



# Human Rights and Trafficking in Women and Young People in Europe

## METHODOLOGICAL GUIDE



University of Padua, Interdepartmental Centre on  
Human Rights and the Rights of Peoples



La Strada Foundation against  
Trafficking in Persons and Slavery, Poland



Ludwig Boltzmann Institute  
of Human Rights



Association  
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Human Rights and Trafficking in Women and Young People.  
An Educational Toolkit for Teachers and Students

## **Methodological Guide**

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# INTRODUCTION

## 1.1 WORKING WITH THE METHODOLOGICAL GUIDE

The objective of this Methodological Guide is to provide ideas, how the topic *\*Trafficking in Human Beings\** can be processed in sessions with young people. Special emphasis has been placed on a variety of methods and a pertinent spectrum ranging from playful and creative units to such that promote a specific and differentiating factual confrontation with the issue in adolescents.

The concept behind these methods is such that they can be helpful in the planning and execution of workshops as well as in the layout of individual teaching units. Theoretical knowledge for teachers and students may be supplemented by other parts of the Toolkit, whereby references are also provided in respective sections in the method section.

The Methodological Guide is divided into six chapters, each of which stands for a topical highlight. Comprehensive work with the subject will be particularly successful, if individual units are selected and consolidated from each chapter. Special attention should, however, be paid to **Chapter 4**, which represents the heart of the collection.

**\*Chapter 2 – Topic Introduction and Orientation\*** aims at providing a preamble to the topic, whereby the use of individual units will be expedient, if the group is working as a team for the first time (*\*I have Concerns, I have Expectations\**, *\*Group Rules\**).

**\*Chapter 3 – Human Rights in General\*** makes an instant connection to human rights instantly and encourages participants to create links to something they know and activates them.

**\*Chapter 4 – Trafficking in Women and Young People as a Human Rights Violation \*** provides a topical focal point. A deepening confrontation with the issue will be successful if at least two units from this chapter are selected.

**\*Chapter 5 – Women’s Rights\*** promotes the targeted confrontation with the reality of life many women are facing and with what these realities mean in connection with trafficking in human beings.

**\*Chapter 6– Opportunities to Take Action & Conclusion\*** aims at encouraging adolescents to become actively involved. These units offer many different options to presentation and can therefore be adapted to the needs of the group/country. Finally it provides an opportunity to come to a positive conclusion and to apply what has been learned.

## 1.2 SUGGESTIONS FOR THE PLANNING OF WORKSHOPS

### 1.2.1 WORKSHOPS OF 7 HOURS

*In a Far Away Country* (Chapter 2.2)	30 minutes
*Group Rules* (Chapter 2.4)	20 minutes
Break	10 minutes
*HumanRightsBingo* (Chapter 3.3)	20 minutes
*Define Trafficking in Human Beings!* (Chapter 4.1)	35 minutes
Break	10 minutes
*"I am going!" – A Theatrical Play that allows You to live it* (Chapter 4.5)	40 minutes
*Where Do They Come From, Where Are They Going* (Chapter 4.3)	10 minutes
Break	90 minutes
*Equal Opportunities* (Chapter 5.1)	10 minutes
*Women's Rights* (Chapter 5.2)	50 minutes
Break	10 minutes
*Campaign* (Chapter 6.2)	50 minutes
Break	10 minutes
*Conclusion* (Chapter 6.3)	20 minutes

## **WORKSHOP OF 7 HOURS**

<b>*Taking a Position*</b> (Chapter 2.5)	20 minutes
<b>*Brainstorming*</b> (Chapter 3.1)	20 minutes
<b>*Define Trafficking in Human Beings!*</b> (Chapter 4.1)	35 minutes
Break	10 minutes
<b>*HumanRightsBingo*</b> (Chapter 3.3)	20 minutes
<b>*Indictment*</b> (Chapter 4.2)	35 minutes
Break	10 minutes
<b>*Equal Opportunities*</b> (Chapter 5.1)	10 minutes
<b>*Land of Equality*</b> (Chapter 5.3)	30 minutes
(potential completion: <b>*Prostitution*</b> [ Chapter 5.4])	15 minutes
Break	90 minutes
<b>*Where Do They Come From, Where Are They Going*</b> (Chapter 4.3)	10 minutes
<b>*Why?*</b> (Chapter 4.4)	30 minutes
Break	10 minutes
<b>*Measures*</b> (Chapter 6.1)	30 minutes
<b>*Conclusion*</b> (Chapter 6.3)	30 minutes



## **1.2.2 WORKSHOPS OF 3,5 HOURS**

*Active Engagement for Human Rights* (Chapter 3.2)	30 minutes
*Define Trafficking in Human Beings!* (Chapter 4.1)	35 minutes
Break	10 minutes
*Why?*	30 minutes
*Campaign* (Chapter 6.2)	50 minutes
Break	10 minutes
*Conclusion* (Chapter 6.3)	20 minutes

## **WORKSHOP OF 3,5 HOURS**

*Taking a Position* (Chapter 2.5)	20 minutes
*Indictment* (Chapter 4.2)	35 minutes
Break	10 minutes
*"I am going!" – A Theatrical Play that allows You to live it* (Chapter 4.5)	40 minutes
*Why?*	30 minutes
Break	10 minutes
*Campaign* (Chapter 6.2)	50 minutes
*Conclusion* (Chapter 6.3)	20 minutes

## 1.2.3 SUGGESTED LAYOUTS OF INDIVIDUAL TEACHING UNITS

### **Unit 1**

\*In a Far Away Country\* (Chapter 2.2) 30 minutes

Theoretical Input 15 minutes

\*HumanRightsBingo\* (Chapter 3.3) 20 minutes

**Consolidation at home:** Compiling information concerning a selected foreign country

### **Unit 2**

Repeating Human Rights 15 minutes

\*Define Trafficking in Human Beings!\* (Chapter 4.1) 35 minutes

Consolidation at home: \*Indictment\* (Chapter 4.2)

### **Unit 3**

Discussing the \*Indictments\* (Chapter 4.2) 20 minutes

\*Why?\* (4.4) 30 minutes

**Consolidation at home:** \*Where Do They Come From, Where Are They Going\* (Chapter 4.3)

### **Unit 4**

Discussing \*Where Do They Come From, Where Are They Going\* (Chapter 4.3) 10 minutes

\*Campaign\* (Chapter 6.2) 40 minutes

## 2. TOPIC INTRODUCTION AND ORIENTATION

### 2.1 THREE LIES – ONE TRUTH

**Focus:** Familiarization, creating increased sensibility to the matter

**Objectives:** Activation and involvement of the participants

**Competencies:** Listening, asking precise questions

**Method:** Introduction of the trainer, brief individual work, working in pairs, discussion in the group

**Time:** 30 minutes

**Material:** Paper and writing instruments for each participant, black board and chalk or flip chart and marker

**Setting:** Round circle (sitting)

**Preparation:** Come up with your own idea for this setting.

**Procedure:**

1. Write four sentences describing yourself on the black board or flip chart. Only one of the claims is true, the remaining three are totally fictional. Ask the participants to determine, which of the sentences is true. To do so, the participants are allowed to ask you any question they want, however, you will also be allowed to lie when responding. After ten minutes, the participants must decide, which sentence is true. Let them vote by showing of hands, and then disclose the contents of truth of each statement.
2. Subsequently, the participants repeat this procedure in pairs: Each participant also writes down four sentences describing himself or herself. Only one is true. Subsequently, each person is interrogated by his or her partner for ten minutes in an effort to uncover the truth.

#### Follow-up & Analysis

The exercise is now discussed in the group.

What made this difficult? Inventing lies about oneself or to reveal something very personal? Was it difficult not to get entangled in contradictions during the interrogation? What was easier: asking questions or having to respond?

### **Tips for the Moderator**

At this point you may already indicate that it is generally very difficult to talk about personal issues, especially if one does not know one's counter part. You may also create a link to the experiences of those individuals who find it very difficult to keep up a lie without contradicting oneself.

## **2.2 IN A FAR AWAY COUNTRY**

**Focus:** Familiarization, creation of a context to trafficking in human beings by discussing the dream of many to travel to foreign countries; creating enhanced sensibility

**Objectives:** Activation and involvement of the participants; creation of connections between own life concepts and those of young people in other countries

**Competencies:** Listening, perception of identical wishes and fantasies; critical assessment of sources of information

**Method:** Introduction of the trainer and participants in the group, discussion in the group

**Time:** Depending on the number of participants; approx. 4 minutes per delegate, 15 minutes discussion in the group

**Setting:** Round circle (sitting)

**Material:** Paper and writing instruments for each participants, black board and chalk or flip chart and marker

**Preparation:** Familiarize yourself with other countries using various sources of information.

### **Procedure:**

1. Introduce yourself briefly and tell the others in just a few sentences in which country you would like to live and work temporarily or forever.
2. Subsequently, ask the participants to also introduce themselves and tell the others, in which country they long to spend time studying/working/taking some time off or whatever other reason.

3. After all of you have introduced yourselves in this fashion, make the following statements and ask those who feel they apply to them to raise their hands.

I have already been to the country I've selected at least once.

I speak the native language of said country.

I know the residential statutes of said country/know whether I need a visa/know whether I will be permitted to work there.

I know which official steps I will have to take with government agencies to be allowed to get married in said country.

I am familiar with the religious traditions of the country and with the cultural customs.

### **Follow-up & Analysis**

Discuss the results in the group. Did they surprise you? Did a lot of you know what to expect in a foreign country? How is the situation of young people who become victims of trafficking in human beings different from that? Do they know more about what to expect in a foreign country? Are they also dreaming of a better life? What kind of risks do people take who go to another country without getting advance information?

### **Tips for the Moderator:**

Even at the beginning of this session you may successfully create a link between the desires of the adolescents in your group and the fates they will hear about. If they are afforded the opportunity to identify with the victims of slavery, they will find it easier to question their prejudices.

### **Suggestions for Continued Work on this Module:**

You may ask the adolescents to think about how they would go about getting important information on a country. Potential options are for example Internet research, research at the library, a telephone conversation with the embassy of the respective country, calls to a hotline, discussions with friends/parents/teachers etc.

In this context, instruct the adolescents to assess how complex and how dependable their sources of information are.

## 2.3 I HAVE CONCERNS, I HAVE EXPECTATIONS<sup>1</sup>

**Focus:** Workshop procedure/teaching session unit's procedure

**Objectives:** Exchange on expectations and concerns concerning methods, contents or other issues; minimization of uncertainties and insecurities

**Competencies:** Expressing own wishes and concerns

**Method:** Individual work, discussion in the group

**Setting:** Round circle (sitting)

**Time:** Depending on the number of participants, approx. 20 – 30 minutes

**Material:** Either two flip charts or one black board divided into two sections by a fat line; index cards or paper in two different colors; writing instruments for all participants; sticky tape

**Preparation:** Write the following on two posters: on one: Expectations: What do I want to find out/learn in this workshop? What do I expect to happen in this workshop? And on the other: Concerns: What I absolutely don't want to see happen in this workshop

### Procedure:

1. Each participant receives index cards or pieces of paper in both colors.
2. One color designates the cards on which the participants are to write their expectations; the other color indicates those they will use to write down their concerns.
3. Ask the participants to write one each expectation/concern on each card.
4. Attach the two posters you have made either to the wall or place it in the center of your circle.
5. Participants are given 10 minutes to write down their expectations/concerns and to attach them to the appropriate poster.

