

Curriculum

Human Trafficking Awareness for Migrants



..... **Facilitator's guide**

This document was developed by Croatian Red Cross within the project “STEP – Sustainable integration of Trafficked human beings through proactive identification and Enhanced Protection”, co-funded by the Asylum, Migration and Integration Fund of the European Union between 2017 and 2019.

Disclaimer:

To avoid duplication of work, Croatian Red Cross is using images provided by the British Red Cross. Therefore, we would like to thank the British Red Cross for their kind offer to use their images that were created within the project Mediterranean Migration: Protection and Anti-trafficking Project (DFID, 2017).

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.

Human Trafficking Awareness Sessions

The main aim of the awareness curriculum is to provide relevant information about the signs and risks of human trafficking, rights of trafficked persons and informing migrants where to seek help if they have been trafficked.

The information sessions are designed to inform migrants how to protect themselves from human trafficking and exploitation. The goal is to provide information to decrease vulnerability of migrants to trafficking and to make safe choices when they encounter potentially exploitative situations.

The face-to-face information sessions are conducted by frontline practitioners in reception centres for asylum seekers, with refugees in the integration programme or in detention centres through open dialogues, engaging in exercises, explaining information materials (with an emphasis on relevant image usage) and providing safe opportunities for self-identification and disclosure.

Alongside this curriculum, awareness raising materials have been developed targeting at migrants, asylum seekers and refugees to sensitise them about the risks and to accompany awareness sessions.

The curriculum was developed based on the long-term experience in working with migrants and understanding that migrants will best respond to creative and interactive sessions using examples, dialogues and informative visual materials; and direct interaction with the awareness raising materials.

Contents

Section 1. Facilitators' guide.....	4
Section 2. Awareness raising session for adults.....	7
Part 1. Welcome & Introduction	8
Part 2. What is human trafficking ?	9
Part 3. How to recognise human trafficking	13
Part 4. Protection and Seeking Help.....	15
Section 3. Awareness raising session for youth.....	16
Session 1. Stay safe	16
Session 2. Safe or Not safe.....	17
Section 4. Annexes	19
Annex I: Sign in sheet	19
Annex II: Most common sectors linked to human trafficking	20
Annex III: Human trafficking and migrant smuggling.....	21
Annex IV: How to recognise human trafficking – videos.....	22
Annex V: Keeping online information private and secure.....	23
Annex VI: Scenarios “Safe” and “Not safe”.....	24
Annex VII: Facilitators' pre-reading materials	27





Learning objectives

On completion of the session, the participants shall:

- be aware of **what human trafficking** is and of **different forms of exploitation**
- be aware of **risks** specifically related to their migration status
- feel equipped to know **what to do** if they look for a **job or travel further**
- know how and where they can **access support, help and advice**

Target group

The information session curriculum is intended to provide an overview on risks of human trafficking for migrants: **male and female asylum seekers, refugees under international protection, migrants in detention centres, and unaccompanied and separate children.**

Methodology, delivery and duration

Delivered as a **face-to-face group session**, the time for completion is **about 1 to 1,5 hours**. It will be of an interactive nature, using various methods and educative and awareness raising tools. It is recommended that the maximum number of participants in one session is no more than 10 persons, preferably **about 5-7 people of same language background to assure active participation**. Sessions can be adjusted for one participant only. Adult groups shall be **divided per gender** due to the safety and sensitive nature of the topic.

It has been designed mainly as a stand-alone programme. It is flexible and broad enough to be used as part of other psychosocial support activities based on group or individual approaches. In the integration programme it can accompany life skills programmes as well as other educational curricula that aim to empower migrants during their integration phase.

Materials:

- Sign-in sheet (Annex I)
- Name tags
- Refreshments for the table
- Downloaded videos
- Croatian Red Cross laminated drawings

- British Red Cross images
- Safety outreach cards in 4 languages
- Computer
- Board and whiteboard marker

Disclosures by participants during the session

Disclosure in an open group can be difficult to handle and must be treated sensitively.

- Acknowledge what the person has said. Ask the person if they would like to talk to you in private, now or after the session. **Be flexible: allow them to choose when they want to talk.**
- Consider calling a break in the session. Be aware of the impact of the disclosure on other participants as others may come forward. The group may express sadness or other emotions that you will need to handle.
- Create a safe and private space where you can talk privately.
- Assess the situation. Your next step will depend how the person reacts.
- Listen carefully to what the person tells you.
- Reassure the person that what has happened is wrong and they have done the right thing to speak to someone.
- Explain that the information shared will be confidential within the Red Cross unless they want you to report it/refer the person.
- If you are not sure how to respond, suggest that you **can get in touch with someone** from your team that will be able to help. In any case, do not discourage further conversation and while providing other practical and emotional support, consider asking:
 - *Do you feel safe at the moment?*
 - *Have you spoken with anyone else about this?*
 - *Do you feel that talking with me could cause further problems for you or your family?*
 - *Are you in contact with the people who did this to you?*
 - *What would you like to do next? (Offer options)*

DELIVERING THE SESSION

Prior to the session

Effective awareness raising sessions start with open and informed dialogue and progresses to challenge harmful stereotypes and situations that create vulnerabilities leading to exploitation and preventing people from seeking help.

