the other side) convenient territories for human trafficking?
2. It is said that human trafficking is “high profit-low risk” criminal activity. What does this mean to you?
3. Is your country a country of destination, transit or origin?
4. Can you identify examples of internal human trafficking in your country?

**Part One**



**And now a bit of history...**

and Roman civilization; it existed in The Middle Ages, too. Human trafficking has roots in colonization. Organized networks of human traffickers existed as early as the 19th Century, when this phenomenon first became subject to serious debate, termed as “white slavery”. At that time, classical slavery still existed in many countries in one way or another, and often the only form of slavery which was socially condemned and considered to be criminal activity was trafficking in white people. Today we know that human trafficking equally affects all people, regardless of their racial origin, and therefore the use of this old term is no longer considered correct.

In the 20th Century, several international conventions addressing human trafficking were adopted. Yet, only the UN Convention against Transnational Organized Crime, with the Protocol to Prevent, Suppress and Punish Trafficking in Human Beings, especially women and Children and the Protocol against the Smuggling of Migrants (2000) the<sup>3</sup>, has provided stable grounds for combating human trafficking in all UN member countries.

**Why is it important to regulate this issue by law?**

<sup>3</sup> The Convention was adopted by resolution A/RES/55/25 of 15 November 2000 at the fifty-fifth session of the General Assembly of the United Nations.

When people in conflict are being subjected to abuse, in any form and for any purpose, a resolution is often needed, especially where there is a violation of human rights (inalienable rights that we all receive from the moment of birth). Since ancient times, people have designed laws to guide and to help them regulate relationships more justly and clearly, and to set punishments for those who break laws and violate people's rights and freedoms. Thus, it was necessary to set forth punishments for human trafficking. In the text below, you will find the most important information on laws governing human trafficking.

This Convention made it possible to set common standards for defining human trafficking which could then be incorporated in the national legislation of every country. By signing and ratifying<sup>4</sup> it, countries assume all obligations arising from the Convention.

### Definition of human trafficking

According to UN Convention against Transnational Organized Crime, under Article 3 of the Protocol to Prevent, Suppress and Punish Trafficking in Human Beings, especially Women and Children, **human trafficking** is defined as follows:

*(a) "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 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 labour or services, slavery or practices similar to slavery, servitude or the removal of organs.*

It is important to know that, according to Article 3b of this document, "the consent of a victim of trafficking in persons to the intended exploitation set forth in subparagraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used"; that is, it does not diminish accountability of those persons who committed human trafficking.

Also importantly, "a child" shall mean any person under eighteen years of age.

The Council of Europe has adopted the Convention on Action against Trafficking in Human Beings<sup>5</sup> in which human trafficking is defined in Article 4a:

*(a) "Trafficking in human beings" 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 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 labour or services, slavery or practices similar to slavery, servitude or the removal of organs.*

Identical to the definition offered in the Palermo Protocol, the consent of a victim of "trafficking in human beings" to the intended exploitation shall be irrelevant, while "a child" shall mean any person

<sup>4</sup> Originally: to confirm, approve, agree, adopt later. In international law: confirmation of an international agreement made by the highest authority of the country which delegates previously signed the agreement; in this way, the agreement becomes fully valid, i.e. binding for the country which ratified it.

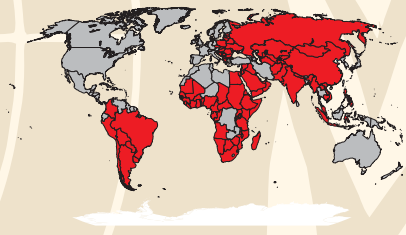
<sup>5</sup> The Council of Europe Convention on Action against Trafficking in Human Beings (CETS N° 197) was adopted by the Committee of Ministers on 3 May 2005 and opened for signature in Warsaw on 16 May 2005.

under eighteen years of age.

Some countries introduce human trafficking as a criminal offence into their national legislation as a separate article (or several articles) in their existing criminal laws (Austria, France, Germany, the Netherlands, Italy, Serbia, Russia, Moldova...), while others have special laws regulating this issue (Belgium, USA, Sweden, Romania...).

Regardless of the various ways in which definitions of human trafficking are incorporated, you should always keep in mind that this phenomenon is dynamic and that specific socio-economic circumstances in certain countries and regions, as well as the development of new technologies, offer possibilities for developing new forms of trafficking in persons of which we know nothing about at the moment. Thus, human traffickers around the world today are exploiting their victims in countless ways: some boys are used as camel riders, while other children work on cocoa plantations, labor away in sweat shops, are used for fighting in wars, etc.

### Child Labor Data Map



You may ask what purpose is served with these specifications regarding the law, the articles of the law, and how it is regulated in the world or in this or that country. If you plan to work with other young people, it is important that you are able to explain these legislative dimensions to them. You may even use the definition of human trafficking creatively, e.g. as the basis for a workshop (as we will discuss in the section dedicated to workshops).

### Who are the most likely victims of human trafficking?

The victims/survivors of human trafficking are most often persons who tend to be the most vulnerable, the poorest, and those whose rights are violated again and again. The largest groups are women, followed by children, but we certainly should not ignore the fact that men, too, could fall victim to trafficking.

However, the fields in which these three categories of victims are exploited differ. Girls and women are most often sexually exploited, children are included in begging rings, but sometimes are also exposed to sexual exploitation, and adult men most often fall victim to a range of "slavery" business arrangements, while all three categories are monstrously abused as "voluntary" organ donors.

### What do all of them have in common?

- Their human/child rights are brutally violated,
- They are exposed to severe physical and mental abuse on a daily basis,
- They are treated as a commodity for the purpose of bringing material gain.

## For Reflection

1. Can you think of anyone around us here who may fall within some of the mentioned groups?
2. Can you or any of your friends recall any concrete person who would belong to any of these groups?
3. What can increase or decrease the chances of a person falling victim to human trafficking?
4. Do you know if your country signed and ratified the UN Convention and Protocols mentioned?
5. How are human trafficking issues regulated in your country and what is the prescribed punishment?

## WHY DO PEOPLE FALL VICTIM TO TRAFFICKING?

### • General circumstances in transition countries

Transition brings about numerous political, social and cultural changes, including the redistribution of economic power, which have resulted in increased poverty and unemployment, the main causes of human trafficking. A large number of people are in constant search for work and a better life, which certainly makes a human trafficker's job very easy. Women are especially vulnerable because they work in industries that felt the most changes and subsequently the most lay-offs (textile industry, services...).

### • Gender based discrimination

In times of crisis, such as armed conflicts, or when unemployment is on the rise, gender stereotypes often intensify – “men should work and bring bread home, while women should do the housework”. In everyday life, women experience discrimination in countless ways.

### • Discrimination in the labor market

In the labor market, women are the last to get a job and the first to be fired, subjecting them to high risks<sup>6</sup>. Therefore, when women are denied access to regulated labor markets, they are forced to look for a job in the black market, making them easy prey for human traffickers. Men who lose their jobs are at similar risk, too.

### • Social factors

Hard economic times strengthen the social position of men. Women on the other hand, already socially weaker, are then cast to an even weaker and less significant position. Moreover, many girls and women across the region today are socially “predestined” to view their bodies and sexuality as a means, often the only means they have at their disposal, for making income. Due to these factors, women still remain marginalized and discriminated against, which prevents them from taking active part in society<sup>7</sup>.

### • Violence against women and children

Violence against women and children, especially domestic violence, also leave women and children at greater risk of human trafficking. Domestic violence is a heavy factor in making many young women, girls and boys, want to leave their families and their countries, where they are offered no protection. Thus, women who face unemployment, sexual harassment and domestic violence often view offers for well-paid jobs in foreign countries as a magical escape to a better world; children see it as an escape from violence.

Unemployment, poverty, lack of education, gender discrimination and violence may be conclusively marked as discriminatory and downside factors “pushing” someone into human trafficking. These are combined with “pulling” factors that make potential victims easily susceptible to the “baits” of human traffickers, namely imaginary advantages of life in better-off Western societies and the expectations of

## For Reflection

1. Above, you see several key causes that can lead to a person falling victim to human trafficking. Can you identify any other influential factor?
2. Lead a peer group discussion on the possible causes of human trafficking.
3. Are any of the above-mentioned factors especially prominent in your country?

<sup>5</sup> Women in Transition, UNICEF, 1999.

<sup>6</sup> Trafficking in Human Beings in Southeastern Europe, An Inventory of the Current Situation and Responses to Human Trafficking in Albania, Bosnia and Herzegovina, Croatia, FRY and Macedonia, UNICEF, 2000.

employment and earnings.

Experts who studied the causes leading to pronounced risk for one becoming the victim of trafficking indicate that, falling under some of the categories below increases our likelihood to fall victim to trafficking:

- If we are poor,
- If we are exposed to violence in our primary or actual family,
- If we belong to a socially discriminated group,
- If we belong to an ethnically discriminated group,
- If we belong to a gender discriminated group,
- If we are unemployed,
- If we earn a very low salary.

The reasons listed are individual, but certain circumstances in one's living environment may also contribute to the likelihood of becoming a trafficked victim, such as when the country we live in is:

- poor,
- at war,
- in transition,
- highly patriarchal.