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<sup>1</sup> Based on *Save the Children (UK), UN-IAP und IOM, Training Manual for Combating Trafficking in Women and Children. Myanmar 2001.* online im Internet :  
<[http://www.un.or.th/TraffickingProject/trafficking\\_manual.pdf#search=%22iom%20%2B%20training%20manual%22](http://www.un.or.th/TraffickingProject/trafficking_manual.pdf#search=%22iom%20%2B%20training%20manual%22)> (3.10.2006)

6. After the 10 minutes are up, read the results out loud and sort them together with the participants.
7. Then set the posters aside. If you like, they can be discussed again at the conclusion of the workshop.

### **Follow-up & Analysis**

This exercise gives participants the opportunity to see that they are probably not alone with their concerns and that their expectations are probably very much the same as those of the others. It should also be addressed, which expectations can be met and which will not be met/ why they cannot be met/which concerns are justified, etc.

### **Tips for the Moderator:**

The exercise will facilitate explaining to the group which expectations can be met and which won't be fulfilled, so that disappointments can be averted. Moreover, it will make it easier for many participants to get involved in a workshop if they have the opportunity to voice their concerns right at the beginning and if they can immediately be eliminated.

### **Recommendations for Additional Processing:**

If the concerns also pertain to the collaboration with the group, it will be highly expedient to Follow-up with the joint development of Group Rules.

### **◆ \*Group Rules\***

## **2.4 GROUP RULES<sup>2</sup>**

**Focus:** Joint development of a framework for the workshop

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<sup>2</sup> Based on *Save the Children (UK), UN-IAP und IOM, Training Manual for Combating Trafficking in Women and Children. Myanmar 2001.* online im Internet : <  
[http://www.un.or.th/TraffickingProject/trafficking\\_manual.pdf#search=%22iom%20%2B%20training%20manual%22](http://www.un.or.th/TraffickingProject/trafficking_manual.pdf#search=%22iom%20%2B%20training%20manual%22)> (3.10.2006)

**Objective:** Definition of Group Rules

**Competencies:** Expressing own wishes; respecting the needs of others; coming to an agreement

**Method:** Discussion in the group

**Setting:** Round circle (sitting)

**Time:** Approx. 20 minutes

**Material:** Flip chart and felt tip pen

**Preparation:** Think about the rules you yourself would like to integrate into the process. Suggestions can be found under **Tips for the Moderator**.

**Procedure:**

1. Explain that the subject matter to be discussed is complex and that it is therefore critical that everyone complies with the joint Group Rules. If such rules are already in place for an existing group, it is important to point that out, to update them and put them in writing, if applicable.
2. Ask the participants to come up with Group Rules in the group they would like to see enforced. Write down the rules mentioned on the flip chart.
3. Once you do not receive any further suggestions, read the rules out loud and ask for any additions. Ask also, if all are in agreement with the rule and if everyone is prepared to comply with the rules for the duration of the workshop.
4. If disputes should arise concerning the need/expediency of rules, discuss the respective rules in the group.
5. If necessary, add to the list.
6. Once the list is complete, display it in the room in a place where it is easy to read.

**Follow-up & Analysis**

Reminding participants and affirming the existence of joint rules usually have a positive effect on compliance with the rules.

If a workshop is being facilitated with a group that is collaborating for the first time, the rules can set the framework and remove any insecurities.

In difficult situations that might occur during the workshop, you can revert back to the joint rules again and again.



## **Tips for the Moderator:**

### **Examples of expedient Group Rules:**

The opinions of others are to be respected.

Everyone will be allowed to complete their statements without interruptions.

We participate actively in the workshop.

We are mindful of time = we show up on time and take sufficient breaks.

## **2.5 TAKING A POSITION**

**Focus:** Becoming aware of one's own knowledge / own prejudices in relation to trafficking of women / trafficking in human beings

**Objectives:** Reflecting on one's own knowledge and prejudices, forming of an opinion

**Competencies:** Standing up for one's opinion in interactions with others

**Method:** Positioning alongside a spectrum of opinions

**Setting:** Free movement throughout the room

**Time:** As needed, 10 to 20 minutes

**Material:** Free room, colored self-adhesive tape covering about the length of the room

**Preparation:** Think of any myths you have heard about the trafficking of women and write them down. Proposals can be found under **Tips for the Moderator**.

Affix highly visible self-adhesive tape across the floor over the entire length of the room. Both ends of the line should be easy to identify, on the one end as the pole that stands for absolute agreement, and on the other end as the pole that stands for total opposition.

### **Procedure:**

1. If the participants are still sitting down, ask them to get up.
2. Announce that you will be reading one or several statements. Tell the participants that the line through the room is an opinion measuring strip. One end signifies that the woman/man is in

complete agreement with the statement. The opposite end is the place where man/woman expresses his/her total opposition to the statement. In between there are all shades of gray. Man/woman is to find a place along the line, indicating to what extent man/woman agrees with the statement wholeheartedly or less and less. The participants have to take a position.

3. Read out the first statement: “Love conquers all boundaries”
4. Ask the participants to take their positions along the line, depending on their level of agreement or disagreement with the statement.
5. Wait until everyone is in their position.
6. Ask the participants to mill around freely.
7. Read the second statement “Those who become victims of trafficking in human beings must really be stupid”.
8. Once again ask the participants to move into their respective positions.
9. Continue in the same fashion with the other myths you have prepared.
10. When the exercise is complete, ask the participants to return to their seats and discuss the outcome.

### **Follow-up & Analysis**

Ask whether the participants found it difficult to determine the place that corresponded with their own convictions. Where did most of the participants go – to the extreme poles or to the center? Why?

Did some of the participants pay attention to where the other participants were standing?

### **Tips for the Moderator:**

Some myths pertaining to trafficking of women:

“Those who become victims of trafficking in human beings must really be stupid”

“Love can conquer all boundaries.”

“If prostitution was illegal, there would be no trafficking of women.”

“All victims of trafficking in human beings would have to do is go to the police. There they will find help.”

“Women who end up being prostitutes knew what to expect.”

“To make real money, you have to go abroad.”

“Women go to foreign countries to work as prostitutes. They come back rich.”

“Trafficking in human beings is the same thing as smuggling people in illegally.”

“Trafficking in human beings is the same thing as illegal migration.”

“Trafficking in human beings has absolutely nothing to do with human rights.”

“I know everything there is to know about trafficking in human beings.”

## 3. HUMAN RIGHTS IN GENERAL

### 3.1 BRAINSTORMING

**Focus:** Consolidating of knowledge already on hand

**Objectives:** Existing knowledge is to be shared. Moreover, a link can be made between already existing and new knowledge that is added in the course of the workshop.

**Competencies:** Respectful listening

**Method:** Brainstorming

**Setting:** Optimally, round circle (sitting)

**Time:** No more than 30 minutes

**Material:** Index cards, flip chart and felt tip pen, sticky tape

**Preparation:** Familiarize yourself with the special perspective of trafficking in human beings as a violation of human rights (*Manual for Teachers*, Chapter 1: \*Definitions of trafficking in human beings under European legislation and the human rights perspective\*) Read the most important human rights that are being affected by this and their wording in the international conventions (*Worksheet 1 \*Human Rights\**, *International Legal Pocket Compilation*, Part 1, Section 1: \*The International Bill of Human Rights\*). Think about or find information on what criteria to apply to systemize human rights (e.g. civil/social/economic/cultural rights or human rights of the first/second or third generation)

#### **Procedure:**

1. The participants are asked whether they know what brainstorming is and if one of them can explain it. It is important to repeat the four basic rules in this context:  
Everyone is allowed to say what comes to the mind.  
No answer is right or wrong.  
The individual contributions are not to be criticized by anyone.  
Everything is written down and subsequently categorized together with the group moderator.

2. Ask the participants to call out human rights that come to mind.
3. Write each statement down on an index card.
4. Once no further statements are being made, you can ask the participants explicitly whether they can think of any other human rights in connection with trafficking in human beings.
5. Try to sort the individual human rights the participants brought up into categories systematically with the assistance of the group.  
In this context it is important to point out that these categorizations are a support matrix and that this could be done in other ways also and that this method has now been selected by the workshop for the purpose of the group.
6. Subsequently discuss the results with the group and ask if everyone agrees with the categorization.
7. Try to summarize the result on a flip chart.
8. The poster remains on display on the wall throughout the workshop.

### **Follow-up & Analysis**

Discuss with the participants whether they came up with a lot or just a few human rights. Why do the participants think that is so? Are human rights important? Do the participants believe that the result would have been different if other teachers/parents/politicians had been members of the group?

### **Tips for the Moderator:**

For the further progression of the workshop it is critical to focus especially on the following human rights:

- Right to Life (Art. 6 International Covenant on Civil and Political Rights, "CCPR")
- Equality of Man and Woman (Art. 3 CCPR)
- Prohibition of Cruel, Inhuman or Degrading Treatment (Art. 7 CCPR)
- Prohibition of Slavery and Bondage (Art. 8 CCPR)
- Right to Physical and Mental Health (Art. 12 International Covenant on Economic, Social and Cultural Rights, "CESCR")
- Right to Protection of the Personal and Family Life (Art. 17 CCPR)
- Right to Personal Freedom (Art. 9 CCPR)

- Right to the Free Selection of the Place of Dwelling (Art. 12 CCPR)
- Right to Fair and Favorable Working Conditions (Art. 7 CDESCR)
- Right to an Adequate Standard of Living (Accommodation/Care/Clothing) (Art. 11 CDESCR)

Make sure that as many of these rights as possible end up on your jointly developed list. If you have to add many, please explain, why you know so many of these rights, why they have always been of high interest to you, whether you have done research before the workshop and read up on them and that this is why you have an edge in terms of knowledge, etc.

### Proposals for further expansion into the subject:

- ◆ **\*Active Engagement for Human Rights\***
- ◆ **\*HumanRightsBingo\***

### Additional information:

**Manual for Teachers**, Chapter 1: \*Definitions of trafficking in human beings under European legislation and the human rights perspective\*

**International Legal Pocket Compilation**, Part 1, Section 1: \*The International Bill of Human Rights\*

**Booklet for Students**

## 3.2 ACTIVE ENGAGEMENT FOR HUMAN RIGHTS

**Focus:** Deepening the general understanding of human rights

**Objectives:** Attain a deeper understanding of human rights through creative implementation of texts.

**Competencies:** Working together as a team in the group; reading and understanding of international texts on human rights; creative implementation of texts

**Methods:** Work in small teams, presentation to the group

**Setting:** Room for uninterrupted work in small teams consisting of about 4 persons each; round circle (sitting) for the group

**Time:** at least 50 minutes

**Material:** Depending on your plans for the group work, you may provide various materials for the depiction of human rights, e.g. art supplies of Plastilin. Another option would be not to provide any material at all and to thus encourage participants to depict the subject through physical action.

In any case, you will need copies of Worksheet 1 - \*Human Rights\* and a box, a hat or another vessel.

**Preparation:** Copy Worksheet 1 - \*Human Rights\* and cut it into individual strips, each of which contains an article from an international guarantee on human rights. Fold this strip so that the text is not immediately visible and place it in the box/hat.

Familiarize yourself with human rights via Worksheet 1 - \*Human Rights\*, e.g. with the assistance of the *International Legal Pocket Compilation*, Part 1, Section 1: \*The International Bill of Human Rights\*

### **Procedure:**

1. The participants are invited to get involved in a human rights activity. If human rights are to be applied internationally, there also has to be a way to depict them without the use of national languages!
2. Explain the rules of the game: each will prepare a presentation on human rights without utilizing any languages. After a preparation time of 15 minutes, each team will deliver its presentation/its creation to the group. The others in the group are invited to guess the human right the presentation is making reference to.
3. Each team to be established comprises about four members.
4. Ask one member of each team to draw a strip from the box with the human rights you have prepared. The contents of the strip must remain secret and must only be discussed within the respective team.
5. The task of each team will now be, to depict the human right it has drawn without the assistance of language. Depending on how you want to approach the exercise, you may provide various materials.
6. Each team is allotted 15 minutes of time to prepare a presentation. The presentation may be delivered by one or several people. All materials provided, with the exception of the written or spoken

word, may be used. Give your teams the option to separate themselves from the rest of the participants to prepare the presentation.