- Inform **psychosocial support staff** members in reception centres for asylum seekers or refugee integration caseworkers about planned awareness raising session.
- Coordinate with the staff to gather people to attend the session – to inform people on the session topic, place and date of the session and to find a **suitable and safe venue.**

Facilitator

- Should be familiar with the content of the curriculum, they should understand all the materials covered in the curriculum and know how and when to use them.
- They should have the skills to facilitate and stimulate interaction and discussion, create a safe space for discussion, and handle sensitive issues.
- They should know how to adapt to diverse groups of migrants (gender, age, and context), settings (reception centres, transit centre, integration house, detention etc.), and facilities (suitable venue, safe environment, options for private space for disclosure).
- They should understand the THB scope and the context in the country and the importance of a multiagency response (be familiar with relevant actors, and their roles).

Co-facilitator

- While co-facilitating the sessions, they should gain an understanding of the THB issue, session content and become familiar with delivery styles.
- They assist on delivering the session and support participants who are emotionally affected by the subject matter.
- They should have good psychosocial skills and know the target group.

Both facilitators need to be aware of what is going on in the room during the session and to alert about any signs of potential distress.

Interpreters/Cultural mediators

- Make sure to find suitable interpreter if the participants do not speak English/Croatian.
- Brief the interpreter about the session topic and ensure that they understand the sensitive themes and terminology that will be discussed and are fully comfortable with it.
- At the beginning of the session, make sure that the participants and interpreter/cultural mediator understand one another.
- Preferably use female interpreter when delivering only-women sessions.

At the beginning of and during the session

- The setting of the room needs to be appropriate: chairs should be placed in a circle. There should be no additional people other than the ones planned.
- Highlight that this is a safe space for the group to share ideas and discuss issues openly and honestly.
- The content of sessions may be sensitive and may sometimes trigger emotional reactions or painful memories. Participants need to feel that they can leave the room at any time if they feel distressed or upset. Facilitators must be able to react sensitively when this situation arises, while continuing the session.
- Facilitators should remain neutral, speak clearly and slowly, and repeat when necessary. They should use short and clear sentences when using interpreters. Participants should be given space to talk and ask questions or seek clarifications.

After the session

- Facilitators should make themselves available for some time, so that participants can talk to them individually if they wish or appointment should be scheduled for nearest time.
- Facilitators should debrief the interpreter if needed.



SECTION 2

AWARENESS RAISING SESSION FOR ADULTS

This curriculum session is based on four parts as in sample agenda

Sample agenda

Time (estimate)	Activity	Content/key components/items needed
10 min	Part 1. Welcome & Introduction	<ul style="list-style-type: none">• Welcome & your and participants' introduction (name, country of origin)• What is this session aiming for?• Participants to sign information sheet
40 min	Part 2. What is human trafficking?	<ul style="list-style-type: none">• Overview of HT, what it is and its forms and sectors where it occurs• Causes of HT related to migration and vulnerability• A: Difference and interconnectedness between human trafficking and human smuggling and safety migration tips• B: Safe job seeking and employment
25 min	Part 3. How to recognise human trafficking?	<ul style="list-style-type: none">• Short movie and group discussion• Explaining warning signs
15 min	Part 4. Protection and Seeking Help	<ul style="list-style-type: none">• Safety measures• How to seek and access help and support• Providing contacts (outreach cards, telephone numbers, addresses)

If possible, remain available at least half an hour after the session – giving space for disclosure.



SESSION PLAN

Part One Welcome & Introduction (10')

Aim:

Purpose of the information is explained.

Outcome:

Participants are informed about the purpose, content and length of the session and encouraged to take active part in discussions and interactive exercises.

Materials:

Sign-in sheet (Annex I)

Optional: Name tags
Refreshments for the table (to create informal, welcoming and friendly setting)
Corner with toys/colouring books for children if present

Activity:

Step 1:

Welcome everyone and introduce yourself by the first name, your position in Red Cross and briefly explain why we are here today. Then ask participants to introduce themselves by their first name and country of origin. If appropriate, you can ask them how long they have been in Croatia.

Step 2:

Pass around the sign-in sheet and ask participants if it is alright to take photos during the sessions (even from the back).

Step 3:

Inform participants that if they feel upset or uncomfortable, they can leave the room at any point. Reassure the participants that they will not have to speak about themselves or share their own experience if they do not want to. Tell them that you will be around for a little while after the session in case anyone would like to have a one-to-one chat.