## WHAT DOES THE PROCESS OF HUMAN TRAFFICKING LOOK LIKE?

The human trafficking chain comprises of three phases:

### 1. RECRUITMENT PHASE

#### *How do potential trafficking victims usually enter human trafficking?*

Recruitment methods vary widely. But what they all share in common is that they target unsatisfied needs of a potential victim: better job, existence for her/himself and her/his family, making one's dreams and wishes come true elsewhere because we cannot do it in our current community.

Believe it or not, the most likely person to try to recruit us is someone we already know and trust: a neighbor, an acquaintance, a family friend, a new partner we have recently started

dating.

- Advertisements offering well-paid jobs in the country or (more often) abroad, advertisements seeking mail-order brides. These services may be offered by various agencies (job brokering, escort services, massage for gentlemen, matchmaking services, fashion agencies, ship companies, and beauty pageants).
- Trafficked victims are sometimes brutally kidnapped from their families.
- Victims are increasingly recruited via the Internet, through a simple chat that may develop into human trafficking; one of the first steps leading into human trafficking is arranging a meeting with the potential victim.
- In situations of extreme poverty or dysfunction, families might even sell their own family members to human traffickers.

DEVOJKA maserka potrebna, svaki dogovor. Obavezno SMS.

DEVOJKA EKSTRA IZGLEDA HITNO POTREBNA ZA POSAO MASAŽE, EKSTRA USLOVI, ZA DEVOJKU IZ UNUTRAŠNOSTI OBEZBEĐEN SMESTAЈ.

DEVOJKA potrebna za ekstra masažu, korektna saradnja, maksimalna diskrekcija.

ATRAKTIVNA devojka potrebna za rad u kafiću, stan obezbeđen, plata po dogovoru.

## Part One

My name is Anna and I am 17. Three months ago I met a boy whom I really like. My folks are always lecturing me that I have to study and enter university later, but I can't because of them, because they are quarreling all day long. With him, I have a great time, he's the only one who understands me. Last week, he introduced me to his best friend Luca, who lives and works in Italy. He rules. He offered for us to come and to try to work things out there. He says there are plenty of jobs and salaries are great. He promised to help us at the beginning. My boyfriend would like to go, but only if I come with him. He says "we can give it a try, we have nothing to lose". I think he's right, and also I'd finally be well out of all the problems .... Anyway, what have my parents gained from their university degrees?...

My name is Vladimir and I am 25. I have a degree in electrical engineering and started studying for master degree. I work in a private company, salary is nothing special, but I'm happy I have a job at all. Many of my colleagues can't find any job. Last week, I saw an ad in the newspapers: domestic private company is an intermediary for the engagement of our professionals in Cyprus for a big Norwegian company, salary is 2000€, visa and work permit taken care of, they're looking for electrical engineers... I've sent my application and CV... It'd be great if they'd hire me... I'd solve all my financial problems and I could finally leave my parents' house, buy a car, start living normally...

My name is Mark; I'm 11, a fifth-grade pupil. Two weeks ago there was a party at my friend Alex's, who is good with eighth-graders and older boys. There I met very interesting crowd. The strongest is Nikola. He doesn't have a license, but he drives anyway, he's afraid of no one, he's best dressed, the strongest in whole school. He promised he'd take us with him for some "action" next week.....

## 2. TRANSIT PHASE

### a) Transportation

The next phase following recruitment is transportation and transfer, which may include moving the victim through a series of temporary harbors, including initial entry and transfer within the borders of the victim's own country, but also serious violations of human rights and physical abuse during the transportation, in which case the state border may, but need not be passed.

Many victims have never left their country before and so are totally dependant on human traffickers. Some leave their homes without passports because they are told that there is no real need to have one or that they will have it later. If they have a passport, traffickers often take it away and keep it for themselves as a security measure against the victim.

When victims are trapped in some illegal situation, they are especially subject to the whims of their traffickers. Traffickers know that, because of their illegal status, they are hardly likely to go to the police or any other authority for help.

### b) Routes and transportation means

The transportation of victims across the border is of critical importance in human trafficking. In most cases, recruited persons agree to depend fully on traffickers to get documents and transportation. This gives the traffickers firm control during the transit phase.

## Part One

...Luca and I set off alone. My boyfriend will join us later, as soon as he gets his papers done. When we crossed the border, it was dark and I was so scared that someone would find us. Oh boy, imagine that the police take me back home? What would my folks say? We arrived to a small apartment in the suburb of Vicence. Luca is great, he brought me food and said to get some sleep and tomorrow we would discuss work...

....I couldn't believe when they called me. Of all candidates, only I and one guy from the nearby town were admitted. At least I wouldn't travel alone. It's always better to have someone from your country with you. What a lucky guy I am. And then they told me that they'd cover plane ticket and rent for the first month!!! I'll have my office, my computer. Everything is like a movie. Opportunity like this is something you simply mustn't miss. I have only three weeks to get prepared. From tomorrow, I'm taking English lessons.....

## 3. EXPLOITATION PHASE

Victims are often deceived by being led to believe that they are going abroad to work as waitresses, nannies, models, factory workers, dancers...., but when they get there, they are forced into prostitution, forced labor, begging...

### HOW DO TRAFFICKERS CONTROL AND EXPLOIT THEIR VICTIMS?

The main goal of human traffickers is to make money off the long-term exploitation of victims. To succeed, they will do anything to protect their investment, i.e. to make sure that the victim will keep doing as she/he is told without trying to run away. This means permanent surveillance of their victims, too. The consent of a trafficked victim to exploitation is irrelevant whenever any form of coercion is involved.

Numerous mechanisms are used, usually in combination, to control trafficked victims during the exploitation phase.

Most widely used control mechanisms are:

#### "Debt slavery"

One primary mechanism for control is debt bondage, where the victim is required to pay back money that the trafficker invested in her/his move to the country of destination. The initial amount builds up when traffickers tack on huge interests, in addition to the alleged costs of advertising services, transportation, accommodation and food. All these debts quickly pile up to an amount that is impossible to pay back.



... We landed to Cyprus. Already at the airport we were told that I and that other guy were not going to work in the same town. They drove me to the apartment if it can be called that. This was the simplest tiny trailer located on the construction site surrounded by wire. I asked what was with the apartment, computer and everything else they promised. They told me to be patient, that that was only temporary and that everything would be settled. A few days later nothing changed. I asked my passport back, they told me they took it to the police to regulate work permit. It sounded logical. On the fourth day, one man came and told me I'd have to work on the construction near my trailer. I thought he was joking. I'm an engineer, that's why I got here. I got all mad, I asked him to give me back my documents. Than three other guys came and beat me up. I couldn't move for a week. Then they told me I could go home any time I liked, but first I had to pay back the costs they had for my coming and staying. I couldn't do anything but get down to work or try to run away...

### Isolation – the removal of identification and/or travel documents

Human traffickers take away identification and travel documents from their victims usually right after they arrive to their final destination. This deprives victims of their identity, affirms their illegal status in the country and prevents them from seeking help or running away to another country or another address. Since many victims are coming from countries where the police are seen more as a cruel force rather than as a citizen-friendly service, victims themselves try to avoid contact with and not seek help from the police.

Human traffickers encourage such perception, telling the victim that she/he is free to go to the police if she/he wishes, but that she/he will be immediately deported then, i.e. returned to her/his home country and that she/he will be faced with dire consequences.

Alternatively, a human trafficker may tell the victim that it is no use to seek police protection because the police officers are corrupted and on friendly terms with traffickers.

Not having documents nor money, not knowing the language, illegal status, shame and isolation, fear of the police – these are just a few of the mechanisms traffickers use in order to make it unlikely for the victim to try to escape or complain to authorities, which then contributes to increased dependence of victims on their abusers.

### The use of violence and fear

Human traffickers use violence and the threat of using violence as an effective means of control. Victims are often beaten up and raped, restricted from movement, kept in isolation, deprived of food and water, drugged and tortured with sharp objects and cigarettes, all in order to subjugate them. These acts may be used for punishing disobedience, but also to send out a kind of warning to other victims to make them aware of what consequences they would suffer if they disobey or attempt to run away.

In the case of sexual exploitation, the shame that a victim feels is another important mechanism of control. The human trafficker may threaten to tell the victim's family that she works as a prostitute. It is not rare for a victim's rape to be recorded, that tape later used for blackmail and humiliation, thus ensuring victim's full obedience.

When the victim is from a specific culture, certain forms of psychological coercion are more effective. For example, when we talk about victims from Western Africa (Nigeria), voodoo-like rituals may impose intensive fear and ensure control over them and guarantee their obedience. In some cases, victims are scared that their original communities will find out about their practicing prostitution, because patriarchal families sometime present a greater risk for victim's physical safety and life than traffickers.

...I thought he was kidding the following morning when he told me that I'd have to work on the street as a prostitute. I asked him what kind of joke that was and demanded to call my boyfriend immediately. He told me that I was a fool, that my boyfriend had sold me for 1000€ and then I had to

pay it back to him, and for clothes he had bought me. Even today I can't believe this was true. I started arguing and screaming, and then he beat me up. After that he raped me. He told me if I ever tried to run away, he knew where my family was, he'd get revenge. I knew he wasn't joking. Whenever I wanted to hear my family, he'd threaten to tell them what I was doing in Italy and to send them my photos. Every time when I thought I could run away, I wondered where and how? I don't know anybody, I don't know the language, and I never had money with me. Anyway, I am here illegally, I would certainly end up in jail... He sold me to another "owner", and he to the next one... My debt was growing. I think I wouldn't be able to buy out my freedom ever. The last one who bought me was a very cruel man. He was violent and aggressive. He said that he'd already killed eight people and told me "I can shoot you any time I want if you don't listen to me." Then he abused me. If I'd been any weaker personality, I'd have gone mad. If you made any trouble during transfer from one place to another, they'd kill you right there. Human life means nothing to them. They just take you away and kill you...