7. Tell the teams that you will be at their disposal during the entire preparation time if they have any questions and that you will pay a visit to each team.
8. When the preparation time is up, ask all participants to return to the round circle. Make sure that there is one area that is easy to see for all, where the presentation is to be delivered.
9. Invite the first team to deliver its presentation. The others are encouraged to guess and to call out their ideas if they feel confident to have determined which right may be depicted. The presentation of each right will continue until the others have guessed which one it is.
10. Once the right has been guessed correctly, one member of the team reads the entire text out loud.
11. Invite the next group to deliver its presentation.
12. The presentations continue until all rights have been guessed correctly.

### **Follow-up & Analysis**

Ask the participants if they found the individual texts easy to understand. What difficulties did they encounter trying to implement their task?

Were the participants familiar with all human rights drawn? Which were the ones they did not know?

### **Tips for the Moderator:**

If you should have any doubts whether the participants are enjoying pantomimic presentations, go ahead and offer them other materials.

### **Proposal for continued exploration:**

If you are planning to take the project further, this exercise may of course be expanded in terms of time. The participants may optionally be invited to create video films on a human right of their choice. The rules will have to be modified accordingly.

Another option would be to plan an exhibit and have the work created by the various teams on different human rights displayed. If you are going to confront



individual rights for extended periods of time, however, it is advisable to choose specific rights and to involve the participants in their selection.

**Variations:** You have the option to modify the exercise by utilizing various materials. You may also create a further challenge by using the entire text of an international convention.

**Additional Information:**

***International Legal Pocket Compilation***, Part 1, Section 1: \*The International Bill of Human Rights\*

***Booklet for Students***

### 3.3 HUMAN RIGHTS BINGO<sup>3</sup>

**Focus:** Using already existing knowledge on human rights in general

**Objectives:** Make participants aware of existing knowledge; create link to knowledge

**Competencies:** Generate and distribute knowledge; creation of an information network

**Method:** Game

**Setting:** Free movement around the room

**Time:** Approx. 30 minutes

**Material:** One each copy of Worksheet 2 - \*HumanRightsBingo\* and writing instruments for all participants

**Preparation:** Making of copies of Worksheet HumanRightsBingo. Familiarize yourself with the questionnaire and generate your own answers.

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<sup>3</sup> Based on: *Bundeszentrale für politische Bildung, Deutsches Institut für Menschenrechte, Europarat (Federal Center for Political Education, German Institute for Human Rights, European Council (Publisher), Kompass. Handbuch zur Menschenrechtsbildung für die schulische und außerschulische Bildungsarbeit (Manual on Human Rights Education for Scholastic and Extra-Scholastic Educational Work) Berlin, Bonn, Budapest 2005.*

### **Procedure:**

1. Hand out the questionnaires to all participants and make sure that everyone has writing instruments.
2. Explain the rules of the game: the objective is to complete the questionnaire as quickly as possible. For each question, another expert must be found.
3. All participants select a first partner and ask him or her any question of their choice from the questionnaire. The response is entered into the matching section in just a few words.
4. Subsequently, the pairs separate and seek out new partners. This partner is then asked the next question. The goal is not only to complete the entire questionnaire, but also to have each question answered by a different person.
5. The participant who is the first to complete all sections calls out BINGO and wins the game.

### **Follow-up & Analysis**

The individual questions are discussed in the group and the answers are collected.

Possible questions for follow-up:

Which question did you find the most difficult to answer? Why?

Did all questions make reference to human rights? What human rights did they pertain to?

Which question was a subject of disputes? Why are there disputes concerning rights?

Where did the participants learn about human rights and the violation of human rights?

### **Variations:**

You also have the option to design your own questionnaire. If a group has already examined human rights thoroughly, it could be a challenge to make them decode acronyms (such as UNO, CCPR and ILO etc.).

### **Additional Information:**

***International Legal Pocket Compilation***, Part 1, Section 1: \*The International Bill of Human Rights\*

### ***Booklet for Students***

HUMAN RIGHTS AND TRAFFICKING IN WOMEN AND YOUNG PEOPLE IN EUROPE  
METHODOLOGICAL GUIDE

## 4. TRAFFICKING IN WOMEN AND YOUNG PEOPLE AS A HUMAN RIGHTS VIOLATION

### 4.1 DEFINE TRAFFICKING IN HUMAN BEINGS!

**Focus:** To find a definition of trafficking in human beings as a human rights violation

**Objectives:** Independent development of a definition for trafficking in human beings

**Competencies:** Working in the group; linking facts of life with legal standards; looking up of individual articles on human rights conventions

**Methods:** Working in small teams

**Setting:** Space for unhindered working in small teams comprising about 4 participants, round circle for the entire group

**Time:** 30 minutes in small teams, 15 minutes allotted to each small team for presentation

**Material:** Worksheets 3 - \*The Story of Lui / Rachel / Veronica / Maria / Delia\*; Scissors and glue for each group; Worksheet 1 - \*Human Rights\*

**Preparation:** Copy a different case study<sup>4</sup> (three page Worksheet) for each work group featuring components, template and case history.

Familiarize yourself with different definitions of trafficking in human beings (*Manual for Teachers*, Chapter 1: \* Trafficking in human beings: contemporary definitions and the human rights perspective\*).

For this and the upcoming exercises it is recommended to use the definitions corresponding to the *Human Rights Standards for the Stakeholders of Trafficking in human beings*<sup>5</sup> (Worksheet 5 - \*A Definition\*)

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<sup>4</sup> The case histories were sourced from *Global Alliance Against Trafficking in Women*, Human Rights and Trafficking in Persons: A Handbook, Bangkok 2001.

<sup>5</sup> *Global Alliance Against Traffic in Women / Foundation Against Trafficking in Women / International Human Rights Law Group*, Human Rights Standards for the Treatment of Trafficked Persons, 1999, page 3subseq . Available from

## Procedure:

1. Explain the procedure of this work unit as precisely as you can. It is key to bring a case history into the right sequence.
2. At the start of the unit, you will be handing out two Worksheets. One Worksheet contains the components for a story. On Worksheet \*Components\* they are listed alphabetically and first and foremost have to be put into a meaningful time sequence.
3. There are hints concerning the actual time line. These can be found in Worksheet \*Template\*: In the right-hand column participants will find references to individual articles in the human rights conventions.
4. To bring the story in the correct sequence, the components first have to be cut out.
5. Subsequently, participants should search for the first named article on Worksheet 1 - \*Human Rights\* and read it in its entirety. Then the group should decide jointly, which one of the components represents a violation of this human right.
6. If all group members agree, the components may be attached with glue.
7. This process continues until the case history is complete.
8. Just to be sure, demonstrate an example.
9. Allot 30 minutes of time to each group, and then ask the groups to read out the story and to explain which human rights have been violated.
10. Determine whether there are any questions and offer your assistance for the duration of the task in the event that there are questions.
11. Ask participants to form small teams of 4 members each. Ask the small teams to find an area where they can work without interruptions. Provide Worksheets to each small team featuring a different case history in each case, also provide Worksheets \*Human Rights\*, along with scissors and glue.
12. Visit all groups during the 30 minutes session and assist where necessary.

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< [http://gaatw.net/books\\_pdf/Human%20Rights%20and%20Trafficking%20in%20Person.pdf](http://gaatw.net/books_pdf/Human%20Rights%20and%20Trafficking%20in%20Person.pdf) >, page 26. German translation by Ban Ying

13. After 30 minutes go to the individual teams and distribute the answer – Worksheet \*The story of...\*. Ask the groups to compare whether they have arrived at identical or similar results.
14. Ask the participants to return to the group round circle.
15. Ask the first team to present its case history. The story is read out loud. Additionally, a brief explanation as to which human rights were violated in this context is provided.

### **Follow-up & Analysis**

This exercise is very difficult. Make sure the participants understand that they have delivered a magnificent performance and that they've done exactly what lawyers do, only in a different direction.

Discuss the similarities between the case histories. In all cases, human rights have been violated. Each time, the location has been changed. In every case, the conditions at the destination were governed by exploitation. What are the differences: How were the people involved solicited? Was it through deceit/force/taking advantage of personal situations> In what kinds of jobs did the stakeholders work? Did they always perform sexual favors/household work/factory work? Who was affected by trafficking in human beings: only women/men/adults/children?

◆ If you are already ready to conclude working on a definition of trafficking in human beings, please hand out Worksheet 5 - \*A Definition\* and present the definition. Create links to the respective case histories.

◆ If you would like to continue working on the definition, make sure you take a break now and begin the next unit with a relaxing exercise. Working on the definitions takes complete focus!

### **Proposals for continued exploration:**

◆ **"I am going! " – A theatrical play that allows you to live it\***

### **Additional Information:**

***International Legal Pocket Compilation***, Part 1, Section 5: \*Modern Sklavery\* and Section 6: \*Trafficking in persons and Exploitation of Prostitution\*  
***Manual for Teachers***, Chapter 1: \* Trafficking in human beings: contemporary definitions and the human rights perspective\*.  
***Booklet for Students***

## 4.2 INDICTMENT

**Focus:** Deepening confrontation with the definition of trafficking in human beings

**Objectives:** Separating the issues; precise knowledge which acts are being defined as trafficking in human beings; confrontation with case histories.

**Competencies:** Creation of links between legal definitions and actual events; working in small teams

**Methods:** Individual work; work in a team of two or small teams; discussion in the group

**Setting:** Individual work; work in a team of two, discussion in the group

**Time:** approx. 50 minutes

**Material:** Worksheets 5 - \*A Definition\*; Worksheet 3 - \*The Story of Lui / Rachel / Veronica / Maria / Delia\*; Worksheets 4 - \*Indictment\*

**Preparation:** Copy the following

- For each participants one Worksheet 5 - \*A Definition\*;
- For each participants one Worksheet 3 - \*The Story of Lui / Rachel / Veronica / Maria / Delia\* – make sure that different case histories are being processed, however, that at least 2 participants are addressing the same case history.
- For each participants one Worksheet 4 - \*Indictment\*

Familiarize yourself with the definition of trafficking in human beings. Find out whether in your country there is a criminal statute addressing trafficking in human beings, what it is called and what kind of penalties will be imposed on convicted offenders. Complete forms for the cases you are planning to have handled yourself.

◆◆ If you are following up unit *\*Define Trafficking in Human Beings!\** with this exercise, you have the option to once again choose the same small teams to allow them to continue to work on their case history. In this case, all you have to do is copy Worksheet 4 - *\*Indictment\** and hand it out to the participants.

### **Procedure:**

1. Explain that international conventions do exist that require countries to impose penalties for trafficking in human beings. If there is any suspicion that a person has committed the criminal act of trafficking in human beings, the matter is usually first investigated by the police. The police attempts to determine what happened. The district attorney will then file charges that may result in an indictment and the court decides whether someone has actually committed the crime or not and which penalty is to be imposed.
2. In the next 20 minutes, the participants will prepare an indictment on behalf of the district attorney's office (prosecutor's office). To do so, they are given a case history, as it may have been prepared by the police. They receive an exact definition what trafficking in human beings is (Worksheet 5 - *\*A Definition\**) and a formal template providing the structure for the indictment (Worksheet 4 - *\*Indictment\**).
3. Ask the participants to diligently read the definition and the case history. The participants should then attempt to complete the indictment form.
4. After about 20 minutes, ask the participants, to compare their current results with those of their colleague working on the same case and to coordinate same. Give participants 10 minutes to complete this portion of the exercise.
5. Offer to be at the participants' disposal for questions and assistance.
6. Ask if anyone would like to present his or her results.
7. If no one is bold enough, read out the cases and respective solutions yourself.