Make sure that people understand that Red Cross does not identify victims nor has any impact on the police procedure. RC can however keep supporting the person.

Stress that it is important to listen to others without interruptions and judgements and that everything what is said in the group is discreet information.

REMINDER

- In between and during all discussions, make sure that participants have an opportunity to ask questions or ask for rephrasing if they did not understand something. Try to eliminate using professional or complex terminology and definitions. Participants will be more motivated if the language you are using is slow, friendly and uncomplicated.

Part Two What is Human Trafficking? (40')

Aim:

This part will introduce the topic of human trafficking in a context of culture and migration, various forms of exploitation prevalent among migrant victims but will also touch upon other forms of abuse that migrants may experience on the journey or in destination countries. It will discuss specificities in vulnerability of migrants to human trafficking and to identify factors that lead to it.

Outcome:

Participants define human trafficking and they identify major types of trafficking and sectors where it can occur. They connect migration vulnerability to THB.

Materials:

Awareness raising laminated pictures

Activity:

Step 1:

Start with a short discussion to see what people already know about the issue of human trafficking.

- *Did you hear about human trafficking? Can you give an example?*

REMINDER

Cultural consideration when discussing human trafficking

- Check if using the term human trafficking is well understood by people. Sometimes may be more suitable to use “slavery”, “exploitation”, “being forced into doing something that you don’t want to do”.
- Sometimes using term sex worker is more suitable than prostitute.

In short, **explain what human trafficking** is in suitable way:

- *Human trafficking is a crime affecting men, women and children.*
- ***It includes buying, selling or using people for profit.***
- *It is when **someone forces another person** to do something **against their will**, to do something they **do not agree with, like and want to do**. Even if they had agreed to it before, if the agreed conditions and promises change over time and they do not have an opportunity to **leave freely**, then it means they are being exploited.*
- *It is when they **do not get paid for the work** done, the working **conditions are humiliating and dangerous**, and the employer often **threatens and abuses** the person.*

Step 2:

Say that there are different ways how people can be exploited. On the floor/table put the CRC & BRC images and tell to the participants to choose one of the pictures. Ask them to explain what the picture represent.

- *Can you tell me what who do you see in the picture?*
- *What are he/she/they doing?*

- *Is this something that was happening in your country?*
- *Is this something that might happen to people who are on the move?*
- *Do you think it is possible that something like this happens to someone here?*

Stress that more men are victims of trafficking than before. They are mainly exploited for forced labour. Some men and boys are sexually exploited or used for other purposes such as begging. Women and girls can be exploited in sex industry, domestic work, begging and other forms.

People who have debts because of the journey can be more vulnerable as they need to find work fast and may be willing to take more risks and dangerous jobs¹.

REMINDER

What forms of human trafficking take place?

- **Forced labour** – forcing a person to work in hard conditions for little or no pay.
- **Sexual exploitation** – deceiving and forcing a person to perform sexual acts for little or no pay without the victim's permission or choice. Women, men, and children of both sexes can be victims of sexual exploitation.
- **Involuntary domestic servitude** – when a person works in slavery conditions in a private household for little or no pay and lives in terrible conditions.
- **Forced marriage**
- **Organ harvesting** – when people's organs are taken from them or if people do not receive the agreed amount of money for the organ.
- **Forced criminal exploitation** – when a person is forced under threat to perform criminal activities such as drug dealing, stealing, robberies etc.

Step 3:

After you go through different possible types of exploitation ask the following question:

- *Who might be exploited?*
- *What would make a migrant an easier target of different forms of exploitation?*

Step 4:

Conclude with a short discussion by asking (See Annex II on Most common sectors linked to human trafficking)

- *Where exploitation usually happens?*
- *Can you think of examples from your country? What do you think it can happen here?*

Now, depending on your target group switch to Activity A (migrants in transit) or Activity B (refugees living and working in Croatia).

¹UNODC, Global Report on Trafficking in Persons (2016).

Activity A

Step 5A:

People who migrated sometimes exchange terms human trafficking and migrant smuggling.

Use two images which show smuggling and trafficking situation. Start discussion:

- *What do you see in these two pictures?*
- *What are the differences and similarities between the two?*
- *Can you connect this image to your migration experience?*

Explain the **difference and interconnectedness between** these two by using the material in Annex III. **Stress that smuggled migrants may also be victims of trafficking.** A smuggling situation can turn into a trafficking situation if migrants need to work to finance their journeys, if they owe debts to the smugglers, or if they are deceived (for example, promised a better life).

REMINDER

- However, smuggling situations can nonetheless in reality descend into situations of extreme human rights abuses, with smuggled migrants subject to threats, abuse, exploitation and torture, and even death at the hands of smugglers.