### The use and threat of repercussions against victim's family

Repercussions threatened against persons the victim has left behind in his/her country/town is the most effective threat and poses the greatest barrier to human trafficking investigation. Traffickers often attempt to find out specific information on the victim's family or persons close to her/him. This may be a personal nickname or the address of a family member or other intimately concerned person. The very threat exerts control over the victim, thus making it unnecessary for a human trafficker to have complete information about the victim's family. Since the victim does not want to risk the security of the loved ones, she/he does not even engage in questioning whether the trafficker is bluffing or not when he goes into intimate details or turns threats of violence towards her/his family. Human traffickers use such threats as a very efficient way to ensure a victim's obedience, as well as to prevent any attempts to run away.

...It was 10 P.M. when we went with Nikola. I didn't have to worry about my folks, they weren't at home, as usual. I was scared, but I mustn't show it. Nikola picked the car we were supposed to break into. My job was to get inside and try to start the engine, of course with Nikola's help. Everything went OK. Nikola told me that I had talent. The feeling is great... It was easy afterwards. We worked in a group. Kiosks, cars, pickpocketing. One part belonged to me and Nikola would take the rest. Then he started asking for more and more. He told me that he introduced me into the work and that I owed him. I didn't always have as much as he asked. We almost got caught once. I'd had enough. I wanted to stop and start living normally again, but for Nikola it was out of the question. Then he started beating me up. He was stronger. Anyone who brought less than 2000 dinars a day would be beaten up. We were lending money to one another to protect ourselves. Then Nikola introduced a new rule. The one who brought the smallest amount would be beaten up. Very often it was me. He would beat me up, burn me with cigarettes... He threatened to drug me by force. Once, he kept me locked for three days without food and water. I started begging on the street in order to bring him as much as he asked....

Victims are stripped of their travel documents, beaten, raped, constantly threatened, deprived of food, restricted from movement... until they cave to traffickers' demands. Women and children forced into prostitution have to have intercourse with 15-20 clients a day, often without protection, while traffickers often use drugs to control them. They usually work and live in the same room, and must clean, wash, cook and iron for the whole club.

Victims of forced labor also lack freedom of movement, have no documents and are forced to work many hours a day in inhuman conditions.

Children who are forced to beg are required to bring their "boss" a certain amount of money every day, and are very often also sexually abused.

## How do victims get out of human trafficking?

Most often, victims get out of human trafficking thanks to:

- Police raids
- Help by clients or citizens
- Managing to organize and execute escape by themselves

*...Three months went by. I couldn't stand it any longer. We were beaten up every day, they forced us to drink and we weren't allowed to turn down any client. That psychological torture, humiliation, insulting, it was much worse for me....I thought I wouldn't endure it. That day, a bunch of police officers burst into the bar we were working in. All of them were armed and in special uniforms. I thought they came to arrest us for what we were doing, for illegal staying...They arrested him and took me to a place they called the Safe House.....*

*.....At the construction site, there were many people from here. Some of them had been there for last six months. All of them were deceived like me. All were scared. They told me not even to joke of running away because "the boss" was a cruel man. After the beating I didn't even try. I knew I had to figure out something. I new that one "coworker" was going to leave the site the following day. They told him he had paid back his debt. The truth was that he was very sick. I asked him to inform our Embassy and my family that I was here. I don't know if he succeeded. A week later, the same man who beat me up came. He told me to disappear and forget that I'd ever been there. I still can't even today. I wonder what happened to all those people at the construction site...*

*...I couldn't stand the torture any longer. He threatened that he would hurt my little brother if I didn't do what he told me. I decided to run away. I had relatives in the suburb. I hid at their place for a while. Nikola found me and tortured me and my relatives every night with his gang. One night neighbors called the police and he got arrested. Later I heard they let him go and that he wasn't in the country any longer. I'm slowly getting back to normal. Yet, I sometimes dream at night that he is coming back for me.*

### And what preventive measures can we use to end human trafficking???

The wish to change our lives, to move forward, to ensure a better position in life for us and our loved ones lead many of us to another town, country or continent for work and/or study.

We have every right to do that, of course, because we should all take steps we expect will bring progress in our life!

Yet a certain amount of caution does not hurt.

Therefore, if you decide to go to another town in your country or to another country, to study or to work, here are a few smart moves:

- If you decide to move to another town in your country for work or school, it is certainly important that at least two close persons have your contact address and telephone number (in the age of mobile phones, this contact is even easier)
- If you decide to go abroad for work or school, it would be wise to do the following;
  - ◊ Before you set off, photocopy your passport and important documents and leave it with a person you trust, and bring one copy with you, separately from the original.
  - ◊ Of course, it would be safest if your family has the exact address of your future residence (isn't that what electronic mail is for among other things?).

◊ Have your documents with you and don't give them to anyone other than a customs or police officer upon their demand.

◊ Before you set off, contact the embassy of the country you are going to (most often, you will have to contact them anyway to get a visa) and make a thorough inquiry about what documents and permits you need for residence, studying or working in that country.

◊ If your arrangements for studying or finding a job are organized through an agency, check the legitimacy of that agency.

◊ And of course, before you go abroad, make sure you have the address and telephone number of your country's embassy or consular mission in your destination country.

◊ A situation or a person that makes you suspicious should be a signal to practice additional caution, and if needed, ask for help at a relevant place (your country's embassy, the police in the country where you are staying, organization dealing with human trafficking issues or a Red Cross/Red Crescent organization).

◊ Additionally, it will be useful both for you and for your family back home to call them regularly, that is, at a time you set between you



### And a few more things:

if you are looking for a job in your country, and especially abroad:

- Sign an employment contract only after you have had it checked by a relevant person (e.g. lawyer).
- Don't accept verbal agreements pertaining to a job.
- Remove all ambiguities and formulations like "shall perform any other tasks if required by employer", instead define the agreement and clauses of the contract precisely.

We know that this might seem a little paranoid, maybe even useless and boring to you right now, but the experience of anti-trafficking actors teaches us that it is better to prevent such situations than to find ourselves in them!

*Anna: I didn't tell you this to scare you and to make you distrustful of other people. I told you this story to explain to you how important it is to get informed and to tell at least one person you trust where you are going!!!*

*Vladimir: I didn't tell you this story to make you stop dreaming and traveling. I told you this so you could understand how much it's important to believe in your dreams, to make them come true, to travel, meet other people and get to know other civilizations, but also to get personally involved in the organization of your trip and preparation of all documents!!!*

*Mark: I didn't tell you this story to scare you, but to draw your attention that you should believe in yourself, your qualities and your feelings!!!*

### And what comes next when somebody is identified as a trafficked victim

When you have certain knowledge on human trafficking and its possible victims, you may help in the identification of victims and in their referral to professionals who are trained to empower them and help them to recover as much as possible at a psychological level and move on with their lives.

Of course, you are just one link that may help trafficked victims to be identified, but there are authorities that have legal support and legal powers, as well as the knowledge of human trafficking issue.

These authorities are:

- Government institutions (most often the police, social welfare centers, DA offices and courts)
- NGOs (which run SOS hotlines, shelters and provide necessary assistance to victims/survivors or work on human trafficking prevention)
- International organizations (such as OSCE – Organization for Security and Cooperation in Europe, IOM – International Organization for Migrations, UNICEF...)

In the majority of countries today, there are national teams for combating human trafficking. They sometimes only comprise government institutions, but NGOs and international organizations are also included in the work of these national bodies in some places. Since human trafficking is a global and complex problem and since human traffickers are organized and connected rather well, it is necessary that actors fighting against this phenomenon get organized and united.

## For reflection

1. You too may help in the identification of victims: what should every person know about human trafficking to become more sensitive to this phenomenon?
2. Find out about governmental and nongovernmental organizations involved in assistance to trafficked victims in your country!
3. Find out if there is a national team for combating human trafficking in your country, who its members are and how this team works.

When a trafficked victim is identified and removed from the environment she/he was in until that moment, according to some widely recognized rules, assistance to such persons involve the representatives of

- Government institutions
- NGOs
- International organizations.

It is very important that you know that persons who work with trafficked victims are specially trained for this kind of work and assistance.

A person that is identified as a trafficked victim is, if needed, accommodated in a shelter which is a safe place, and where a team of psychologists, social workers, doctors and other professionals is available to offer support and assistance.

A person who got out of the trafficking ring needs:

- To be placed in a safe place and not in a detention facility;
- To get medical care
- To be provided with the possibility of HIV testing;
- To have state protection from human traffickers;
- To enjoy confidentiality rights;

- To be informed on her/his rights;
- To obtain legal advice;
- To get interpretation services;
- To enjoy the right to social benefits;
- To get psychological help and support;
- To get the right to compensation for damages.