### **Follow-up & Analysis**

Ask if the participants were surprised by the definition of trafficking in human beings? Do they consider the definition too stringent or too relaxed? What penalties do the participants deem adequate?

### **Tips for the Moderator:**

If you are utilizing this exercise it is critical that you place the emphasis on human rights in a different segment. Make sure you do not create the impression that trafficking in human beings is <merely> a crime. Embedding the matter in the context of human rights is key to do justice to the phenomenon.

### **Proposals for Continued Exploration:**

◆ If you have not yet created a human rights context, you now have the option to introduce a brainstorming session on which human rights might have been violated in the case histories:

#### ◆ **\*Brainstorming\***

◆ If the participants are interested in legal definitions, you can now address the differences between trafficking in human beings and smuggling.

### **Additional Information:**

**Manual for Teachers**, Chapter 2: \*Migration, trafficking and criminal activities in Europe\*

## **4.3 WHERE DO THEY COME FROM, WHERE ARE THEY GOING**

**Focus:** Trafficking in human beings in Europe; geographic allocation of so-called countries of destination, transit and origin

**Objectives:** Placing the phenomenon into a geographical context; confrontation with various social, economic and legal aspects in different European countries

**Competencies:** Independent research; gathering of information; utilization of information generated

**Methods:** Working alone, research

**Setting:** Working alone; participants need their own work stations. Depending on which sources of information are to be integrated into the exercise, it will have to be approached differently.

**Time:** Approx. 20 minutes, depending on the sources of information to be used. If comprehensive research is planned, it must be factored in that participants are given enough time to perform research on the Internet or go to a library. If you



are working primarily with the *Manual for Teachers*, Chapter 3: \*Inner and outer routes to the European Union\*, about 20 minutes will suffice.

**Material:** Worksheet 6 - \*Where do they come from/where do they go\* in copy for each participant; *Manual for Teachers*, Chapter 3: \*Inner and outer routes to the European Union\*; if available, Internet access; pencils (if possible in three different colors) for the participants.

**Preparation:** Copy Worksheet 6 - \*Where do they come from/where do they go\* for all participants. If you have access to an overhead projector, you might want to prepare a slide for follow-up discussion that shows the primary flow of traffic.

Obtain information on the primary countries of origin, transit and destination.

### Procedure:

1. As an introduction, please reemphasize that one of the key attributes of trafficking in human beings is that the stakeholders are removed from their known and trusted environment and transported to a location totally foreign to them. To this effect, it isn't absolutely necessary for them to cross any borders; however, especially in Europe this is frequently the case.
2. Explain the terms <country of origin>, <country of transit> and <country of destination>, which are commonly being used in international reports. Based on the definition of trafficking in human beings you have already developed, it is possible to differentiate between three phases:
  - Solicitation happens in the country of origin,
  - Transportation leads through a single or multiple countries of transit,
  - The victim is exploited in the country of destination.
3. Hand out Worksheet 6 - \*Where do they come from/where do they go\*. On this map of Europe only the borders and names of the respective countries are depicted.
4. Ask the participants to find out, which European countries are primarily being considered countries of origin, transit or destination for trafficking in human beings. Depending on how much time you can allot to the participants for this exercise, you should already

make references to sources (e.g. on the Internet site *United Nations Office on Drugs and Crime* <<http://www.unodc.org>>.

5. Also ask the students to determine how their own country is being qualified.
6. Depending on how much time you allot to participants and how much prior knowledge they already have, you may assign additional tasks, such as the highlighting of the <Schengen borders>.

### **Follow-up & Analysis**

The results are being compared and subsequently discussed. Were the results a surprise for the participants? If yes, which ones and why?

What sources did participants use? Which sources contradict each other? Which sources are credible?

What do the respective groups of countries have in common? What do the countries of origin have in common? What are the similarities between the destination countries?

### **Tips for the Moderator:**

#### **Proposals for continued exploration:**

◆ *\*"I am going!" – a theatrical play that allows you to live it\**

#### **Additional Information:**

***Manual for Teachers***, Chapter 2: *\*The trafficking of human beings in the context of migration today\**

*United Nations Office on Drugs and Crime* <<http://www.unodc.org>>

## 4.4 WHY?<sup>6</sup>

**Focus:** The root causes of trafficking in women

**Objectives:** Recognizing of interdependencies between structures in individual European countries and the personal decisions of some people, that make them particularly vulnerable for trafficking in human beings

**Competencies:** Creation of interdependencies; working in a large group; systemizing of ideas

**Methods:** Brainstorming; working in the group; joint systemizing

**Setting:** Round circle

**Time:** About 40 minutes

**Material:** 3 flip charts or several other posters and felt tip pens; if available, overhead slide *\*Where do they come from/where are they going\** and overhead projector

**Preparation:** Prepare posters: Write the pull factors on one of them and the push factors on the other. Use a third one with the headline *<Root Causes>*.

Familiarize yourself with the root causes of trafficking in human beings and in particular the trafficking in women (*Manual for Teachers*, Chapter 3: *\*The different stages of trafficking in the European context\** and Chapter 4: *\*Trafficking in human beings amid exploitation and discrimination\**).

Once again reemphasize the key rules on the brainstorming approach (see Unit 3.2)

◆ Ideally this unit follows a session addressing where the so-called countries of origin, transit and destination are. If you are going straight into this unit, it is advisable to begin by displaying the overhead slide *\*Where do they come from/where are they going\** and to discuss same. When you begin this unit, participants should be familiar with the European countries of origin, transit and destination.

◆ This unit may also follow the unit *\*"I am going!" – A theatrical play that allows you to live it\**. In this case input should be provided in the course of the

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<sup>6</sup> based on *Save the Children (UK), UN-IAP und IOM: Training manual for Combating Trafficking in Women and Children. Myanmar 2001.* online at : [http://www.un.or.th/TraffickingProject/trafficking\\_manual.pdf#search=%22iom%20%2B%20training%20manual%22](http://www.un.or.th/TraffickingProject/trafficking_manual.pdf#search=%22iom%20%2B%20training%20manual%22) > (3.10.2006)

brainstorming session, what the primary European countries of origin, transit and destination are (see overhead slide \*Where do they come from/where are they going\*). In this context it is key to create a connection between the personal motivation and the government structures that facilitate/complicate these activities.

**Procedure:**

1. Invite the participants to get involved in a brainstorming session on the root causes of trafficking in human beings. Repeat the key rules for brainstorming sessions. Offer to write down individual ideas on a flipchart or on the black board.
2. Explain the term <push factor> as the reason to leave a country and <pull factor> as a reason to select a specific country. Announce that all root causes that will be mentioned are jointly identified as push or pull factors and that you will already place them on the flipchart/black board systematically.
3. Once you do not receive any further input, remind participants once again that the countries are divided into countries of origin, transit and destination or reintroduce the overhead slide \*Where do they come from/where are they going\*. Ask what the respective countries have in common?
4. Ask the participants to brainstorm on the question of what the root causes of trafficking in women might be. Are there differences between the root causes of trafficking in human beings and trafficking in women? Which specific root causes affect women in particular? Highlight these root causes.
5. If necessary, add additional critical reasons to the list.
6. Once the list appears to be complete, read its contents out loud, Ask the participants if all root cases appear to be equally important to them.
7. Propose to vote on their importance. Read the root causes out loud one by one and ask each participant to raise his or her hand if he or she considers the cause mentioned to be the most important one.
8. Count the votes each cause has received and write the number down next to it. Create a ranking as you proceed.

9. Now create a relationship between the causes stated. Use another poster. Draw a circle into its center, into which you write the cause that has received the most votes.
10. Ask the participants, if another cause is linked to this cause.
11. Continue this process until all causes have been linked to the other causes on the new poster.
12. Try to make the links between all causes that are related to each other visible.

### **Follow-up & Analysis**

It is important to demonstrate that the individual root causes cannot be isolated from each other. There simply are not two or three causes that would explain such a complex phenomenon as trafficking in women. Also point out, that there are specific reasons why women are particularly vulnerable when it comes to trafficking in human beings.

This is also a good time to talk about the strategies human traffickers utilize. Especially young people in the countries of origin might find it important to be confronted with potential methods.

### **Tips for the Moderator:**

The posters will frequently start looking pretty wild. If that is the case, it will actually assist in the communications of the contents you are intending to convey. The posters should definitely be kept for further training sessions, if you are planning to facilitate units on combating the trafficking in women.

### **Proposal for Continued Exploration:**

- ◆ **\*Measures\***
- ◆ **\*“I am going!” – a theatrical play that allows you to live it\***

### **Additional Information:**

(*Manual for Teachers*, Chapter 3: \*The different stages of trafficking in the European context\* and Chapter 4: \*Trafficking in human beings amid exploitation and discrimination\*).

## 4.5 “I AM GOING! ” – A THEATRICAL PLAY THAT ALLOWS YOU TO LIVE IT

**Focus:** The root causes of trafficking in women and young people on the micro level

**Objectives:** Creation of awareness of decision making processes; gathering of arguments pro and con, going to foreign countries; creation of increased sensibility for life situations that cause people to be vulnerable to trafficking in human beings; identification with women who make decisions that might possibly turn them into victims of the crime trafficking in women;

**Competencies:** Developing an understanding of differing life situations; presenting arguments, convincing, awareness of different roles and their demands.

**Method:** Participative role play

**Setting:** Round circle as fishbowl: the role play is presented in the center of the round circle

**Time:** Depending on the level of participant interest and participation of the players, about 30 minutes

**Material:** Copies of the play directions Worksheet 7 - \*Script\* for all participants

**Preparation:** Copy directions Worksheet 7 - \*Script\* for all participants and familiarize yourself with same.

Familiarize yourself with the root causes of trafficking in women (*Manual for Teachers*, Chapter 4: \*Sexual exploitation of women as a specific form of violence\*)

### Procedure:

1. Explain the role play. Discuss the play directions. Clarify any misgivings or questions. The participative role play begins as follows: In the beginning, Rosa’s father is at home (in the center of the round circle), Rosa comes home and tells him excitedly about an ad she’s seen in the classifieds. Ask the participants who would like to play the role of the father and who would like to take on the role of Rosa.

2. Make sure everyone understands that you are the director of the play. You can always interrupt the process by saying <Cut>. It is also your responsibility to allow other participants to get into the play.
3. Anyone who wants to participate, raises his or her hand. If you think a participation is timely, briefly interrupt the play; ask who wants to take on additional role and which role it will be. If you consider this further participation expedient, permit that person's entry. The participants themselves are in charge of making the entry of others a smooth part of the play.
4. Everyone has the option to remove himself or herself from the play at any time if he or she does not want to participate any longer. They have to create their own exit (e.g. <I have to go and pick up Karli at the kindergarten>)
5. Participants should make every effort to adapt their argumentation to their respective roles. They are not permitted to insult other participants.
6. Start the role play. Make sure everyone complies with the rules and work toward the active participation of all.
7. Whenever you feel that no further arguments are going to be presented or a lot of time has passed, conclude the role play.
8. Ask all participants to shake off their hands and feet and to introduce themselves to each other via handshake and with their actual names.

### **Follow-up & Analysis**

Ask the participants how they felt during the role play. Begin with Rosa. How did she feel? How will she decide? Was this helpful? What irked her?

How was it for the father? How did he feel? What were the reasons for his behavior?

Ask all participants how they felt and what their respective motivations were.

Ask the spectators what they noticed while watching.

### **Tips for the Moderator:**

Play the active role of a director. Get involved in due time whenever you have the feeling that the play is getting too emotional or too aggressive.