Step 6A:

Discuss with the participants which safety measures they should do before starting a journey. The checklist below might help you with possible questions.

- Did you make any safety measures before you started the journey from your home country?
- What can you do to be safer on a journey?

Step 7A:

Go through the checklist on safe migration with the participants and highlight the safe migration tips. Reassure the participants that you are not gathering information about their experience or plans.

CHECKLIST ON SAFE MIGRATION

Information about journey and destination	YES	NO
<p>Do you know where you are going – name of country, city?</p> <p><i>Safety tip: While deciding, keep in contact with people you trust and tell them where you are or where you are planning to go.</i></p>		
<p>Do you know anyone there – friends, family?</p>		
<p>Will you travel with a group of people (family members, friends?)</p> <p><i>Safety tip: Build a network of friends who are in the same situation as you.</i></p>		
<p>Do you have their contact; will you meet them on arrival?</p> <p><i>Safety tip: Write the details down on piece of paper and in your phone.</i></p>		
<p>Do you know how you will pay for the journey?</p>		
<p>Did someone offer you to take you to that country?</p>		
<p>Do you have enough money to travel there and start living?</p> <p><i>Safety tip: Be careful about borrowing money from the smuggler or potential employer as it can create a debt and they can use it to exploit you.</i></p>		
<p>Do you know any organisation in the other place to contact – if something goes wrong and you need help and safety?</p> <p><i>Safety tip: If something goes wrong and you need help and safety, contact nearest police station or organization that assists exploited people. Many organizations in this country and abroad are ready to help you.</i></p>		
<p>Did you memorise the phone number for calling home from the new place?</p> <p><i>Safety tip: Call you family as soon as you arrive. Tell them where you are living; with whom and what will you be doing there.</i></p>		
<p>Did you make two photocopies of your personal documents? Did you hide them in your clothes rather than your bag or luggage?</p> <p><i>Safety tip: Keep the photocopies in a separate place from your real documents, so that if the real ones are lost or stolen, you have copies to show the authorities. It is a useful precaution to hide your documents in your clothes when you travel.</i></p> <p><i>Safety tip: Employer cannot request your personal documents and keep them, they can only make a copy of them.</i></p>		
<p>Can your employer ask you to hand in your personal documents (identity card or a passport)?</p> <p><i>Safety tip: No, they can only request a copy of your personal documents and to see the original but they cannot keep it.</i></p>		



Activity B

Step 5B:

Discuss with the participants which safety measures they should consider before starting a new job. The checklist below might help you with possible questions.

- Do you know labour rights in Croatia? Can you name them?
- What steps can you take to start a safe employment?
- What are your plans in terms of work in Croatia, what would you see yourself doing?

Step 6B:

Go through the checklist on job seeking and accepting with the participants and highlight the safety tips.

CHECKLIST ON JOB SEEKING AND ACCEPTING

BEWARE of dishonest and fake job offers (online/in person)	YES	NO
Do you know anyone who has been hired through this person before? If so, did the person talk about the job conditions?		
Do you know the name of the company/workplace, its address and phone number?		
Can you find those details on the Internet?		
When accepting the job, did you get an employment contract?		
Did you read it and understand the whole text in Croatian/English? Do you agree with everything the contract says?		
Does it contain the following information: title of your position, your working hours and time off, address of the workplace, salary that you will be earning, number of days of paid leave that you are entitled to etc. <i>Safety tip: If unsure, review the contract with your caseworker or an integration lawyer before signing it. You and the employer both sign the contract if you agree with the conditions. You will get a copy of the contract and you should keep it somewhere safe. It is proof that you have an agreement with the employer.</i>		
If you do not have a contract, have you discussed the conditions of your work? Can you visit the place before starting the job? <i>Safety tip: If you do not have a contract and your employer does not pay you a salary or abuses you and threatens you, you can claim your rights. Collect all communication between you and the employer (SMS, emails, viber or WhatsApp messages), their name, address.</i>		
Do you know or receive the Croatian minimum wage? <i>Safety tip: As of 2019, you should earn minimally 3.000 HRK per month in a neto salary – the actual money that you receive.</i> <i>Safety tip: you have right to safety equipment and safe working conditions, 30-minute break during the 8-hour working day and paid annual leave².</i>		

²Union of Autonomous Trade Unions of Croatia: <http://www.sssh.hr/hr/static/radnicka-prava-32>

Step 7B:

Highlight that knowing their labour rights is essential to prevent exploitation. Human trafficking is forbidden by law in Croatia – it is a crime! People that exploit you are punishable by law. Victims have a right to receive help, support and protection.

As an asylum seeker you can legally work in Croatia after 9 months even if you have not been granted international protection yet.

Part Three How to recognize human trafficking? (25')

Aim:

This interactive part will explain how to identify the signs of trafficking by exploring case studies. This activity is optional for participants from integration programme.