### Victims' problems do not end after they get out of the human trafficking ring

Post-traumatic stress, among other things, make some victims remember the tiniest details (nicknames, names of clients, tattoos, sentences), while others forget even the names of those who abused them. This is one of the reasons why their testimony at court often differs from what they told the police. Many times the victim, fearing for her/himself and her/his family, does not reveal everything she/he knows. Additionally, traffickers often convince the victim that she/he was the one who committed the offenses and would therefore be the one who must answer before the court. Victims are often ashamed and think that what happened to them was their fault and therefore, when testifying, they deny or minimize the guilt of the defendant. Also, they are afraid of condemnation by their communities and of returning to their families, where they will have to give answers for where they were, what they were doing, what happened to them and why they did not bring money for which they left in the first place.

Some victims who decided to testify were exposed to constant threats; even their families in their home countries received threats while traffickers were on trial in another country, which proves there are strong connections and sharing of information among all involved in the human trafficking ring.

Having returned home, the victim is usually faced with the same situation she/he had run away from – lack of money, unemployment, family expecting earnings, stigmatization, condemnation by the community and, of course, the same people who recruited her/him the first time by promising work. Therefore it often happens that some of them end up in human trafficking several times. Unfortunately, reintegration processes (recovery and return to society) in most countries are insufficiently developed.

## For reflection

1. Human trafficking victims may be domestic, but also foreign nationals. Do you think there is a difference in the procedure and the way of working with domestic, that is, foreign nationals?
2. If you said yes, how does this difference show?
3. Who in your country may offer help to human trafficking victims?

**Part One**

Persons involved in anti-trafficking activities may be your most valuable partners. You might find one of these organizations in your own country.

<p><b>Albania</b> <b>Counselling Center for Women and Girls</b> SOS Helpline: +355 423 3408 Email: qkgv@albn.net</p>	<p><b>Austria</b> <b>LEFOE</b> SOS Helpline: 01 5811881 Email: office@lefoe.at http://www.lefoe.at</p>	<p><b>Belarus</b> <b>La Strada</b> SOS Helpline: 8 801 100 8 801 +375 17 295 31 67 (for calls from abroad) Email: lastrada@infonet.by http://www.lastrada.by</p>
<p><b>Belgium</b> <b>Pag-ASA and Payoke</b> SOS Helpline: +32/(0)3.201.16.90 <b>The Angel Coalition</b> SOS Helpline: 800 455 05555 (Russian language only)</p>	<p><b>Bosnia and Herzegovina</b> <b>La Strada</b> SOS Helpline: + 387 36 557 190 / +387 61 209 603 Email: lastrada@cob.net.ba pupa@vcob.net.ba http://www.cob.net.ba/lastrada <b>Lara</b> SOS Helpline: + 387 55 220 255 Email: lara@rstel.net</p>	<p><b>Bulgaria</b> <b>La Strada - Animus Association</b> SOS Helpline 24h: +359 2 981 76 86 Email: animus@animusassociation.org www.animusassociation.org</p>
<p><b>Croatia</b> <b>PETRA</b> SOS Helpline: 0800 77 99 <b>Women's Room</b> SOS Helpline: + 385 1 6119 174 Email: zenska.soba@zamir.net http://www.zenskasoba.org</p>	<p><b>Czech Republic</b> <b>La Strada</b> SOS Helpline: (+420) 222 71 71 71 Email: lastrada@ecn.cz http://www.strada.cz/czechia/ index_cz.html</p>	<p><b>Denmark</b> <b>Reden-STOP Kvindenhandel</b> SOS Helpline: +45 70 20 25 50 Email: info@kvindehandel.dk or info@trafficking.dk http://www.kvindehandel.dk</p>
<p><b>Estonia</b> <b>Living For Tomorrow</b> SOS Helpline: +372 6607 320 Email: zanna@aids.ee and liliya@aids.ee; http://www.aids.ee</p>	<p><b>France</b> <b>Association ALC</b> SOS Helpline: + 33 (0) 493 37 12 09 Email: sprs@association-alc.org</p>	<p><b>Hungary</b> <b>NANE</b> SOS Helpline: 06 80 630 125 Monday-Friday 14-18h Email: info@nane.hu</p>
<p><b>Ireland</b> <b>Ruhama</b> SOS Helpline: + 353 1 836 0292 Email: admin@ruhama.ie http://www.ruhama.ie</p>	<p><b>Italy</b> <b>Associazione On The Road, Cooperativa lotto contro l'emarginazione</b> Telephone: + 39 0861 796666 SOS Helpline: 800 290 290 Email: mail@ontheroadonlus.it http://www.ontheroadonlus.it</p>	<p><b>Latvia</b> <b>Marta</b> SOS Helpline: +371 800 2012 10h - 18h Email: centrs@marta.lv http://www.marta.lv</p>
<p><b>Lithuania</b> <b>Missing Persons Family Support Center</b> SOS Helpline: 8 800 2 61 61 or +370 5 277 31 34/ +370 5 277 31 35 Email: HRA@komo.lt http://www.missing.lt</p>	<p><b>Macedonia</b> <b>La Strada</b> SOS Helpline: 8-20h: +389 2 2 777 070 Toll free number 0800 11111 (for calls in Macedonia) Email: lastrada@on.net.mk www.lastrada.org.mk</p>	<p><b>Montenegro</b> <b>Montenegrin Women's Lobby</b> SOS Helpline: +381 81 232 232 Email: mnzenskilobi@hotmail.com <b>Sigurna Zenska Kuca</b> (Shelter For Women and Children) Email: shelter@cg.yu www.sigurna-zenska-kuca.cg.yu</p>
<p><b>The Netherlands</b> <b>La Strada - STV</b> SOS Helpline: + 31 33 448 1186 Telephone + 31 (0) 20 688 1414 Email: info@lastradainternational.org http://www.lastradainternational.org</p>	<p><b>Poland</b> <b>La Strada</b> SOS Helpline: +48 22 628 99 99 Email: strada@pol.pl http://www.strada.org.pl</p>	<p><b>Portugal</b> <b>APAV</b> SOS Helpline: 707 20 00 77 Email: apav.sede@apav.pt http://www.apav.pt <b>ACIME - Alto Comissariado para a Imigração e Minorias Étnicas</b> SOS Helpline: 808 257 257 http://www.acime.gov.pt/</p>

**Part One**

<p><b>Romania</b> <b>Reachingout</b> +407 222 980 42 reachingoutrom@yahoo.com</p>	<p><b>RUSSIA</b> <b>The Angel Coalition</b> Barnaul SOS Helpline: +7 3852 37 84 62 9h – 21h</p>	<p><b>Serbia</b> <b>ASTRA-Anti trafficking action</b> Tel/fax: +381 11 33 47 817 E-mail: astrasos@sezampro.yu Web: www.astra.org.yu</p>
<p><b>Slovenia</b> <b>Kljuc Society</b> SOS Helpline: (+ 386) 31 613 000 24h Email: kljuc.center@siol.net</p>	<p><b>Spain</b> <b>Proyecto Esperanza</b> SOS Helpline: (+34) 91 378 21 44 9.30 - 20.00h http://www.fundacionesperanza.org.co/childs/index.html</p>	<p><b>Sweden</b> <b>Kvinnoforum</b> Telephone +46 (0) 8 5622 8800 Email: info@kvinnoforum.se http://www.kvinnoforum.se</p>
<p><b>Switzerland</b> <b>FIZ</b> SOS Helpline: (+41) 44 240 44 22 Email: makasi@fiz-info.ch http://www.fiz-info.ch</p>	<p><b>Ukraine</b> <b>La Strada</b> SOS Helpline: 8 800 500 22 50 in Ukraine or +38 044 205 3694/3736 from abroad Email: lastrada@ukrpack.net http://www.lastrada.org.ua</p>	<p><b>United Kingdom</b> <b>The Poppy Project</b> SOS Helpline: +44 (0) 207 840 7129 Email: poppy@eaveshousing.co.uk http://www.poppy.uk.com/</p>

In addition, contact your nearest Red Cross whenever you need help in prevention work. Below we've listed some of their addresses.