Get more people involved whenever you start to see that the arguments are becoming repetitive. Interrupt the play, explain that a .... is needed urgently and wait until someone volunteers.

In conclusion, try to summarize the different positions participants were taking in the role play.

**Variation:**

If this is your first attempt at directing a role play, it will be more effective not to permit the participation of the audience. Select the roles you want to permit yourself.

**Additional Information:**

***Booklet for Students***

***Manual for Teachers***, Chapter 4: \*Sexual exploitation of women as a specific form of violence\*



## 5. Women's Rights

### 5.1 Equal Opportunities

**Focus:** People's different opportunities and departure points

**Objectives:** Experiencing of hurdles and difficulties that provide roadblocks to the equality of all

**Competencies:** Reflections on different access to resources

**Method:** Play

**Setting:** Free movement throughout the room

**Time:** 20 minutes

**Material:** <Cards of Fate> container

**Preparation:** Copy Worksheet 8 - \*Cards of Fate\* and cut out the individual cards. Fold the cards once and place them in the box or a similar container.

#### Procedure:

1. Ask the participants to stand in the center of the room in a single line and to hold each other's hands.
2. Explain the game. The goal is to be the first to reach the finish wall. Fate will decide who is allowed to move.
3. Walk through the room carrying the container with the Cards of Fate and ask each participant to draw a card and read it.
4. You will give one by one instruction as to who is allowed to move. It all begins with gender. Ask those whose gender is male to take a step forward. All those, whose fate it is to be a woman, are required to stand still.
5. Proceed based on the following instructions:

Gender:	Male	1 step forward
	Female:	1 step back
Skin color:	White	1 step forward
	Dark	1 step back
Religion:	None:	stand still
	Christian:	stand still
	Islamic	1 step back
	Jewish	1 step back
School education:	not graduated	1 step back
	Yes	stand still
	University:	2 steps forward
Other:	Depending on what the cards say: e.g.:	
	Per foreign language 1 step forward;	
	homosexuals 3 steps back;	
	applicants for asylum: 3 steps back,	
	female migrants 2 steps back;	
	female citizens 1 step forward;	
	language of country not native language 2 steps back,	
	physical handicap 3 steps back,	

6. Once you have completed all criteria on the Cards of Fate, ask the participants if they can think of any other criteria. Why criteria translate into a step forward, which into a step back?
7. Once all participants have <arrived at their place in life>, ask them to once again take each other's hands. Can they still reach each other?
8. Ask the first participant to read out loud his/her Card of Fate. Did the others expect it to be the description of the first place?
9. Then ask the last participant to read out loud his/her Card of Fate. Does the result surprise the other participants?

### Follow-up & Analysis

This game is based on a traditional game children used to play called <Emperor, How Many Steps Do You Allow Me to Take?>

Who decides today what our opportunities in life will be? Which factors do we control ourselves? Which ones are beyond our control? Which of these factors give any indication that a person might be at risk of becoming a victim of trafficking in human beings?

### **Tips for the Moderator:**

This game can be rather depressing. It is therefore important to Follow-up with a motivating unit. Looking into the Women's Rights Convention would be an adequate one, as it shows that strong efforts are being made on an international basis to offer women better opportunities.

### **Proposal for Continued Exploration:**

◆ **\*Women's Rights\***

◆ **\*Campaign\***

## **5.2 WOMEN'S RIGHTS**

**Focus:** Women's rights

**Objectives:** Familiarization with the Women's Rights Convention; alleviate anxieties linked to legal texts

**Competencies:** Reading of legal texts and implementation in everyday language; joint working through complex topics

**Methods:** Group Puzzle<sup>7</sup>, working alone; working in small teams comprising two different sets of participants

**Setting:** Space where uninterrupted working in small teams is possible

**Time:** at least 50 minutes

**Material:** Copies of the Women's Rights Convention or other text to be reviewed for all participants; if applicable, self-adhesive labels.

### **Preparation:**

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<sup>7</sup> [http://www.dadalo-d.org/methoden/grundkurs\\_4/gruppenpuzzle.htm](http://www.dadalo-d.org/methoden/grundkurs_4/gruppenpuzzle.htm)

Obtain copies of the Women’s Rights Convention or other texts you want to review. Tips on sources of information can be found in the *International Legal Pocket Compilation*. Decide what parts you would like to work on.

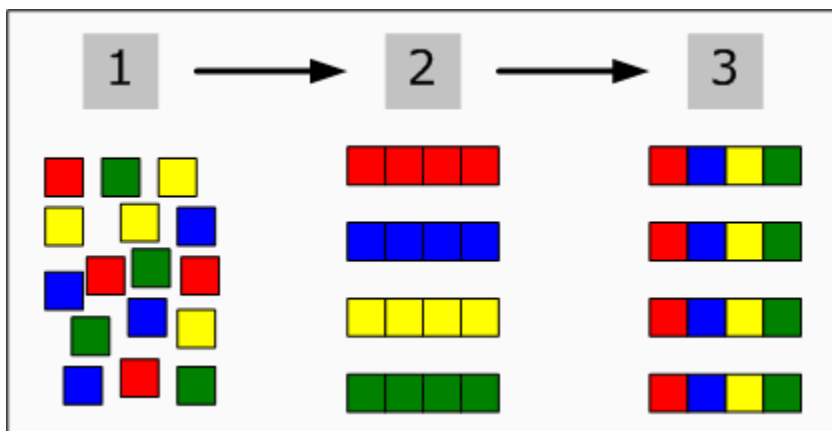
In this unit, all participants will work in <master teams> of four participants each. Find out, how many master teams you can form out of the total number of participants. The text to be reviewed will have to be divided in as many segments as there are master teams. Produce the respective number of copies of the text selected. Each member of a master team must receive the same text. To keep the session manageable, it is expedient to give the master teams only copies of the text they are to work on. To avoid confusion, it also makes sense, to give the master teams names or numbers and to mark same on the documents. You might want to consider handing out adhesive labels along with the documents with the name of the respective master team.

Familiarize yourself with the texts you want to work on.

**Procedure:**

1. Share with the participants how the unit will proceed (see figure above)
2. Form small teams, the so-called <master teams>. Each member receives the same statutory text for review.
3. Ask the participants to work by themselves for 15 minutes initially. During these 15 minutes they are to read the text to be reviewed. Each participant is to come to his/her own conclusions how the text could be translated into plain English or to think of any examples that could make the text more palatable for people not familiar with legalese.
4. Once the 15 minutes are up, ask the participants to gather in their <master teams>. The master team comprises all participants who have worked on the same issues and texts during the individual assignments. In the master team they are to share the results of their individual assignments and to discuss them. Open issues are clarified. If at all possible, the master team members are to arrive at a unified wording and one joint example to be presented. The master team has 15 minutes to do this part of the assignment.
5. Offer the participants help with any questions that might arise and visit each master team to render support as needed.

6. After the 15 minutes are up, ask the participants to gather in so-called <internal expert teams>. The number of internal expert team members depends on the number of master teams. In each internal expert team, at least one member from each master team must be represented to bring his/her expert knowledge to the table.
7. The results attained so far are presented in the internal expert team. Each expert presents the results obtained in the master team and explains them based on examples. Jointly, the experts create a complete picture.
8. Once again, remind the participants that you are at their disposal for any support they might need.



### Follow-up & Analysis

Back in the group discuss, whether this approach facilitated the assignment and whether all are now confident to have an overview over the women's rights convention. Ask if there are any pending questions that could not be clarified during this session.

### Tips for the Moderator:

Difficulties frequently arise when dividing groups into teams. Facilitate this by giving the master team a name or number, which will make the individual members identifiable.

If you want to avoid confusion under any circumstances, stickers are frequently helpful. Hand those out with the original assignment. They will make the name of the master team visible and clearly identifiable.

### **Variants:**

This method involves a lot of work, but it delivers the special skills required to work on complex issues in a team. You will be able to handle complex tasks in a manageable amount of time utilizing this approach.

For instance, you have the option to review the text of the convention in the original language. However, always ensure that you do not overwhelm the participants and give them only small assignments. Do not forget to provide dictionaries to the master teams if they are working in a foreign language.

This method can be used to review any human rights document, including the children's rights convention.

### **Proposals for Continued Exploration:**

#### ◆ **\*Land of Equality\***

### **Additional Information:**

***International Legal Pocket Compilation***, Part 1, Section 2: **\*Rights of Women\***  
***Manual for Teachers***, Chapter 4: **\*Sexual exploitation of women as a specific form of violence\***

## **5.3 LAND OF EQUALITY<sup>8</sup>**

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<sup>8</sup> Based on: *Bundeszentrale für politische Bildung, Deutsches Institut für Menschenrechte, Europarat* (Federal Center for Political Education, German Institute for Human Rights, European Council (Publishers); *Kompass. Handbuch zur Menschenrechtsbildung für die schulische und außerschulische Bildungsarbeit* (Manual on Human Rights Education for Scholastic and Extra-Scholastic Education) Berlin, Bonn, Budapest 2005.

**Focus:** Women's rights

**Objectives:** Creative confrontation with issues of equality and the obstacles creating roadblocks for equality to be implemented

**Competencies:** Creative implementation of thoughts, work in the group

**Method:** Working in small teams

**Setting:** Space where small teams of about 4 can work without distractions

**Time:** At least 50 minutes

**Material:** Blank posters and paint for each team, geographical map or hiking map

### **Preparation:**

Familiarize yourself with the symbols/legends used in hiking and geographical maps.

### **Procedure:**

1. Invite the participants to create the geographical map of <the Land of Equality>. <The Land of Equality> is the only country in the world where men and women enjoy true equal rights and both, men and women, immediately recognize this on the map.
2. For the purpose of illustration, show the group the geographical map/hiking map you have brought along: it depicts mountains/valleys/ridges/cities, all of which have respective names.
3. Encourage the <cartographers> to use the following optimum approach: the best method is to work in small teams of four. Initially, each group thinks about the hindrances that still exist in most countries. They write all of them in a list and think of a way to depict such an obstacle in the map: is it a dark forest? Or a trench? A wide river? Glass ceilings? Mountains? The end of the world? A monster?
4. Subsequently, the participants are to think of the things that exist in <The Land of Equality> that help overcome these obstacles: Lifts /bridges/stairs/express ways/secret paths/herbs/mushrooms?
5. All hindrances have a name, and so do all the helpful tools.
6. For each map, a legend must be compiled that explains the respective symbols.

7. Ask the participants to gather in cartographer teams of four each.
8. Provide each team with writing instruments and paper, a blank poster and paint.
9. Give your teams 40 minutes of time and advise them once again to begin with a brainstorming session on potential obstacles preventing equality.
10. Let them know that you will be available for support and questions throughout the entire unit.
11. Visit the individual teams and make sure that they have comprehended the assignment completely.
12. Make the participants aware of the fact that half of their assigned time has passed already when 20 minutes are up and that they should now start designing their posters.
13. Once the assigned 40 minutes are up, invite the participants to a mutual presentation session. Each team is supposed to present its geographical map to the other teams.

### **Follow-up & Analysis**

Discuss how well the collaboration within the group worked. How were decisions as to what the map was to contain and how it was to be drawn made?

Did the participants enjoy doing exercise and why?

What is major obstacle that prevents our society from being <The Land of Equality>?

What will have to be changed if humankind is to build a society in which the genders have true equal rights?

Are policies of positive discrimination justified as a short term measure to promote gender equality?

If the participants would have to assign school grades to their own country, what grade would it get in terms of equality?

Which other groups are also being discriminated against in society? How is this expressed? Which human rights are being violated?