Outcome:

Participants recognize signs of human trafficking, recruitment techniques and online grooming. Participants identify deceitful practices used by traffickers in person and online.

Materials:

Downloaded the relevant video or access on Youtube. (Annex IV)

Activity:

Step 1:

Choose a video based on the group participating. Start the activity by explaining you will show a short video on today's topic, after which there will be a short discussion. To help the people process what they have just seen, allow time for reflection after watching the video.

REMINDER

Warning signs

- *If someone is trying to pressure another person to give up their passport*
- *If someone is promising a job, work conditions and accommodation that sound too good to be true*
- *If someone is being secretive about the work that you will be doing or the address or destination*
- *If you must make a fast decision about leaving this place*
- *If you were told you will be allowed to pay for the travel expenses from your promised salary*
- *If someone is telling you to do (sexual or illegal) things you do not want to do to pay for your further travels*
- *If someone is trying to scare you (for example by telling you not to trust the police)*
- *If you do not receive salary for your work and you are being threatened if you report it*
- *If you have to work extremely long working hours without breaks or holidays*

- *If you do not receive a work contract for your work*
- *If someone prevents other person from talking to other people and controls them, does not let them speak alone*
- *If you are forced to do things against your will*
- *If someone forces you to get married against your will; in Europe it is illegal to force someone to marry unless the person chooses that and agrees with that. Even if the family is convinced it will be the best solution for their children and it is part of the culture, it is not allowed in Europe and people have a right to seek help*
- *If someone is not allowed to move or leave freely*
- *If someone is in bad health condition with signs of abuse such as scars, malnourished*
- *If someone promises you good life and does request that you know the local language*

Add yourself:

Step 2:

Start a discussion with the participants regarding the videos you have watched:

1. *Who is the person in the video, and what work she/he was offered to do?*
2. *Why did he/she start talking to the person?*
3. *What kind of exploitation was shown in this video?*
4. *What signs of exploitation did we see in this video?*
5. *Who were the traffickers? Did the victim know them before?*
6. *What could the person do to keep himself/herself safe?*

Step 3:

Leave some time for questions and comments.



REMINDER

HOW ARE PEOPLE USUALLY TRAFFICKED?

DIFFERENT METHODS TO RECRUIT VICTIMS TO BECOME TRAFFICKED

- *Provide false feelings of love and affection (lover boy promises)*
- *Create a dependency on drugs or alcohol*
- *Isolate the victims from others*
- *Physically, sexually, or verbally abuse the victim*
- *Control access to food or shelter*
- *Place the victim in "debt"*
- *Exhaust victims with long work hours and quotas*
- *Threaten friends, family, or other victims*
- *Convince child that engaging in commercial sex or other forced labor is better than the life they have at home*
- *Promises of a better life and then controlled by violence, manipulation or threats of punishment*
- *Offering false job advertisements*
- *Using their immigration status*

Step 4:

Conclude the discussion by explaining that it is possible that someone starts out being friendly, but then suddenly is not anymore. If someone uses their relationship with you to force you to do things you do not want to do, in order to benefit from this: this might be exploitation.

Part Four → Protection and Seeking Help (15')

Aim:

This part will discuss how migrants can protect themselves in various stages of their journey and where to seek help and support. At the end of the session, participants will be given an "outreach card", a wallet-sized card with warning signs, safety measures and relevant information on where and how to reach out for help including contact information.

Outcome:

Participants know where to ask for help and receive safety cards.

Materials:

Safety outreach cards in relevant languages

Activity:

Step 1:

Given to the topic discussed, it is important to normalise people's experiences after the session. Conclude the session with a short discussion:

- *To whom would you turn to if something bad happens to you or to someone you know?*
- *Do you know the emergency numbers in Croatia?*
- *What was the most useful or interesting information you heard today? What will you carry from this session?*

Step 2:

Facilitators thank to participants and give the outreach cards in relevant languages. Explain that there is a telephone number they can call or talk to the Red Cross psychosocial support staff – **point out the numbers** (SOS Hotline, Police telephone number, European Emergency Number) on the outreach card.

Make sure to tell the participants that not all work experience/travels will be negative or dangerous and that this information session only serves as a precaution. We do not want to discourage people to seek employment or to scare them before entering the labour market.

Step 3:

Facilitators tell participants that if there is a need to talk individually, they will stay for half an hour in the room.

- *Do you have any other question or comment?*

REMINDER

Staying afterwards the session

- If someone decides to share their story, make sure to give enough time and space to the person to disclose or schedule a meeting at the nearest time possible.
- Find out whether interpreter is needed and if the person feels comfortable with them.
- If the person decides to share their trafficking story and seek help, explain in simple words what processes will follow (interview with the relevant authorities (Police), and assessment of the person's identity).
- Make sure that people understand that Red Cross does not identify victims nor has any impact on the police procedure. RC can however keep supporting the person.
- Listen to the person's story carefully and with attention.