<p><b>Albanian Red Cross</b> Tel: (355) (42) 25855 / 57532 Fax: (355) (42) 25855</p>	<p><b>Austrian Red Cross</b> Tel: (43) (1) 589 00-0 Fax: (43) (1) 589 00-199 E-Mail: office@redcross.at Web: http://www.rotekreuz.at</p>	<p><b>Belarus Red Cross</b> Tel: (375) (17) 2272620 Fax: (375) (17) 2272620 E-Mail: belarus.redcross@tut.by Web: http://www.belredcross.org</p>
<p><b>Belgian Red Cross</b> Tel: (32) (2) 371 31 11 Fax: (32) (2) 646 04 39 E-Mail: info@redcross-fr.be</p>	<p><b>The Red Cross Society of Bosnia and Herzegovina</b> Tel: (387) 33 200-147 33 200 148 Fax: (387) 33 200 148 E-Mail: rcsbihhq@bih.net.ba</p>	<p><b>Bulgarian Red Cross</b> Tel: (359) (2) 81 64 700 Fax: (359) (2) 86 56 937 (International Dept.) E-Mail: president@redcross.bg Web: http://www.redcross.bg</p>
<p><b>Croatian Red Cross</b> Tel: (385) (1) 4655814 Fax: (385) (1) 4655365 E-Mail: redcross@hck.hr Web: http://www.hck.hr/</p>	<p><b>Czech Red Cross</b> Tel: (420) 251 104 111(central) Fax: (420) 251 104 271 E-Mail: sochorova.linda@cck-cr.cz Web: http://www.cck-cr.cz</p>	<p><b>Danish Red Cross</b> Tel: (0045) 35 25 92 00 Fax: (0045) 35 25 92 92 (General) E-Mail: drk@drk.dk info@drk.dk Web: http://www.drk.dk</p>
<p><b>Finnish Red Cross</b> Tel: (358) (9) 12931 (24-Hours service) Fax: (358) (9) 1293311 E-Mail: forename.surname@redcross.fi Web: http://www.redcross.fi/</p>	<p><b>French Red Cross</b> Tel: (33) (1) 44431100 (24h/24h, 7 days a week) Fax: (33) (1) 44431101 E-Mail: contact@croix-rouge.fr Web: http://www.croix-rouge.fr</p>	<p><b>German Red Cross</b> Tel: (49) (30) 85404-0 Fax: (49) (30) 85404470 E-Mail: drk@drk.de Web: http://www.rotkreuz.de/</p>
<p><b>Hellenic Red Cross</b> Tel: (30) (210) 3621681 Fax: (30) (210) 3615606 E-Mail: ir@redcross.gr Web: http://www.redcross.gr</p>	<p><b>Hungarian Red Cross</b> Tel: (36) (1) 374-1338 Fax: (36) (1)374-1312 E-Mail: intdept@hrc.hu</p>	<p><b>Icelandic Red Cross</b> Tel: (354) 5704000 Fax: (354) 5704010 E-Mail: central@redcross.is Web: http://www.redcross.is</p>

## Part One

<b>Irish Red Cross Society</b> Tel: (353) (1) 6424600 Fax: (353) (1) 6614461 E-Mail: info@redcross.ie Web: http://www.redcross.ie	<b>Italian Red Cross</b> Tel: (39) (06) 47591 Fax: (39) (06) 4759223 Web: http://www.cri.it/	<b>Latvian Red Cross</b> Tel: (371) 733 66 51 Fax: (371) 7336652 E-Mail: secretariat@redcross.lv Web: http://www.redcross.lv
<b>Lithuanian Red Cross Society</b> Tel: (370) (5) 2628037 Fax: (370) (5) 2619923 E-Mail: info@redcross.lt Web: http://www.redcross.lt	<b>Luxembourg Red Cross</b> Tel: (352) 450202-1 Fax: (352) 457269 E-Mail: siege@croix-rouge.lu Web: http://www.croix-rouge.lu/	<b>Macedonian Red Cross</b> Tel: (389) 23 114 355 Fax: (389) 23 230 542 E-Mail: mrc@redcross.org.
<b>Maltese Red Cross Society</b> Tel: (356) 21222645 Fax: (356) 21243664 E-Mail: redcross@redcross.org.mt Web: http://www.redcross.org.mt	<b>Red Cross Society of the Republic of Moldova</b> Tel: (373) (22) 729 644 Fax: (373) (22) 729 700 E-Mail: moldova-RC@mdl.net	<b>The Netherlands Red Cross</b> Tel: (31) (70) 4455666 Fax: (31) (70) 4455777 E-Mail: hq@redcross.nl Web: http://www.rodekruis.nl/
<b>Norwegian Red Cross</b> Tel: (47) 22054000 Fax: (47) 22054040 E-Mail: nrx.center@redcross.no Web: http://www.redcross.no	<b>Polish Red Cross</b> Tel: (48) (22) 326 12 92 Fax: (48) (22) 628 41 68 E-Mail: head.office@pck.org.pl Web: http://www.pck.org.pl	<b>Portuguese Red Cross</b> Tel: (351) 213 91 39 00/21 39 13 925 (International Department) Fax: (351) 213913993 E-Mail: internacional@cruzvermelha.org.pt
<b>Romanian Red Cross</b> Tel: (40) (21) 212 98 55 Fax: (40) (21) 312 8452 E-Mail: crr@crucearosie.ro	<b>The Russian Red Cross Society</b> Tel: (7) (495) 937 52 67/126 15 66/126 17 32 Fax: (7) (495) 937 52 63 E-Mail: e-mail@redcross.ru Web: http://www.redcross.ru/	<b>Red Cross of Serbia</b> Tel: (381) (11) 3032125/3281086 Fax: (381) (11) 2622830 / 2622965 E-Mail: serbiaredcross@redcross.org.yu Web: http://www.jck.org.yu
<b>Slovak Red Cross</b> Tel: (421) (2) 529 67 157/529 67 158/529 67 159 Headquarters Fax: (421) (2) 52923576 E-Mail: us.sms@redcross.sk Web: http://www.redcross.sk	<b>Slovenian Red Cross</b> Tel: (386) (1) 2414300 Fax: (386) (1) 2414344 E-Mail: rdec.kriz@rks.si Web: http://www.rks.si/	<b>Spanish Red Cross</b> Tel: (34) (91) 335 44 44 Fax: (34) (91) 335 44 55 E-Mail: informa@cruzroja.es Web: http://www.cruzroja.es/
<b>Swedish Red Cross</b> Tel: (46) (8) 4524600 Fax: (46) (8) 452 46 01 E-Mail: webb.kontakt@redcross.se postmaster@redcross.se Web: http://www.redcross.se	<b>Swiss Red Cross</b> Tel: (41) (31) 3877111 Fax: (41) (31) 3877122 E-Mail: info@redcross.ch Web: http://www.redcross.ch	<b>Turkish Red Crescent Society</b> Tel: (90) (312) 4302300 / 4311158 (International Dept.) Fax: (90) (312) 4300175 / 4330531 E-Mail: international@kizilay.org.tr Web: http://www.kizilay.org.tr/
<b>Ukrainian Red Cross Society</b> Tel: (380) (44) 235 01 57 Fax: (380) (44) 2881658, 2351096 E-Mail: international@redcross.org.ua Web: http://www.redcross.org.ua	<b>British Red Cross</b> Tel: (44) 20 7877 7000 Fax: 0044 20 7562 2025 E-Mail: information@redcross.org.uk Web: http://www.redcross.org.uk	

Now, we will give you some basic information on the recently launched European cooperation of Red Cross and Red Crescent Societies in the field of anti-trafficking.

## EUROPEAN RED CROSS / RED CRESCENT COOPERATION IN RESPONSE TO HUMAN TRAFFICKING

In order to contribute to the fight against human trafficking, European Red Cross and Red Crescent Societies, in cooperation with the International Federation of Red Cross and Red Crescent, have established network of cooperation aimed at responding to the vulnerability and exposure of some persons to this phenomenon. These activities, named European Red Cross/Red Crescent Cooperation, are open to all European Societies and there is not any kind of “membership”, but only spontaneous affiliation which occurs when one national Society gets involved in activities aimed at combating trafficking in human beings.

The European RC/ RC Cooperation in response to trafficking in human beings is supported by a facilitator based at Danish Red Cross, working closely with the National Societies involved.

The facilitator secures the operational coordination/facilitation between partners and implementation of the human trafficking activities.

### Entry Point

The Red Cross/Red Crescent principal entry point is vulnerability, based on the Fundamental Principles of the Red Cross movement. Within Europe the base for the involvement is rooted in the Council of Delegates Resolution 4, 2001.

### Purpose

The purpose of the European Red Cross/Red Crescent Cooperation in Response to Human Trafficking is to:

### A common approach

- ensure a common Red Cross/Red Crescent approach through the working methodology agreed upon

### Activities

- provide better opportunities for successful designing and implementation of national Red Cross or Red Crescent activities targeting human trafficking

### Capacity building

- secure common capacity building and structured information flow

### Increase knowledge

- build capacity and increase the knowledge base of the Red Cross/Red Crescent movement regarding human trafficking

### Partnerships

- facilitate operational partnerships among the National European Red Cross Societies

### Explore and ensure cooperation beyond the Movement

- explore and ensure cooperation with other stakeholders on an international as well as local level.

In addition to the Red Cross Society of Serbia, many other national Societies in Europe have started cooperating actively within this working network thanks to programs aimed at assisting human trafficking victims which are implemented in their countries. For example, Bulgarian Red Cross and Belarus Red Cross are implementing extensive prevention programs, while Croatian Red Cross is running a shelter for trafficked victims.

You can learn more about the European Red Cross/Red Crescent Cooperation in response to human trafficking at [www.redcross.dk/trafficking](http://www.redcross.dk/trafficking)

# Part Two

## PEER EDUCATION

What is peer education? To put it simply, peer education is when young people pass information on to their peers. This approach may be used for various topics: sexual education, fight against violence, conflict resolution, health education, etc. Successful peer education contributes to understanding and expanding knowledge on sensitive topics because it takes place in an environment that is safe and in which young people feel accepted.

According to research, people are more willing to listen, receive a message and change their views and behavior if they believe that the one passing the message is similar to them and face similar concerns and pressures. The successfulness of peer education has been confirmed in numerous studies; it is based on the trust which exists among peers and on the application of model behavior, and ensures flexibility in the satisfaction of various needs of young people. It can help young people develop positive group norms and make responsible decisions that are of importance to them.