### **Tips for the Moderator:**

If participants should find it difficult to translate their ideas into drawings, you might, for instance, bring up the example that a woman is using an educational bridge to overcome a mountain of prejudices against women in the legal



profession. Or: A man finds the jewel of satisfaction in his work as a kindergarten teacher. You will obviously have to think of gender role clichés that are reflected in the reality of your communities.

### **Proposal for Continued Exploration:**

If it is evident that the group is enjoying this kind of work, you can plan to create a landscape model using what would normally be considered waste. What you will need is a collection of small boxes, rolls, tubes, paper, rocks, nuts, string, sewing thread, corrugated cardboard, paper clips, etc.

## **5.4 PROSTITUTION**

**Focus:** Prostitution

**Objectives:** Confrontation with the problem of prostitution

**Competencies:** Argumentation; precise wording of ideas

**Methods:** Working alone, discussion in the group

**Setting:** Round circle

**Time:** About 20 minutes

**Material:** Copies of newspaper articles on prostitution; writing instruments for all participants, boards for all participants to write on, stapler, blank sheets of paper, watch

**Preparation:** Copy a newspaper article on prostitution that is very recent for all participants; staple 2 – 3 blank sheets of paper to each article.

Familiarize yourself with different opinions on prostitution (**Manual for Teachers**, Chapter 5: \*Trafficking in human beings and policies on prostitution\*).

### **Procedure:**

1. At the beginning of the session, remind the participants, that the Internet features many newspaper sites with so-called chatrooms, in which readers can post their opinions so that they can be read by all

visitors to the site. Ask whether any of the participants have ever posted their opinion on such a site and what he or she considers special about doing that.

2. If necessary, also add that the users – both male and female - do this under nicknames, which ensures that their comments remain anonymous and that the statements are usually brief and to the point.

3. Hand out the article you have copied and ask the participants to read it.

4. Invite the participants to create their own virtual chatroom, in which they won't be allowed to talk, only to write.

5. Ask the participants to ensure their handwriting is legible, so that the other participants can actually read their comments.

6. Each participant writes a short commentary on the article they have just read and signs the statement with his or her nickname. After 30 seconds, you will give a sign and everyone has to hand the article in their hand to their neighbors on the left (clock-wise). It does not matter whether the commentary has been completed or not.

7. Now the next person has the option to either comment on the article as such or on the commentary of his or her predecessor. Ask the participants once again to sign off using their nicknames.

8. Repeat this procedure. In the following rounds, the participants have the option to select, which commentaries they want to refer to by addressing the person directly using that person's nickname.

9. After a few rounds, suspend the chatroom and discuss the results with the participants.

### **Follow-up & Analysis**

Ask if there have been any comments that were funny/aggravating/intelligent? Which ones? Ask the participants to read some of their comments out loud. What would a prostitute/john/social worker/minister have written?

In conclusion, put the commentaries in a general context. Explain briefly what it is that characterizes a prohibitory/abolitionary approach and which convictions are behind the regulation and de-criminalization principles. Ask the participants to examine the comments they hold in their hands randomly for examples of one of the four approaches mentioned above.

### **Tips for the Moderator:**

HUMAN RIGHTS AND TRAFFICKING IN WOMEN AND YOUNG PEOPLE IN EUROPE  
METHODOLOGICAL GUIDE

If you should come to the conclusion that the participants require more/less time for their commentaries, adjust the time frame accordingly.

You will very likely also get suggestive or derogatory comments. Whenever such comments arise, take the opportunity to talk about prejudices against professional providers of sexual services and about the misgivings related to the topic.

**Additional Information:**

***International Legal Pocket Compilation***, Part 1, Section 6: \*Trafficking in Persons and Exploitation of Prostitution\*

***Manual for Teachers***, Chapter 5: \*Trafficking in human beings and policies on prostitution\*

## 6. OPPORTUNITIES TO TAKE ACTION & CONCLUSION

### 6.1 MEASURES

**Focus:** Strategies against trafficking in women and young people

**Objectives:** Experiencing the complexity of the problem trafficking in women and trafficking in human beings; weighing of different strategies combating trafficking in women; advantages and disadvantages of individual measures

**Competencies:** Solution-oriented thinking; working in small teams

**Method:** Working in small teams

**Setting:** Small teams

**Time:** 40 minutes

**Material:** Worksheet 9 - \*Catalog of Measures\* – copies for all participants

**Preparation:** Copy Worksheet - \*Catalog of Measures\* for all participants.

Familiarize yourself with potential strategies combating trafficking in women and young people.

◆◆ Teaching this unit will be expedient only, if the participants have already examined the root causes of trafficking in women.

If you have already obtained results linked to the above, depart from there and remind the participants of what they have learned in the past by once again going over the poster that has been created in this context.

#### **Procedure:**

1. Explain the unit. The participants are divided into teams of four engaged in election campaigns. For a campaign event, a program against trafficking in women still has to be compiled. Only 30 minutes remain to complete the assignment. The group is generally known for its advocacy for human rights.
2. Ask the participants to sit together in teams of four.
3. Provide each team with a Worksheet 9 - \*Catalog of Measures\* and writing instruments.

4. Remain at the participants' disposal for questions and support for the duration of the unit.
5. After 30 minutes are up, ask the participants to return to the group.
6. Invite the first team to present its catalog of measures.
7. Give each team the opportunity to present its program. Ask whether any open issues remain.

### **Follow-up & Analysis**

What made this exercise easy/difficult? Did the teams end up having to sort out disputes among themselves or did they come to an agreement quickly? Are there any links in the catalog of measures to the human rights of the stakeholders of trafficking in women or with those accused of performing these acts? How do the others rate these issues?

It is important to point out that even to attain the good goal of preventing trafficking in women, human rights must not be restricted.

### **Tips for the Moderator:**

#### **Variations:**

The unit will become even more enthralling if the individual teams develop their catalogs of measures for several different countries. The measures that work in a destination country may not necessary be suitable for the measures a destination country wants to implement.

### **Proposals for Continued Exploration:**

#### **◆ \*Campaign\***

#### **Additional Information:**

***International Legal Pocket Compilation***, Part 2: \*Trafficking in Human Beings and Sexual Exploitation: European Strategies\*

***Manual for Teachers***, Chapter 6: \*The European Union's commitment against trafficking: towards an integrated approach\*

## 6.2 CAMPAIGN

**Focus:** Measures against trafficking in women

**Objectives:** Becoming aware of own opportunities to take action even in respect to a problem as complex as trafficking in women

**Competencies:** Think about what each individual can do himself or herself, solution-oriented thinking, identification with target groups, creative approach

**Methods:** Brainstorming, working in small teams, creative approach

**Setting:** Small teams

**Time:** 50 minutes

**Material:** Blank paper in different sizes; paint, if applicable, news magazine, scissors and glue

### **Preparation:**

Obtain information on current campaigns combating trafficking in women; familiarize yourself with support organizations for stakeholders of trafficking in women in your country and in your vicinity.

### **Procedure:**

1. Invite the participants, to jointly design campaigns combating trafficking in women. The campaigns may be for countries of destination, transit or origin.
2. Begin with a brainstorming session. Who is it the campaigns are supposed to reach? For instance young women in the countries of origin, who are to be warned; young men as potential johns in destination countries; stakeholders of trafficking in women who are being offered help?
3. Ask those individuals who are interested in the same target group to form a small team.
4. Each small team is to come up with a solution for each target group, detailing the key contents to be communicated and in which way the target group is to be reached (posters, folder, public service message on TV...).
5. Provide each small team with sufficient material to work with.
6. Give the small teams 30 minutes to design a folder/poster.

7. Visit each group as the work progresses and assist when appropriate.
8. Once the 30 minutes are up, ask each group to present its results.

### **Follow-up & Analysis**

In the group, come up with places where the posters could be displayed for maximum effect? Where could the folders be distributed/made available?

What works particularly well in the solutions the teams came up with? What messages are being communicated?

### **Variations:**

Depending on where you want the emphasis of your work to be, you may stipulate a target group the teams are to communicate to in this exercise. This will allow you to get into the respective subject more thoroughly, for example if you distribute the respective excerpts from the Booklet for Students, or talk about safer sex as well, if the respective campaign is designed to speak to men in particular.

## **6.3 CONCLUSION**

**Focus:** Conclusion and farewell

**Objectives:** Review of the workshop/of what has been learned

**Competencies:** Provide feedback

**Method:** Feedback

**Setting:** Round circle

**Time:** approx. 20 Minuten

**Material:** --

**Preparation:** --

◆◆ If you have discussed the expectations and concerns of the participants at the beginning of the workshop, show the respective poster once again and take it from there.

**Procedure:**

1. Announce that the workshop/project/focal point is nearing its conclusion and that you would like to know the opinions of the participants. What did they like especially? What did they not like at all? Is there anything they would have liked to learn more about and if so, what is it? Anything they found to be too much?

**Follow-up & Analysis**

Maybe you would now like to take the opportunity to thank the participants for their participation and interest.

Take notes and if applicable, incorporate the suggestions in your next workshop/project.

**Tips for the Moderator:**

A nice ending would be to have all participants stand in a circle. Have everyone make a quarter turn to the right to position them facing the back of the head of the woman/man in front of them. Ask everyone to pat the person in front of them on the shoulder. Praise the group for having been so focused, so creative and so committed!

**Variations:**

You may also invite the participants to give you feedback in any other form that has proven itself helpful. In this case, make the participants aware of the rules for providing feedback.



## ANNEX – WORKSHEETS

### WORKSHEET 1 - \*HUMAN RIGHTS\*

#### ***Convention on the Rights of the Child (CRC)***

Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989

entry into force 2 September 1990, in accordance with article 49

#### **Article 16**

(1) No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.

(2) The child has the right to the protection of the law against such interference or attacks.

#### **Article 19**

(1) States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation,

including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

(2) Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

#### **Article 31**

(1) States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

(2) States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

### **Article 32**

(1) States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

(2) States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

(a) Provide for a minimum age or minimum ages for admission to employment;

(b) Provide for appropriate regulation of the hours and conditions of employment;

(c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

### **Article 34**

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

(a) The inducement or coercion of a child to engage in any unlawful sexual activity;

(b) The exploitative use of children in prostitution or other unlawful sexual practices;

(c) The exploitative use of children in pornographic performances and materials.

### **Article 35**

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

## **International Covenant on Economic, Social and Cultural Rights (ICESCR)**

Adopted and opened for signature, ratification and accession by General Assembly resolution 2200A (XXI) of 16 December 1966

entry into force 3 January 1976, in accordance with article 27

### **Article 7**

The States Parties to the present Covenant recognize the right of everyone to the enjoyment of just and favourable conditions of work which ensure, in particular:

(a) Remuneration which provides all workers, as a minimum, with:

(i) Fair wages and equal remuneration for work of equal value without distinction of any kind, in particular women being guaranteed conditions of work not inferior to those enjoyed by men, with equal pay for equal work;

(ii) A decent living for themselves and their families in accordance with the provisions of the present Covenant;

(b) Safe and healthy working conditions;

(c) Equal opportunity for everyone to be promoted in his employment to an appropriate higher level,

subject to no considerations other than those of seniority and competence;

(d ) Rest, leisure and reasonable limitation of working hours and periodic holidays with pay, as well as remuneration for public holidays

### **Article 9**

The States Parties to the present Covenant recognize the right of everyone to social security, including social insurance.

## **Worksheet 1 - \*Human Rights\***

### **Article 11**

(1) The States Parties to the present Covenant recognize the right of everyone to an adequate standard of living for himself and his family, including adequate food, clothing and housing, and to the continuous improvement of living conditions. The States Parties will take appropriate steps to ensure the realization of this right, recognizing to this effect the essential importance of international co-operation based on free consent. General comment on its implementation (...)

### **Article 12**

(1) The States Parties to the present Covenant recognize the right of everyone to the enjoyment of the highest attainable standard of physical and mental health.