SECTION 3

AWARENESS RAISING SESSION FOR YOUTH

All online active children and youth are vulnerable to human trafficking due to their increased access to technology and increased desire for love, acceptance, and approval from their peers. Traffickers often take the time to learn their wishes, needs, interests, family dynamic, and community in order to be able to exploit their individual vulnerabilities.

Aim:

To develop awareness of how to stay safe online. To gain knowledge of how young people can be groomed and tricked online.

ACTIVITY

Session 1 Stay safe!

Aim:

To aware youth about possible online threats.

Outcome:

Participants recognize online threats and can change their privacy settings to protect themselves.

Materials:

Computers, board, whiteboard marker, Annex V: Keeping online information private and secure

Step 1:

Start an opening discussion to get an idea on how much the Internet do the participants use and what media they are active on:

- *How much time do you usually spend online during the day?*
- *Which social networks do you use?*

Step 2:

Ask the participants to create a table on the computers with 2 rows and 2 columns. In one column they should put a plus and in the other one minus. To make it easier for them draw a table on the board. Tell



them that their assignment is to write down, on a plus side, what are the benefits of the Internet, and on minus side, they can write down possible threats and things they should be careful of.

Step 3:

Ask participants to share what they have written down. Write down on the board what participants have written down and add something if necessary.

Step 4:

Start a discussion about the privacy settings on social networks:

- *Do you know how to use privacy setting?*
- *Did you set up some of the privacy settings? If yes, which one?*

Step 5:

Do the exercise of matching specific online information with the safety tips (Annex V). Depends on the media available, you can do it online, on the computers or with the cut up papers.

Step 6:

With the participants go through the privacy settings by showing on the screen – depending on the media that the participants commonly use.

Step 7:

Close the session with a short discussion:

- *Which new information have you found out here?*
- *What was the most useful or interesting information for you?*
- *Do you have any other question or comment?*

Session 2  **Safe or Not safe**

Aim:

To aware youth of different ways of online grooming and possible exploitation.

Outcome:

Participants can recognize suspicious signs of online conversations and know how to help their friends if they find themselves in dangerous situations.

Materials:

Computers, Annex VI: Scenarios “Safe” and “Not safe”

Activity:

Step 1:

Start the session with highlighting that everything said in the classroom is confidential, e.g. that facilitators will not share information with their parents, and that this session is for them to learn how



to protect themselves from possible online threats. Then ask the participants to write down three information they have on their online media profiles.

- *Who can see information on your profile?*
- *Which information you usually publish on your profile?*

Step 2:

Divide participants in pairs or groups of 3 persons. To each group provide access to one video or scenario in Annex VI; they should watch the video/read the scenario and agree if the situation described is “safe” or “not safe”. Also, they should explain why they think so. After the participants explain, ask other participants if they agree with the group choice. Animated videos to be screened at NSTeens.org which teaches teens about **making safer choices online**.

Step 3:

Go through the checklist on internet safety tips below with the participants. If possible, it can be done online as to be more interesting for children.

CHECKLIST ON INTERNET SAFETY TIPS

- If someone approaches you and asks you for **personal (or inappropriate and private) information, do not respond** and inform someone you trust about it (an adult person)
- **Do not accept any gifts or offers** from people that you meet online. They might want to **trick you into something**.
- **Be suspicious** if someone you meet online asks you to **keep secrets** from your close ones such as family or friends. A real friend and a good person would not force you into doing anything that **makes you uncomfortable**.
- If you plan to meet someone that you met online, always **inform an adult** family member.
- **Be careful** about selecting or accepting online friends. People may not be truthful online about their actual identity and might communicate with children online to groom them into a situation of exploitation. It is good to only accept friend or follow requests from people they’ve met in person.
- **Report** if someone sends you or asks you to **send inappropriate messages and photos**³. Do not respond to mean, insulting or inappropriate messages.
- Don’t give out **personal information** without your parents’ or guardian’s permission. Personal information includes your home address, school name and address, or your telephone number.
- **When creating** your **screen name** on Facebook or other social media, do not include **personal information** like your last name, address or date of birth.
- **Be careful** about **posting personal photos, videos or revealing statuses such as sharing location** without parents’ permission. Bad people can use them to target you and find our information about you.
- **Don’t share your password** with anyone but your parents. When you use a public computer make sure you logout of the accounts you’ve accessed before leaving⁴.
- **Beware about adding new people on social media unless you know them in real life**. It’s like opening your front door without ever checking to see who is knocking.