Young people often have more trust in their peers than in adult educators. Trained peer educators are a more reliable source of information for young people, because they communicate in an understandable way and serve as positive models. One study that compared peer education and education done by adults has shown that young people are more prone to engage in discussion with educators who are their peers.

Research shows that peer educators themselves benefit from this kind of education. In which ways? By:

- acquiring important skills, including communication and people management skills;
- acquiring information on things that are important in their lives;
- having opportunity to increase self-discipline and self-respect;
- acquiring better understanding of differences;
- peers recognize them as leaders.

For someone to become a peer educator, he/she has to pass the training which includes: communication, active listening, conflict resolution, decision-making, workshop facilitation, advocacy and organizational skills.

When you work with other young people, you can pass on knowledge of human trafficking in several ways. However, working with a large group is most often best done with a poster-board or presentation or with materials prepared on foils (if you have a graphoscope at hand). After the presentation, we strongly recommend running a workshop where attendees can apply their newly acquired information. You can find more information and advice on workshop methods further on in this Manual. Regardless of whether you use the workshop method or presentation (plenary), we recommend that you work in pairs, i.e. together with a colleague.

Following are tips for designing a presentation.

### ***How to make a good presentation***

***In this part we will share valuable experiences of others who used presentations as a method for passing knowledge on to peers. We hope that they will be of use to you. After all, why reinvent the wheel when you can rely on proven experience? We recommend that you read the text and adopt the segments you relate to; but, take care not to dismiss other parts too quickly. Give them at least a glance – they may serve you well when you suddenly find yourself standing in front of a group of young people who are curiously and impatiently waiting to hear you not only tell them something interesting, but tell it to them in an interesting way.***

You have probably had an opportunity to attend various lectures other than those at school and/or

## Part Two

at university, of course. Surely you would agree that your memories of lectures that were given in an interesting way have carried until today. However close the problem of human trafficking as a topic may be to you and however knowledgeable you are about it does not necessarily mean that you are able to pass it onto others. Therefore, see to it that your presentation is not boring for the participants. Focus your speech on them; include them in your presentation.

### Get to know the participants

When you hold a workshop, knowing and thinking about your participants is key. The easiest way to get to know them is to put yourself in their shoes. Finding out answers to some of the following questions before the workshop may help:

- What do they expect?
- What do they want to learn?
- Are they at the workshop/lecture at their own will?
- How many participants will be there?
- What are the gender and age structure of the group?
- Do they use any special jargon?
- Will the group be relaxed, energetic, full of enthusiasm, or tired, irritable or even hostile?
- What activities will come before or after the workshop/lecture?

In order to be able to answer the above questions, use every opportunity to get information on your audience. Speak with a person in charge of organization of the workshop/lecture or with anyone who knows something about the group you are going to work with, especially with someone who may have already addressed the same audience before. A good way to get to know the participants is to arrive a little earlier than the scheduled start time. Get to know them through informal conversation, to find out what their expectations and interests are, but also to get a sense of problems you may face during the workshop.

**Set your goals** before the beginning of the workshop/lecture. Decide exactly what you want them to learn or do after your presentation. This will add to the quality of the workshop.

### What will help participants remember what they learn in workshops/lectures?

Participants usually remember the beginning of a workshop/lecture, the end, parts that were repeated several times, and those which were unusual or carried some personal meaning to them.

Here are some tips to facilitate your work:

#### • Make an effective start

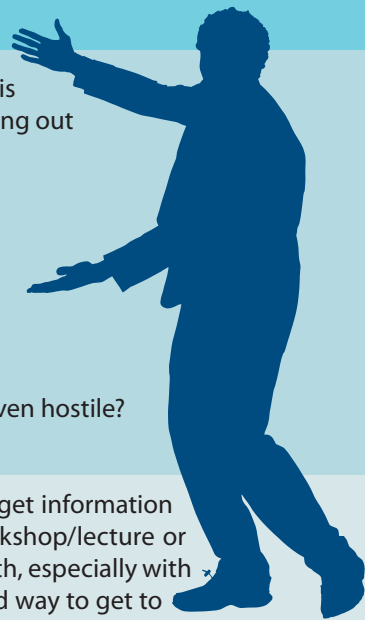
Make contact with the audience, while staying focused on your goals. You may start by asking the participants a question, telling an interesting story, encouraging a discussion, offering a game or leading an exercise. Use the beginning of the workshop/lecture to give a general overview, that is, to present them with a working plan.

#### • Repeat important things several times

Audiences often remember segments of the workshop/lecture that are repeated several times. It is important, however, not to go to extremes and annoy them with constant repetition.

#### • Emphasize in an unusual way

Stress key points by presenting them in an unusual way. The audience will certainly appreciate and remember them. Be sure not to exaggerate nor depart from the topic. Keep in mind that your goal is for the workshop/lecture participants to remember its contents.



## Part Two

#### • Keep the participants actively involved

Do not hold a monologue. The more you involve the audience and make them feel a personal connection with your presentation (through discussion, exercises, games, questions...), the more vivid its memory will be. You may structure your workshop so that participants themselves discover key points and thus draw their own conclusions, where your role would be to facilitate that process or to summarize conclusions.

#### • Make a point in the end

Memory is always active near the end of the presentation, and therefore the close should be strong and clear. Highlight once again the key points because this is your last opportunity to ensure that your audience really learns and adopts what was covered.

#### Useful advice

##### • Be time conscious

##### • Start on time

First impressions are very strong and being late creates a negative impression. If any delays occur, be sure you are not the cause. The shortened time will make it impossible to follow through the workshop/lecture as planned. Respect the clock and your audience.



##### • Make breaks

Attention sharply declines after 45 minutes of listening. If your presentation runs longer, it is important to give participants a time break before they desperately need it. Even if you are still holding their attention, their memory capacity diminishes after this period of time, after which they will become nervous and unable to wait for the end. Therefore, brake at the very climax of the presentation and leave the participants in a positive mood. Encourage them to stretch, take a quick walk, get refreshed. If your lecture/workshop lasts less than 45 minutes, it is best to avoid taking any break.

##### • Finish on time

There is no better way to ruin a good workshop/lecture than to prolong it past the scheduled time. If needed, let participants ask you questions after the presentation ends. Put the watch in a visible place and be aware of time.

##### • Venue

The environment in which the workshop takes place is very important. Participants will feel better in a room that is well lit, well ventilated and spacious. Therefore, just before the workshop starts, try, if possible, to adapt the conditions to yourself and to participants.

• Always see to it that your presentation is held in a room with enough space for each participant.

• Arrange tables and chairs in a way which will best suit your presentation type. If you decide to run a workshop, we suggest that you arrange chairs in a circle or in a **horseshoe shape**. Remove all surplus chairs.

• If possible, use natural or electric light.

• The room should be well ventilated.

• Take care to sort out all questions regarding the use of mobile phones, breaks, leaving the room.

• As an active member of the Red Cross Youth, do not forget to wear the badge of the Red Cross. If you do not have one, ask for it at your Red Cross organization. Wearing this sign will remind yourself and show others that you are acting on behalf of the Red Cross of your country and of the International Red Cross/Red Crescent Movement.

### • Audio-video equipment

Various devices may entertain and liven up your audience. The primary reason for using these devices is to stress and emphasize key points of your presentation. Whatever you use - projector, graphoscope or the like, make sure it does not contain too much information. These devices should serve as a reminder of the most important terms, key words and phrases, and in no way should cast a shadow on the person running the workshop. Distribute respective materials either before the workshop to acquaint participants with the topic to some extent, or at the end. Do not rely on these devices to do the whole job in place of your work. The best and really the only way to connect with the audience is through you. Master the handling of technical devices before the workshop to avoid distracting the audience when they are supposed to be listening to you. Make sure that these devices are visible from all points of the room.

### What can you do if you feel stage freight?

Many people feel a kind of discomfort, excitement or even fear when they have to speak to a group of people. Know that this sense of fear is completely normal in situations when you have to appear in front of many unfamiliar people (although it can happen even if you know your audience). Even the most experienced lecturers often feel symptoms of fear while making a presentation.

Before the beginning of the workshop/lecture, feel free to move around and do several warm-up exercises. Breathe deeply, take a walk and focus on what you are going to say. After these exercises, you may feel your fear and stiffness diminish or fully disappear.

An audience is almost always tolerant, understanding and curious to hear what you have to say. The majority of the audience will want you to succeed in your presentation and is prone to supporting you if you come across difficulties.

Bear in mind that the audience is composed of individuals similar to you, your peers.

Due to excitement, your sense of time and quality of the presentation is different from what the audience sees. What might seem like a big mistake to you, the participants often do not notice.

### Your body is also sending messages to the audience

Your posture, movements, gestures and eye contact have great impact on your audience. If your body is stiff, if you gesticulate excessively, play with your pencil, avoid looking into the audience and/or use words such as "like", "er" or "umm", you are spoiling your presentation. Instead of listening to WHAT you are saying, the audience will focus on HOW you are talking. On the other hand, a relaxed posture, easy movements and a clear voice will focus their attention and increase the power of your message.



### Therefore, the following is very important

• **Body posture** – Straight and relaxed posture says that you are self-confident, making it easier to communicate well with your audience.