(2) The steps to be taken by the States Parties to the present Covenant to achieve the full realization of this right shall include those necessary for:

(...)

(d) The creation of conditions which would assure to all medical service and medical attention in the event of sickness.

## **International Covenant on Civil and Political Rights (ICCPR)**

Adopted and opened for signature, ratification and accession by General Assembly resolution 2200A (XXI) of 6 December 1966

entry into force 23 March 1976, in accordance with Article 49

### **Article 3**

The States Parties to the present Covenant undertake to ensure the equal right of men and women to the enjoyment of all civil and political rights set forth in the present Covenant.

### **Article 6**

Every human being has the inherent right to life. This right shall be protected by law. No one shall be arbitrarily deprived of his life.

### **Article 7**

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. In particular, no one shall be subjected without his free consent to medical or scientific experimentation.

### **Article 8**

(1) No one shall be held in slavery; slavery and the slave-trade in all their forms shall be prohibited.

(2) No one shall be held in servitude.

(3) (a) No one shall be required to perform forced or compulsory labour;

(b) Paragraph 3 (a) shall not be held to preclude, in countries where imprisonment with hard labour may be imposed as a punishment for a crime, the performance of hard labour in pursuance of a sentence to such punishment by a competent court;

(c) For the purpose of this paragraph the term "forced or compulsory labour" shall not include:

(i) Any work or service, not referred to in subparagraph (b), normally required of a person who is under detention in consequence of a lawful order of a court, or of a person during conditional release from such detention;

(ii) Any service of a military character and, in countries where conscientious objection is recognized, any national service required by law of conscientious objectors;

(iii) Any service exacted in cases of emergency or calamity threatening the life or well-being of the community;

(iv) Any work or service which forms part of normal civil obligations.

### **Article 9**

(1) Everyone has the right to liberty and security of person. No one shall be subjected to arbitrary arrest or detention. No one shall be deprived of his liberty except on such grounds and in accordance with such procedure as are established by law.

(...)

### **Article 12**

(1) Everyone lawfully within the territory of a State shall, within that territory, have the right to liberty of movement and freedom to choose his residence.

(2) Everyone shall be free to leave any country, including his own.

(...)

(4) No one shall be arbitrarily deprived of the right to enter his own country.

### **Article 17**

(1) No one shall be subjected to arbitrary or unlawful interference with his privacy, family, home or correspondence, nor to unlawful

attacks on his honour and reputation.

(2) Everyone has the right to the protection of the law against such interference or attacks.

## **Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)**

Adopted and opened for signature, ratification and accession by General Assembly resolution 34/180 of 18 December 1979

entry into force 3 September 1981, in accordance with article 27(1)

### **Article 6**

States Parties shall take all appropriate measures, including legislation, to suppress all forms of traffic in women and exploitation of prostitution of women.

### **Article 11**

(1) States Parties shall take all appropriate measures to eliminate discrimination against women in the field of employment in order to ensure, on a basis of equality of men and women, the same rights, in particular:

(a) The right to work as an inalienable right of all human beings;

(b) The right to the same employment opportunities, including the application of the same criteria for selection in matters of employment;

(c) The right to free choice of profession and employment, the right to promotion, job security and all benefits and conditions of service and the right to receive vocational training and retraining, including apprenticeships, advanced vocational training and recurrent training;

(d) The right to equal remuneration, including benefits, and to equal treatment in respect of work of equal value, as well as equality of treatment in the evaluation of the quality of work;

(...)

### **Article 12**

(1) States Parties shall take all appropriate measures to eliminate discrimination against women in the field of health care in order to ensure, on a basis of equality of men and women, access to health care services, including those related to family planning.

(2) Notwithstanding the provisions of paragraph 1 of this article, States Parties shall ensure to women appropriate services in connection with pregnancy, confinement and the post-natal

period, granting free services where necessary, as well as adequate nutrition during pregnancy and lactation.

### **Article 16**

(1) States Parties shall take all appropriate measures to eliminate discrimination against women in all matters relating to marriage and family relations and in particular shall ensure, on a basis of equality of men and women:

(a) The same right to enter into marriage;

(b) The same right freely to choose a spouse and to enter into marriage only with their free and full consent;

(...)

(e) The same rights to decide freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise these rights;

(...)

**WORKSHEET 2 - \*HUMANRIGHTSBINGO\***

<b>The meaning of "UN"</b>	<b>A special right of all children</b>	<b>A sister organisation of the red cross</b>
<b>A right denied some people in their countries</b>	<b>An example for a „political“ human right</b>	<b>An organisation speaking for human rights</b>
<b>A human right violated by trafficking in persons</b>	<b>A violation of the right to life</b>	<b>An example for an economic human right</b>
<b>Our duty concerning human rights</b>	<b>An example for a discrimination</b>	<b>A human right sometimes /somewhere denied women</b>



*The Story of Lui – **Components***

Every day they got two warm meals. They had to sleep on the floor of the room.

His mother sent Lui to Bangkok. She thought Lui would be old enough to be able to look after himself and the family needed the extra income.

Jai offered to pay for the travel cost and to take him there. In Bangkok Jai brought Lui to an overseer of a factory. She sold him for 3000 baht (= \$ 75)

Lui was 13 years old. His family was very poor and they couldn't afford to send Lui to school any longer.

Jai, a neighbour, claimed that Lui could earn a lot of money working in a factory in Bangkok.

Most of the workers in the factory were children aged between 12 – 15 years. They had to work from 6 am until 10 pm.

On Sundays they were allowed to leave the factory under the supervision of the employer and to buy necessary things like soap and toothpaste in a small shop.

One girl could escape and begged the police for help.  
All the children were rescued.

The owners of the factory supervised the children to make sure they work hard enough. If they broke rules, they got beaten.

They could not play, laugh or talk with each other.

*The Story of Lui – **Template***

Recruitment		
Transportation		Art. 35 CRC
Slavery-like practices		Art.32 CRC
		Art.11 ICESCR
		Art.31 CRC
		Art.19 CRC
		Art. 9 ICCPR

## ***The Story of Lui***<sup>9</sup>

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<sup>9</sup> Source: *Global Alliance Against Traffic in Women, Human Rights and Trafficking in Persons: A Handbook*, Bangkok 2001

*The Story of Veronica - Components*

It was a long journey. They stopped from time to time to stay and to have parties. Veronica wasn't used to alcohol and drugs and soon she lost control. She was in love with Flamur and wanted to be easy.

She didn't get any money. But they promised her a share as soon as she would hit it big.

To camouflage the situation Agron and Bedari sent money to Veronica's parents every month. The transferrals could be traced back. Veronica's parents had never stopped searching for her. Finally she could be found and rescued.

Veronica didn't want to do that. She refused. Then Flamur showed her photos he had shot on the various parties. He threatened to show them to her father, who was strictly catholic. Veronica didn't even dare to think about what would happen if he saw the pictures.

Veronica was 16 years old when she met Flamur in a disco. He was very charming and introduced her to his friends. They were planning a trip to London. There it wasn't that dull like living in Kalisz. Veronika was eager to join them to walk on the wild side for the first time.

She just faked a letter of agreement of her parents and got in Flamur's car.

Veronica was allowed to call her parents only when Agron oder Bedari could listen to the chat.

Veronica worked as a porno actress. She was ashamed and told nobody about it.

When they arrived in Sheffield they met friends of Flamur - Agron und Bedari. Flamur gave them Veronika's passport and told her, that she was to go with them and to live and work with them. They produced pornos and she could earn a lot of money.

**Worksheet 3 – \*Case Studies\*- The Story of Veronica**

*The Story of Veronica - **Template***

Recruitment		
Transportation		
		Art 35 CRC
		Art 16 CRC
		Art. 34 CRC
Slavery like conditions		Art. 32 CRC
		Art. 17 ICCPR

## ***The Story of Veronica***<sup>10</sup>

Veronica was 16 years old when she met Flamur at a disco. He was very charming and introduced her to his friends. They were planning a trip to London. There it wasn't that dull like living in Kalisz. Veronica was eager to join them to walk on the wild side for the first time.

She just faked a letter of agreement of her parents and got in Flamur's car.

It was a long journey. They stopped from time to time to stay and to have parties. Veronica wasn't used to alcohol and drugs and soon she lost control. She was in love with Flamur and wanted to be easy.

When they arrived in Sheffield they met friends of Flamur - Agron und Bedari. Flamur gave them Veronica's passport and told her, that she was to go with them and to live and work with them. They produced pornos and she could earn a lot of money.

Veronica didn't want to do that. She refused. Then Flamur showed her photos he had shot on the various parties. He threatened to show them to her father, who was strictly catholic. Veronica didn't even dare to think about what would happen if he saw the pictures.

Veronica worked as a porno actress. She was ashamed and told nobody about it. She didn't get any money. But they promised her a share as soon as she would hit it big.

Veronica was allowed to call her parents only when Agron oder Bedari could listen to the chat.

To camouflage the situation Agron and Bedari sent money to Veronica's parents every month. The transferrals could be traced back. Veronica's parents had never stopped searching for her. Finally she could be found and rescued.

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<sup>10</sup> Based on a true story in October 2004  
<[http://news.bbc.co.uk/2/hi/uk\\_news/4287432.stm](http://news.bbc.co.uk/2/hi/uk_news/4287432.stm)>

## Worksheet 3 – \*Case Studies\*- The Story of Rachel

### The Story of Rachel - **Components**

A John recognised that Rachel had to hand over her complete income and that she was imprisoned. Anonymus he informed the police. Rachel was freed.

Rachel from Benen City, Nigeria, was asked by a man if she had interest to go abroad and to earn a living selling make up. She could earn a lot of money. Rachel thought about it for a few days and agreed.

Rachel just wanted to get away. She didn't care any more if she could be in trouble with the police.

Rachel was shocked. She didn't want to work as a prostitute. But the other girls had told her, that she would be imprisoned by the police, because she had entered Italy illegally. But as long as she stayed at the brothel she would be safe.

They calculated with her that she has to earn € 120,-per day so she would be without debt in about 2,5 years. And she would be able to save money.

So Rachel walked the streets. It was worse than she had imagined.

Sometimes a John requested sex without a condom.

The madame of the brothel was afraid, Rachel could report her to the police. So she just locked Rachel up and Rachel was only allowed to leave the brothel with a John.

When Rachel was on the streets, the madame searched her room and read her letters.

When they reached Italy she was brought to a house – a brothel. The madame, Agnes, told Rachel that she owed € 90.000,- for her travel expenses and that she would be expected to pay that back at the rate of € 100,- a day. She would also have to pay € 300 a moth for room and board and € 200,- to rent the corner where she would wait for costumers.

**Worksheet 3 – \*Case Studies\*- The Story of Rachel**

*The Story of Rachel* - **Template**

Recruitment Transportation		
Debt-bondage situation		Art.6 CEDAW
		Art.11, CEDAW <sup>c</sup>
		Art.12 ICESCR
		Art.9 ICCPR
		Art.17 ICCPR



## ***The Story of Rachel*<sup>11</sup>**

Rachel from Benen City, Nigeria, was asked by a man if she had interest to go abroad and to earn a living selling make up. She could earn a lot of money. Rachel thought about it for a few days and agreed.

When they reached Italy she was brought to a house – a brothel. The madame, Agnes, told Rachel that she owed €90.000,- for her travel expenses and that she would be expected to pay that back at the rate of €100,- a day. She would also have to pay €300 a moth for room and board and €200,- to rent the corner where she would wait for costumers.

Rachel was shocked. She didn't want to work as a prostitute. But the other girls had told her, that she would be imprisoned by the police, because she had entered Italy illegally. But as long as she stayed at the brothel she would be safe. They calculated with her that she has to earn €120,-per day so she would be without debt in about 2,5 years. And she would be able to save money.