³<https://www.nsteens.org/Videos/FriendOrFake>

⁴<https://www.nypl.org/help/about-nypl/legal-notice/internet-safety-tips>

Step 4:

Finish the session with the following questions:

- *What would you do if you suspect that some of your friends are in danger?*
- *With whom you can talk if you start getting suspicious messages?*
- *What was the most useful information for you today?*
- *Is there anything else you think you should know about internet safety?*



ANNEXES

ANNEX I Sign in sheet (INFORMATION & PARTICIPATION SHEET)

What is this information session about?

Croatian Red Cross STEP team is working on a project that aims to raise awareness about **human trafficking among migrants**; to identify and support people who are victims or potential victims of trafficking.

This information session will take 1 to 1,5 hour and it will aim to provide you with information on what human trafficking is, in which sectors it usually takes places, how it is related to migration, how to protect yourself by identifying risks and where to seek help and protection.

If there is anything that you do not feel comfortable talking about, it is okay not to share this. We will not use or share any information that you share with us today without consent. You are free to leave the session at any point, without giving a reason.

If you have any questions about the project or the issue of human trafficking and prefer to discuss in private, please inform this project team or the psychosocial support team of Red Cross that you are familiar with in the reception centre/integration house.

I have read the information sheet. YES NO

I have had time to ask questions. YES NO

Name of participant:

Signature:

Date and Place:

Name of person(s) conducting this session/session number:

Thank you for your participation in this information session today!



ANNEX II **Most common sectors linked to human trafficking**

Labour Trafficking	Sex trafficking
Agriculture, manual labour	Commercial sex services/prostitution
Constructions	Residential brothels
Domestic work / Household help	Massage parlours
Restaurants, bars, and catering service	Internet-based commercial sex
Factories & Manufacturing – textile industry, food processing, electronics, sweatshops	Sexually oriented business, hostess and strip clubs
Forced begging	Escort services
Sales	Truck stops
Hotels, hospitality and tourist industry	Pornographic industry
Nail and hair salons	Fake modelling agencies
Carnivals	Restaurants/bars/hotels
Gas Station	Pimping
Cleaning Services	Street sexual services
Fishing	Sex tourism
Sports events	Other entertainment industries
Mining sector	Border areas
Car washing	Conflict and war zones

Forced criminal exploitation	Involuntary domestic servitude
ATM theft	Private household
Pickpocketing and bag-snatching	Residential homes (expat workers, embassies)
Cannabis cultivation	Caregiving services (elderly care)
Drug trade – selling or smuggling drugs	Nanny and babysitting jobs
Benefit or social welfare frauds	
Sham marriages	
Burglaries	
Migrant smuggling	

Others (fill in yourself)	

ANNEX III

Human trafficking and migrant smuggling

- Differences and interconnectedness of human trafficking and migrant smuggling

HUMAN TRAFFICKING Crime against person	INTERCONNECTEDNESS	MIGRANT SMUGGLING Crime against the state
<p>ACTION: Traffickers can transport a person from one place to another within one country or across the international border.</p> <p>Usually, traffickers establish first contact with a victim giving promises and offering better future opportunities (job, safety, education...)</p>	<p>Large profits</p> <p>Connected to criminal networks</p> <p>Smuggling can turn into trafficking</p> <p>Smuggling can be dangerous and degrading</p> <p>Person encounters serious health and safety risks</p>	<p>ACTION: Smuggler transports a migrant across the international border.</p> <p>Usually migrant first contacts a smuggler to seek transportation across international border.</p>
<p>MEANS: Traffickers use abuse, and/or deception, and/or coercion towards a potential victim. The person does not have freedom of movement or to make decisions and most importantly, there is no consent.</p>		<p>MEANS: The migrant voluntarily establishes a direct contact with the smuggler, i.e. consent is present and there is no element of distortion of free will.</p>
<p>PURPOSE: It is always for the purpose of exploitation of a person. The relationship between the human trafficker and the victim is much more prolonged. Exploitation either begins or continues upon the arrival at the destination and the victim cannot freely end it and leave.</p>		<p>PURPOSE: The purpose is to gain profit from facilitating migrant's transportation across the international border. The relationship between the smuggler and the migrant generally ends upon arrival at the agreed destination after the agreed fee is paid.</p>
<p>TRANSNATIONALITY: Can take place within or outside a country of origin. Border crossing can be legal or illegal if it takes place.</p>		<p>TRANSNATIONALITY: Always includes illegal crossing of one or more international borders.</p>



ANNEX IV **How to recognise human trafficking – videos**

List of videos (optional based on the group of participants, see description of each video and choose most suitable one):

a) Young persons:

Refugees and Human Trafficking - <https://www.youtube.com/watch?v=LFm0znvde5Y>

Refugees, especially unaccompanied minors, are at high risk of being approached by traffickers in refugee camps. In recent years, over 10,000 unaccompanied minors have gone missing. This video aims to warn refugees of the dangers of listening to individuals who are potentially traffickers and offering help. This video was made in collaboration with Refugee Connect and Love Europe and was sponsored by Oasis Church in Melbourne, Australia.

b) Young (African) girls and women:

Ope: 'I was trafficked into UK prostitution' - Victoria Derbyshire - <https://www.youtube.com/watch?v=n2sMLAfd1IQ>

28-year-old Ope was brought from Nigeria to Coventry to work as a prostitute. Figures from the National Crime Agency show nearly 800 women and girls working in the sex trade were identified as trafficking victims in 2014, with many of those coming from West Africa. Ope told her story to the Victoria Derbyshire Programme. Her name and some have been changed for her own protection.