• **Movements and gestures** – Unnecessary movements like wringing your fingers, playing with your hair etc. will distract and annoy the audience. Awareness is the key through which you may free yourself of these unnecessary movements, and you may acquire it best by observing yourself on a video tape or in the mirror. You may come closer to the audience when you want to stress something or step back if you want to leave them to think about the question you have asked. Use an opportunity to observe and study gestures of other people in daily communication.

Practice by saying each of the phrases listed below in front of the mirror, clearly, with accompanying gestures.

- I am holding workshops successfully.
- I've prepared the workshops well (of course, it is important that this is true, the pure act of saying this sentence otherwise will not help).
- My workshops are excellently organized.
- My lectures are interesting and instructive.
- I am successful in drawing listeners' attention.
- Throughout the presentation, I communicate with the audience excellently.
- The audience finds what I am saying interesting and I am satisfied and proud.

• **Eye contact** – Look at the participants in a simple and natural way. Be free to exercise your look by expressing the following emotions in front of the mirror: surprise, anger, doubt, tension, confusion, irony, boredom, fear, joy, honesty, curiosity...Try these exercises with friends, ask them to guess what emotion you are trying to express. When you walk into the room, before the workshop, try to make eye contact with as many people as possible. During the workshop, search for the most friendly pair of eyes, this will make you feel better.

• **Voice** – Workshop participants will primarily listen to what you are telling them. With your voice, you can express the shades of what you are talking about. Your voice, like your movements, should be natural, expressive and clear. Learn to make pauses in your speech; this will position you to hear what you have just said and to think about what you are going to say next. Your audience will welcome the pause as a chance to relax during that time, while they "absorb" the message you have just sent. Feel free to experiment by recording your voice on a tape recorder or dictaphone.

• **Take it easy** – Many speakers speak too fast and consequently inarticulately and the audience cannot understand nor follow their presentation. All of this will add to your nervousness and excitement. Do not ever allow yourself to be pushed while you are talking, even if you are running out of time. A cure for fast speech is to take regular pauses accordingly.

• **Use different tones in your voice and learn to control your volume** – Use your voice to add expression and life to your words. Make sure that the audience hears what you are saying. If you are not sure, feel free to ask for their feedback and adjust the strength of your voice accordingly.

And last but not least, **GOOD LUCK!!!!** Bear in mind that every subsequent workshop or lecture will only get easier; after some time, this slight nervousness that you are feeling now and doubt in whether you will be able to make it will seem silly. You'll get there, and in fact, we're sure you'd be fine even without us. We are only here to remind you how to prepare and to go over some basic rules for a successful presentation!.



# Part Three

## WORKSHOP AS A WAY OF LEARNING

Different people receive information and learn in different ways. A Chinese proverb says:

**I HEAR AND I FORGET**

**I SEE AND I REMEMBER**

**I DO AND I UNDERSTAND**

Successful learning is achieved through active involvement and gaining knowledge through the use of different methods, different media, and the surrounding environment. Engage multiple senses and psychological (cognitive) functions to produce more effective and enduring results. Workshops can serve as excellent tools in the learning process; using them to imitate real life conditions provides a comprehensive experience that has lasting impressions. You can achieve this through planned, guided, and well-timed sessions that run through these key stages:

- Participants are introduced to a topic.
- A situation is then created which enables all to actively involve in studying the problem and finding solutions.
- Experiences are exchanged, explained and shaped through discussion.
- This experience then links to and expands their existing knowledge.

### METHODOLOGICAL PRINCIPLES OF WORK IN A WORKSHOP

- 1. Creating a safe place** - allows participants to feel relaxed, secure and free to be open and express themselves, while at the same time keeping responsible for themselves and to others.
- 2. Cooperative and social learning** – learning in, with and from a group. The group provides a source for learning about oneself and for relating to others and to the world around us.
- 3. Encouraging active learning** – interactive methods put into function the principle “the more you invest the more you gain”.
- 4. Every participant can contribute knowledge** – not just the facilitator, but everyone can help others develop and learn, they only need to be given favorable conditions and an opportunity.
- 5. A comprehensive approach to learning** – quality learning requires sufficient incentives both for thoughts and feelings, as well as for practical activity.
- 6. Learning in “the zone of challenge”** – educational activities need to include some kind of challenge (novelty, interest) for participants.
- 7. Respect for various styles of learning** – there are various styles of learning that should be taken into account when selecting activities for the workshop in order to get the participants maximally involved.

**8. Intercultural learning**—existing differences offer an opportunity for participants to get better acquainted and for mutual growth.

**THE ROLE OF THE FACILITATOR**

A facilitator keeps in mind the goal and contents, i.e. scenario of the workshop, but throughout the work, he/she adjusts to the needs of group members and to the group dynamics. The facilitator is not a lecturer, a leader; his/her role is to support and to facilitate the process of work in the group.

**A WORKSHOP**

Next is a description of one workshop that you can organize yourself. This is only an example which you can (and should) modify according to the needs of the group your work with. Hence, the guidelines, and sentences given under quotation marks should in no way be reproduced literally, word for word.

**• Introducing a workshop, making name tags and introducing the participants** (30 minutes)

**Name Tags**

“In order to get to know one another better I suggest we make name tags. Let’s each take a piece of paper and write down our names or nicknames, whatever you prefer to be called. Use big block letters so that everyone can read it. You may decorate your name tag if you like”. Ask participants to put their name tags on, form a circle and then start introduction going around the circle.

**Materials:** markers, white A4 paper divided into 4 parts, pins.

**Rules**

At the beginning of the workshop, participants should get acquainted with some rules which must be respected for the joint work to be easier and more comfortable for all. These rules may be formulated in the following way:

Listening – When one person is talking, I will listen to him/her.

Respect – I will respect the right to have a different opinion.

We care for one another – I will not do things that may hurt someone else.

Trust – I will not abuse the honesty of others.

Next – When it is difficult for me to talk about something, I may say “next”.

Active participation – I will participate in activities whenever I can and as much as I can.

Of course, together with participants, you are free to introduce other rules you find important.

The rules may be written down on a large piece of paper and taped to the wall to be visible at all times.

**• ACTIVITIES**

**1. Activity: “The line of social rights – make a step forward”** (45 minutes)

We are all equal, but some are “more equal than others”. In this activity, participants will have opportunity to experience how it feels being “the other” among their peers.

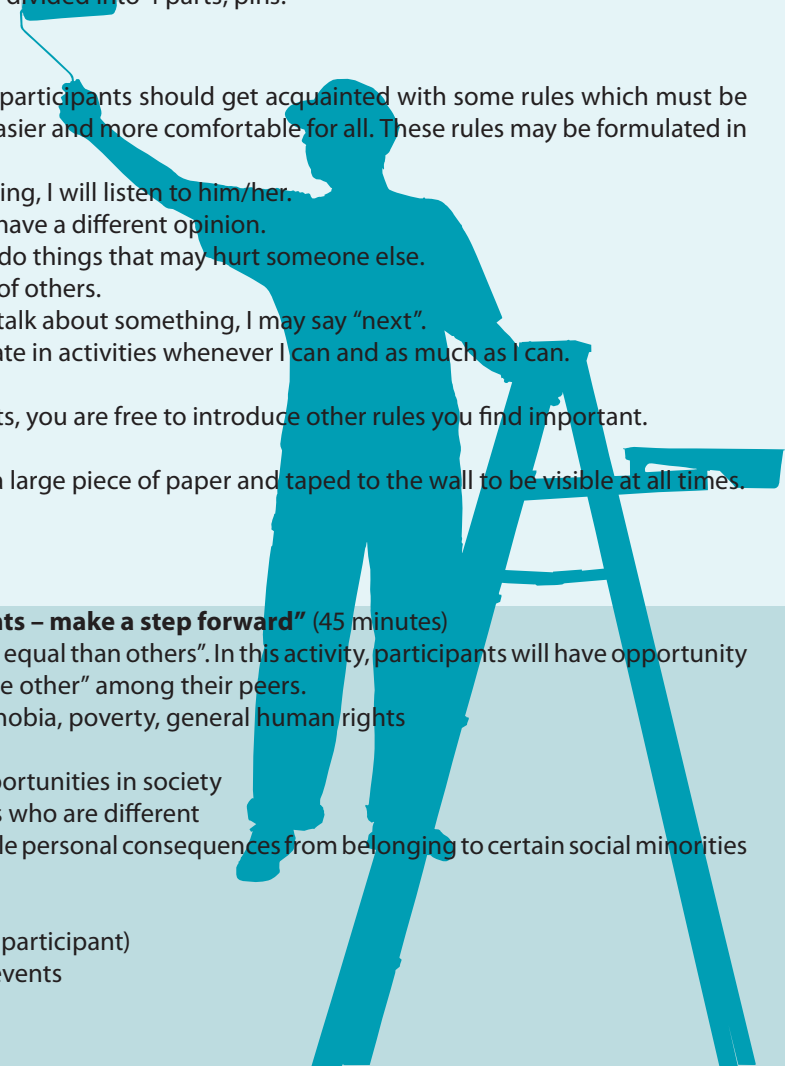
**Subject:** discrimination and xenophobia, poverty, general human rights

**Goals:**

- Awareness raising on unequal opportunities in society
- Promotion of empathy with others who are different
- Nurturing understanding of possible personal consequences from belonging to certain social minorities or cultural groups

**Material:**

- Cards with roles (one role for each participant)
- A list of questions, situations and events