So Rachel walked the streets. It was worse than she had imagined. Sometimes a John requested sex without a condom.

Rachel just wanted to get away. She didn't care any more if she could be in trouble with the police.

The madame of the brothel was afraid, Rachel could report her to the police. So she just locked

Rachel up and Rachel was only allowed to leave the brothel with a John.

When Rachel was on the streets, the madame searched her room and read her letters.

A John recognised that Rachel had to hand over her complete income and that she was imprisoned. Anonymus he informed the police. Rachel was freed.

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<sup>11</sup> Source: *WOCON and the Advocacy Project*, On the Record: Gils for Sale. The Scandal of Trafficking from Nigeria, Lagos 2000

## Worksheet 3 – \*Case Studies\*- The Story of Delia

### The Story of Delia - **Components**

Delia lived in a small village in Romania. A friend of her, Matache, had migrated to Germany a year ago. When Matache visited her for the first time, she wore expensive clothes and gave her some perfume. She told her that she could follow her to Germany, where she could work at a florist's.

In the course of a razzia Delia was rescued.

She was brought to a house and locked up. There were other young women, but they were not allowed to talk with each other. The man told her, she would work as a prostitute. Delia refused. The man beat her up and raped her.

She would organise everything: passport, visa, tickets and the contract of employment. When they arrived in Germany Matache advised Delia to give her the passport. Delia wasn't used to the big city and the passport would be safer with Matache.

The women had to take the „pill“. If they got pregnant, they were forced to an abortion.

Then they met a man. Matache gave him Delia's passport and got money. Delia recognised at once that there was something wrong and that the man was dangerous. But when she wanted to run away, the man snatched her and threatened her to kill her if she didn't follow him inconspicuously.

When Johns complained about Delia, that she doesn't have "fun", she was forced to take drugs.

**Worksheet 3 – \*Case Studies\*- The Story of Delia**

*The Story of Delia - **Template***

Recruitment		Art.6 CEDAW
Transportation		
		Art.12 ICESCR
Slavery like conditions		Art. 8 ICCPR
		Art 16 (1) e CEDAW
		Art.12 ICESCR

## ***The Story of Delia***<sup>12</sup>

Delia lived in a small village in Romania. A friend of her, Matache, had migrated to Germany a year ago. When Matache visited her for the first time, she wore expensive clothes and gave her some perfume. She told her that she could follow her to Germany, where she could work at a florist's. She would organise everything: passport, visa, tickets and the contract of employment.

When they arrived in Germany Matache advised Delia to give her the passport. Delia wasn't used to the big city and the passport would be safer with Matache.

Then they met a man. Matache gave him Delia's passport and got money. Delia recognised at once that there was something wrong and that the man was dangerous. But when she wanted to run away, the man snatched her and threatened her to kill her if she didn't follow him inconspicuously.

She was brought to a house and locked up. There were other young women, but they were not allowed to talk with each other. The man told her, she would work as a prostitute. Delia refused. The man beat her up and raped her. The women had to take the „pill“. If they got pregnant, they were forced to an abortion.

When Johns complained about Delia, that she doesn't have "fun", she was forced to take drugs.

In the course of a razzia Delia was rescued.

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<sup>12</sup> Based on: *Global Alliance Against Traffic in Women, Human Rights and Trafficking in Persons: A Handbook*, Bangkok 2001

## Worksheet 3 – \*Case Studies\*- The Story of Maria

### The Story of Maria – **Components**

Even when she was ill she had to work. Robert refused to take her to a hospital saying it would be “too expensive”. She did not have health insurance.

He offered her a job at his house in the USA. He promised, she would earn \$ 320 per month and receive health insurance. She would have time to travel and to study. She would have a lot of chances in the USA.

In Bolivia, Maria had worked as a domestic worker since age 7. At 29, she met an American, Robert.

In New York Maria soon realised that Robert had lied. He forced her to work 6 days per week, at least 12 hours per day, sometimes 16 hours per day. Many weeks she also worked on her day off.

In New York he took away her passport because he had paid for it. He forbade her to leave the flat without the family.

Maria managed to escape with the help of a kind neighbour who had noticed her.

Robert organised the passport and the visa and paid for the tickets.

When she burnt meals up or broke something, she had to knee down and beg for forgiveness.

## Worksheet 3 – \*Case Studies\*- The Story of Maria

### The Story of Maria – *Template*

Recruitment		
Transportation		
Slavery like conditions		Art. 7 ICESCR
		Art. 12 ICCPR
		Art. 7 ICCPR
		Art. 12 (d) ICESCR

## ***The Story of Maria***<sup>13</sup>

In Bolivia, Maria had worked as a domestic worker since age 7. At 29, she met an American, Robert.

He offered her a job at his house in the USA. He promised, she would earn \$ 320 per month and receive health insurance. She would have time to travel and to study. She would have a lot of chances in the USA. Robert organised the passport and the visa and paid for the tickets.

In New York Maria soon realised that Robert had lied. He forced her to work 6 days per week, at least 12 hours per day, sometimes 16 hours per day. Many weeks she also worked on her day off. In New York he took away her passport because he had paid for it. He forbade her to leave the flat without the family.

When she burnt meals up or broke something, she had to knee down and beg for forgiveness.

Even when she was ill she had to work. Robert refused to take her to a hospital saying it would be “too expensive”. She did not have health insurance.

Maria managed to escape with the help of a kind neighbour who had noticed her.

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<sup>13</sup> *The Institute for Policy Studies*, Campaign for Migrant Domestic Workers' Rights, USA-Public Briefing, February 2000

**WORKSHEET 4 – \*INDICTMENT\***

***Bill of Indictment!***

Indictment of .....  
*Name of the accused*

on charge of the

**Crime of Trafficking in Persons**

harming .....

*Name of the survivor*

The accused committed the crime by  
*(act)* .....  
.....

using the means of.....  
.....

for the purpose of.....

A fair punishment will be requested.



## ***A Definition \*Trafficking in Persons\**<sup>14</sup>**

All acts and attempted acts involved in the recruitment, transportation within and across borders, purchase, sale, transfer, receipt or harbouring of a person

- involving the use of deception, coercion (including the use or threat of force or the abuse of authority) or debt bondage
- for the purpose of placing or hold such person, whether for pay or not, in servitude (domestic, sexual or reproductive), in forced or bonded labour, or in slavery like conditions, in a community other than the one in which such person lived at the time of the original deception, coercion or debt bondage.

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<sup>14</sup> *Global Alliance Against Traffic in Women / Foundation Against Trafficking in Women / International Human Rights Law Group, Human Rights Standards for the Treatment of Trafficked Persons, 1999, S. 3ff .* Erhältlich unter [http://gaatw.net/books\\_pdf/Human%20Rights%20and%20Trafficking%20in%20Person.pdf](http://gaatw.net/books_pdf/Human%20Rights%20and%20Trafficking%20in%20Person.pdf), S. 26.

**WORKSHEET 6 – \*WHERE DO THEY COME FROM / WHERE DO THEY GO?\***



## **Scene 1**

*Kitchen: Mr. Branda is cooking tea.*

**Rosa Branda** (age 17) comes home and dashes into the kitchen. She is very excited. She has read this advertisement:

***Interested in modelling? We are looking for young sexy women! Live acts and photo-shootings. Earn euro 3.000 – a month. Travelling costs will be paid  
starship@surprise.com***

Her father, Mr. Brada is worried. He doesn't want his daughter to work as a model.

## **Scene 2**

Possible other roles:

- Rosa's mother
- Rosa's best friend
- Rosa's boyfriend
- Neighbours
- Sister
- Brother...

**Open end ...happy end**

**WORKSHEET 8- \*CARDS C**

<p><b>Gender:</b> male</p> <p><b>Skin colour:</b> white</p> <p><b>Religion:</b> none</p> <p><b>School education:</b> not graduated</p> <p><b>Other:</b></p>	<p><b>Gender:</b> female</p> <p><b>Skin colour:</b> dark</p> <p><b>Religion:</b> none</p> <p><b>School education:</b> university</p> <p><b>Other:</b> 3 foreign languages + + +</p>	<p><b>C</b></p> <p><b>S</b></p> <p><b>H</b></p> <p><b>S</b></p> <p><b>e</b></p> <p><b>C</b></p> <p><b>h</b></p>
<p><b>Gender:</b> male</p> <p><b>Skin colour:</b> white</p> <p><b>Religion:</b> none</p> <p><b>School education:</b> yes</p> <p><b>Other:</b> citizen +</p>	<p><b>Gender:</b> female</p> <p><b>Skin colour:</b> white</p> <p><b>Religion:</b> none</p> <p><b>School education:</b> not graduated</p> <p><b>Other:</b> citizen +</p>	<p><b>C</b></p> <p><b>S</b></p> <p><b>H</b></p> <p><b>S</b></p> <p><b>e</b></p> <p><b>U</b></p> <p><b>C</b></p> <p><b>L</b></p> <p><b>c</b></p> <p><b>l</b></p> <p><b>-</b></p>
<p><b>Gender:</b> male</p> <p><b>Skin colour:</b> white</p> <p><b>Religion:</b> Christian</p> <p><b>School education:</b> not</p>	<p><b>Gender:</b> female</p> <p><b>Skin colour:</b> white</p> <p><b>Religion:</b> Islamic</p> <p><b>School education:</b> yes</p> <p><b>Other:</b> 2 foreign languages</p>	<p><b>C</b></p> <p><b>S</b></p> <p><b>H</b></p> <p><b>S</b></p> <p><b>e</b></p> <p><b>g</b></p> <p><b>C</b></p> <p><b>F</b></p> <p><b>-</b></p>

**WORKSHEET 8- \*CARDS C**

<p><b>Gender:</b> male  <b>Skin colour:</b> white  <b>Religion:</b> Islamic  <b>School education:</b> not graduated  <b>Other:</b> Rich parents          + + +</p>	<p><b>Gender:</b> male  <b>Skin colour:</b> white  <b>Religion:</b> Christian  <b>School education:</b> university  <b>Other:</b></p>	<p><b>Gender:</b> male  <b>Skin colour:</b> white  <b>Religion:</b> not  <b>School education:</b> + +  <b>Other:</b></p>
<p><b>Gender:</b> male  <b>Skin colour:</b> white  <b>Religion:</b> Buddhism  <b>School education:</b> yes  <b>Other:</b></p>	<p><b>Gender:</b> male  <b>Skin colour:</b> white  <b>Religion:</b> none  <b>School education:</b> yes  <b>Other:</b></p>	<p><b>Gender:</b> male  <b>Skin colour:</b> white  <b>Religion:</b> yes  <b>School education:</b> + +  <b>Other:</b></p>
<p><b>Gender:</b> male  <b>Skin colour:</b> white  <b>Religion:</b> Christian  <b>School education:</b></p>	<p><b>Gender:</b> male  <b>Skin colour:</b> white  <b>Religion:</b> Christian  <b>School education:</b></p>	<p><b>Gender:</b> male  <b>Skin colour:</b> white  <b>Religion:</b> univ  <b>School education:</b>  <b>Other:</b></p>

## **Election Speech**

.....  
.....”  
.....

The .....-party stands for Human Rights! It’s our ambition to effectively combat trafficking in human beings. We all know, that our home is a country of

.....  
*origin / destination / transit?*

That’s why we have to take measures for protecting victims! If we are elected, we will

.....  
.....  
.....

Perpetrators will have to anticipate.....

At the borders .....

It’s necessary that.....

Men who pay for sexual services

Prostitutes should .....

To prevent that even more young people become victims of reckless traffickers we will.....  
.....

To rise public awareness we have to .....

That's why we .....

Thank You!