 90 minutes

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| Activity | Topic | Method | Timing |
| 1  | “When I Say…” | Plenary | 15’ |
| 2 | Understanding Human Trafficking | Plenary | 10’ |
| 3 | “When I Say…” Continued | Plenary | 5’ |
| 4 | Trafficking in Crises | Plenary | 10’ |
| 5 | Group Activity | Plenary | 25’ |
| 6 | Protection of VoTs | Plenary | 10’ |
| 7 | Role of DTM in CT | Plenary | 15’ |

# Handouts

# Key Resource Documents

IOM has several videos online:

IOM counter-trafficking (CT) videos:

* <https://www.youtube.com/watch?v=0OKfVdkpM7E>
* <https://www.youtube.com/watch?v=25BLoEaRN2s&index=4&list=PL2649E28A37EEE54A>
* <https://www.youtube.com/watch?v=OLk74dWshmQ&list=PL2649E28A37EEE54A&index=7>
* <https://www.youtube.com/watch?v=bw2YiRodcvg&index=26&list=PL2649E28A37EEE54A>
* <https://www.youtube.com/watch?v=6IIw8GBK_0Y&index=31&list=PL2649E28A37EEE54A>
* <https://www.youtube.com/watch?v=J_dYS3LRp-E&index=32&list=PL2649E28A37EEE54An>

DOE’s most recent Protection video links:

* SPANISH <https://youtu.be/N5LkP0GHt0U>
* FRENCH <https://youtu.be/zZ7mmyi9tNE>
* ENGLISH <https://youtu.be/N3dIVh0ShYE>

# Supplies Needed

* Projector
* Flipchart
* Markers

# Planning

**Slide: “Learning Objectives”**

* Ask participant to read the objectives

## Activity 1 – “When I Say…” – 10’

**Slide: “Activity”**

Optional Activity one to warm up on the audience. You can either flash the icons, or you can print each one on A4 paper and do the exercise as big group. Displaying one symbol at a time, ask the group: “When I say, *friend*, what do you think of?” Possible answers are: fun, playful, happiness. Only a few answers are necessary per icon. In general, you really don’t want the audience to be thinking about trafficking yet.

Icon list:

1. Friend
2. Tree
3. Banana
4. Transport
5. Travel
6. Threat
7. Violence
8. Slavery
9. Cleaning
10. Sexual Exploitation (use your imagination, because there’s no could icon for sexual exploitation)

##### Part 1

## Activity 2 – Understanding Human Trafficking – 10’

**Slide: “How Does Trafficking Work?”**

* Act - Recruitment, transportation, transfer, harbouring, receipt of persons
* Means - Threat or use of force or other forms of coercion, abduction, fraud, deception, abuse of power or a position of vulnerability or giving or receiving of payments or benefits to achieve the consent of a person having control over another person
* Exploitation - Financial or in kind - profit through exploitation.
* **All three parts** must be **present** and **connected** for trafficking in persons to occur.

**Slide: “Assisted Trafficking Cases”**

* https://www.ctdatacollaborative.org/map
	+ Blue: VOT Country of Nationality
	+ Orange: country of exploitation
* https://www.iom.int/world-trafficking-day

**Slide: “Forms of Exploitation”**

* Read each of the forms of exploitation

**Slide: “How do Traffickers Control Victims?”**

* Read each of the means
* Ask participants to give other examples

## Activity 3 – When I Say… Activity (continued) – 5’

**Slide: Activity**

* Show same pictures as before and ask someone to tell the group how it shows the process of human trafficking

## Activity 4 – Trafficking in Crises – 5’

Slide: “Trafficking in Crises”

Slide: “Trafficking Context: Humanitarian Settings”

## Activity 5 – Group Activity – 25’

Slide: “Group Activity”

* Participants understand that the Clusters / Humanitarian Responses are not usually prepared to address most kinds of trafficking cases; participants consider the national authorities’ role (pros and cons) in the current humanitarian response from the various cluster perspectives, and think about it from a traditional CT response, for example, because government leads a CT response during a non-crisis period.

Directions:

Draw columns as shown on PPT: Cluster name; Primary purpose; Primary beneficiaries

1. Ask the participants to “shout out” or name clusters. As the participants call out the Cluster names, list the answers in first column of the flip chart. It isn’t vital that every cluster is listed but the list should include the Protection Cluster, the Child Protection AOR, and/or the GBV AOR, and possibly the Health Cluster and CCCM.
2. Repeat this process for the second column, this time noting the key words that participants say regarding the primary purpose of the cluster. Participants don’t have to offer precise descriptions. If the participants don’t have an answer, move on to the next cluster name. The purpose of this step is to be quick and fun, and not necessary to fill in every blank.
3. Repeat this process for the third column, noting the key words to describe the primary beneficiaries of the Cluster activities.
4. Ask the question: which clusters work very closely with national entities? And a follow up question to ask could be: which clusters would be wary to very closely with national entities? Circle the cluster name that the participants say. Emphasize the differences between the clusters: the Protection Cluster and the GBV AOR often are reluctant to have robust government participation, whereas the CP AOR and the Education, Health, and WASH Clusters need government’s earnest participation in order to conduct most of the cluster activities.
5. Ask a few of the following questions, noting participants’ answers on the flip chart.
	1. Which cluster would most likely help an IDP child VOT?
	2. Which cluster would most likely help a female IDP trafficked for prostitution in a nearby IDP camp?
	3. Which cluster would most likely help a child migrant trafficked for forced begging?
	4. Which cluster would most likely help an IDP man trafficked for forced labour in a farm field about 20 kilometres from the IDP camp? (the trafficked IDP man is driven to and from the farm field each day)
	5. Which cluster would most likely help an IDP woman trafficked for domestic servitude (she is brought to and from the home(s) and sleeps at the camp at night).
	6. Which cluster would most likely help a migrant man who was trafficked to the country in crisis for forced labour in construction?
6. Conclude the exercise by summarizing the primary point of this Module: usually Clusters / Humanitarian Responses are not prepared to help some (or most) kinds of victims of trafficking; some clusters / Humanitarian Responses haven’t considered trafficking as an issue or a priority, even though trafficking trends exist in the local context.

## Activity 6 – Protection of VoTs – 10’

 **Slide: Gaps in the Humanitarian Response**

* Highlight the protection gap of current humanitarian architecture as it relates to VoT
* Highlight the unaddressed needs of VoT

**Slide: Humanitarian Assistance**

* Facilitate discussion on how humanitarian principles are applicable to victims of trafficking.

**Slide: Direct Assistance for Victims of Trafficking**

* Go through lists and ask any questions

**Slide: Key Principles: protection of victims of trafficking**

* Answer any questions if necessary

##### Part 2

## Activity 7 – Role of DTM in CT – 15’

**Slide: DTM Operations’ Role**

* Facilitate a discussion on the pros and cons of using data to help understand trafficking trends

**Slide: Trafficking in Persons**

* Ask list of questions
* Show how DTM can help answer these questions

Slide: Roles and Responsibilities

* Discuss difference in roles between CT actors and DTM actors
* Slide: Roles and Responsibilities
	+ Discuss key points: safety, 6 principles, plan and consider