**Appendix 1 – role cards**

\* Possible roles:

You are a high-school girl, 16, living in a big city in France with your mother, who is a professor.	You are a woman from Ukraine, 30 years old, single mother of a 3-year old, living with parents who are pensioners, you have a younger sister and both of you are unemployed.	You are a nurse, 35, employed, living in a small town in Serbia, you don't own an apartment. You earn 200€ a month.
You are a boy, 17, member of an ethnic minority, living with parents and four brothers and sisters; you are a high-school drop-out. .	You are a boy, 16, living in a shelter for children without parents; you've often been physically abused.	You are a girl, 15, living in a foster family, you do not regularly attend school, you often have to work on the farm.
You are a 17-year old girl, from a well-off family living in a big town in Romania, very attractive; you want to become a model.	You are a man from Moldova (where the average wage is EUR 100), unemployed construction worker, with two small children and a wife-homemaker.	You are a man, 22, from the outskirts of a small town in Turkey, construction worker, with seasonal engagements.
You are a man, 24, student, from a well-off family, about to continue your studies in a foreign country.	You are a girl, 18, your parents are alcoholics, you don't go to school regularly, you live in the country, and because of parental violence you most often live with your grandmother, who has small pension.	You are a girl, 16, pupil, living in a big town in Bulgaria, parents employed, well-off.
You are a girl, 18, attending a ballet school, living with mother who is a clerk; divorced parents; you wish to continue your education abroad.	You are a woman, 30, factory worker, divorced, 2 children, receive alimony irregularly; occasionally working as a prostitute to make some extra income.	You are a woman, 31, with primary school education, living near a big town, performing physical labor in other people's homes.
You are a woman, 36, married, two children, university education, working in the branch office of a foreign company.	You are a young man, 19, practicing water polo; you have an older sister, parents are employed with solid material wealth.	You are a man, 28, living in a big town, high-school graduate, working as a security guard in a foreign embassy.
You are a girl, ethnic minority, 15, with brother and sister; you go to school, live in a small town, in a stable family, both of your parents work in a restaurant as help staff.	You are a daughter of the US Ambassador, 17 years old, currently living in Ukraine (or Eastern Europe).	You are 49 and you own a successful export-import company.
You are a high school teacher in a big town.	You own a big estate in France on which you live and run a farm.	

## Appendix 2 – situations and events

- You have never experienced serious financial difficulties.
- You have a decent home with a telephone line and a TV set.
- You feel that your language, religion and culture are respected in the society you live in.
- You have never experienced discrimination for your origin.
- You have adequate health and social protection in accordance to your needs.
- You can go on holidays once a year.
- You can take your friends to a restaurant for dinner once a month.
- You have an interesting life and look positively at your future.
- You can study and chose your profession freely.
- You can go on an excursion/seminar abroad.
- You can go to the cinema/theatre at least once every two weeks.
- You are not afraid for your children's future.
- You can buy new clothes at least once every three months.
- You are free to fall in love with anyone you want.
- You can have a computer and use the Internet.
- You feel that your abilities are appreciated and respected in the society you live in.
- You are a member of the Red Cross and Red Crescent Youth Organization in your town.

## Instructions

1. Randomly distribute cards with roles, one to each participant. Tell them to keep the cards for themselves and not to show them to others.
2. Ask them to sit down and to read silently their roles.
3. Help familiarize them with their roles by reading the following questions. Pause after each question to give them time to imagine themselves in that particular role, in that particular life.
  - What was your childhood like? In what kind of house did you live? What games did you play? What did your parents do?
  - Describe a typical day in your life currently. What do you do during the day? Who do you spend time with? Who are your friends?
  - What is your lifestyle like, that is, where do you live? How much money do you earn a month? What do you do in your spare time? What do you do for holidays?
  - What in life makes you happy and what makes you scared?
4. Ask participants to be quiet and to line up side by side (like on a start line).
5. Tell participants that you will read aloud a list of situations or events. Every time they can answer "Yes", they should make one step forward. Otherwise, they are to remain where they are, that is, they do not move.
6. Read aloud each situation one at a time. Pause after each statement to allow participants time to step forward and take notice of how their position compares with others.
7. At the end, ask all to look at their final positions. Give them a few minutes to "come out" of the role before returning to the main group.

## Main group discussion

- How did they feel when they stepped forward? How did those who did not move feel when they watched others step forward?
- For those who stepped forward often, when did they start to notice that others were not moving as quickly as they were?

- Is this exercise a mirror of society in some way? How?
- Can they guess which of the roles could be a victim of trafficking?
- Can the participants guess who had which role?
- Reveal each role.

## Tips for facilitators

While first acquainting themselves with their roles, some participants might say that they know too little about the lifestyle of a person in their assigned role. Assure them that it is only important for them to use their imagination and do the best they can.

The significance of this activity lies in the effect of watching the distance grow between participants, especially by the end, when the distance between those who made frequent steps and those who did not should be very obvious. To intensify the effect of the activity, it is important that you adjust the roles so that they reflect the reality of participants' life as much as possible: be sure to adjust roles such that the least number of participants can keep stepping forward (meaning those that can answer YES).

## 2. Activity: Group presentation/creating a poster (60 minutes)

**Goal:** To acquaint colleagues, participants with human trafficking issue. Work in groups:

Divide participants into 4-5 groups.

The facilitator assigns the following: "Pretend you have been assigned to give a peer presentation in school on a topic that you had learned about yesterday. How would you prepare that lecture? As a group, create a concept for presenting the topic. You may use the given materials. You may make a poster, a chart and/or anything else.

Use a large piece of paper to present the group's ideas and decide who will be the presenter. You have half an hour."

**Group reporting:** Representatives present their group's concepts.

**Facilitator's comment:** Thank them for their ideas and tell them what participants are expected to do after the seminar.

**Material:** Large flip chart papers, markers, glue, self-adhesive tape, scissors, informational material on human trafficking.

## • GAME FOR THE END

"Human machine" (30 minutes)

This is non-verbal exercise that shows group members what they can accomplish by working together.



### Part Three

#### Instruction

1. Ask the participants to stand up and make a circle.
2. Tell them to make one huge machine, using only their bodies.
3. Ask one participant to start by making a simple move and an accompanying sound
4. Ask another participant to approach and join in and make his/her own sound fit the rhythm of the first one.
5. Have the other participants join one by one. They may join any part of the machine, adding their movement and sound.
6. By the end, the entire group should be inter-connected and moving, making various sounds.

#### Analysis and evaluation

Questions for the whole group:

- What skills did they need to fulfill this assignment? Cooperation, listening skill, making agreement? What else?
- Was it difficult for them? Why?
- Do they see any similarities between this exercise and situations they come across in their own lives? (working in a group, for example).

There are many workshop games you may use other than those mentioned here. If you are interested, go to the Red Cross organization in your town. They will be happy to lend out or help you find useful manuals for holding workshops (e.g. manual of the International Federation of Red Cross and Red Crescent "Do You See What I See?" etc.).



# AND FINALLY

We hope you found this Manual to provide useful information and practical advice on how to explain to others what human trafficking is, why it is a serious problem that concerns all of us and why it is important to get informed and to inform your friends. But, in order to really excel as a trainer and make your work with peers really fruitful, it is necessary to get involved, to read and constantly expand your knowledge on human trafficking. Moreover, being a trainer requires you to be understanding and tolerant of your peers, to respect them and their opinions (even when you disagree), do not take your work as a chore; dedicate your time to every single one of them, appreciating the fact that they are human beings, each unique in their own way!

#### REMEMBER!!!

Human trafficking is an ever growing and ever present problem. Recruitment manners, forms of human trafficking and statistics are constantly changing.

When you start preparing your first presentation, **DO NOT HESITATE** to call ASTRA (+381 11 33 47 817 or [astrasos@sezampro.yu](mailto:astrasos@sezampro.yu)), relevant governmental or nongovernmental organization in your country and/or Red Cross organization in your town if you need additional information, further explanation or if you have any questions.

Finally, we wish you all the success in your training work!!!

And don't forget to call us to tell us how it went!!!  
Your,  
ASTRA & RED CROSS

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## TABLE OF CONTENTS:

Foreword	1
Fundamental principles of the red cross and red crescent movement	2
Introduction	3

### PART ONE

What is human trafficking?	5
Legislation – why is this un protocol important?	8
Who are the most likely victims of human trafficking?	9
Why do people fall victim to trafficking?	10
What does the process of human trafficking look like?	11
1. Recruitment phase	11
2. Transit phase	12
3. Exploitation phase	13
How do victims get out of human trafficking?	16
And what preventive measures can we use to end human trafficking???	16
And what comes next when somebody is identified as a trafficked victim	18
Useful contacts	20
European Red Cross / Red Crescent cooperation in response to human trafficking	23

### PART TWO

Peer education	25
How to make a good presentation	25
Useful advice	27

### PART THREE

Workshop as a way of learning	31
A workshop	32
- <i>Introducing a workshop, making name tags and introducing the participants</i>	32
- <i>Activities</i>	32
- <i>Analysis and evaluation</i>	36
And finally...	37
Table of contents	39



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Authors: Evgenija Jokanović, Željka Martinovski, Marija Anđelković and Tamara Vukasović  
Translation and proofreading by Ivana Radović and Silver Chang  
Design and prepress: A01  
Print: Čogura print