This teen migrant was trafficked & forced into prostitution | UNICEF - https://www.youtube.com/watch?v=68X1_hKrxV0 Desperate to escape poverty in Nigeria, Joy made the deadly journey to Italy by sea in the hopes of a better life. A trafficker lured her with the promise of a job, but once "Joy" arrived in Italy she was forced into prostitution to pay her smuggler. Her debt was a staggering 20,000 Euros.

c) Adult victims:

Human Trafficking: It Happens Here - <https://www.youtube.com/watch?v=iqJ-zuVay08>

Although slavery is commonly thought to be a thing of the past, human trafficking still exists today throughout the United States and globally. Human trafficking is a form of modern slavery where people profit from the control and exploitation of others. Learn to recognize the signs at <http://polarisproject.org>.

d) Male participants:

Lured by a job, trapped in forced labour - <https://www.youtube.com/watch?v=sOHq0MIN3PY>

In search of a job to support his family, a man accepts an offer from a recruiter and signs a contract for what looks like a good job with decent wages. Once at destination, the reality is very different. Find out more about the ILO's activities to end forced labour: www.ilo.org/forcedlabour

e) Female participants:

Has somebody forced you to do things against your will? - <https://www.youtube.com/watch?v=25BLoEaRN2s>

This film was produced as part of IOM Bulgaria's information campaign on the risks and protection measures associated with smuggling and human trafficking of migrants, in 5 languages – English, Arabic, Kurdish, Pashto and Dari. The film is complemented by a poster and brochure in the same 5 languages. The film is being projected to migrants accommodated in open and closed reception centers in Bulgaria and is followed by a discussion with IOM Bulgaria staff.

f) Online recruitment of young people:

Forced Labour - Awareness Raising Video (Trafficking in Persons) - https://www.youtube.com/watch?v=1TF_ZgHX8gw

Anti Trafficking Campaign (IOM Egypt) - The Story of Fatma



Keeping online information private and secure – match together.⁵

Has at least 8 characters, is not a real word, and is not personal information. It should not be the same for all accounts.	PASSWORD
Not just everybody, only people I personally know – family and friends.	ONLINE FRIENDS
Important to keep them up to date, check often, follow advice. They help to keep your online information secure, but they are not perfect!	PRIVACY SETTINGS
You only share it with people you know and trust. Posting it online can be dangerous.	MOBILE PHONE NUMBER
Passwords, private things, personal information, our bodies, gossips.	BE CAREFUL ABOUT SHARING THIS INFO
Be careful about posting information like your address, schools address, and mobile phone.	PERSONAL INFORMATION
Be careful about meeting unknown people offline; always inform your parents or guardian.	MEETING PEOPLE OFFLINE

⁵<https://www.stophetraffik.org/awareness-courses/resources-for-schools/>

Scenario 1

A young person posts a picture of herself/himself on Facebook/ Instagram.

Soon after she/he receives a message with a comment:

"Wow, you look great in this picture; I love your dress (outfit)! You have really a cool style."

"Thanks so much"

"You know, I'm involved in a fashion and I always look for new models for our brand. Are you interested to meet up and maybe we can offer you a job? The money is usually really good."

Scenario 2

Young man posts a picture of himself playing football on his Facebook profile. Soon he receives a comment ("Cool picture, real talent for sure!") followed by a private message:

"You were born to be a football star! Where do you play football?"

"Thanks. It's my favorite sport. I play in Zagreb, in reception centre where I live."

"Oh, nice. I hope you will get an opportunity to become a professional. Do they support you?"

"Not really, I just play for fun; I cannot afford joining a proper football club."

"Shame, such talent should not be wasted! I could help you to become a player in Germany. I have many contacts there."

Scenario 3

Your friend suddenly travels a lot but you know he is not a rich person. He says he went with his cousin and his friend who earns a lot of money. Your friend says that the job is real fun; you help out travellers as a tour guide. Apparently it is called an escort, but your friend did not know what it meant and felt stupid to ask. Sometimes it is just better to pretend that you know things to be cooler, right.

Soon your friend told you that he will also try the job over weekends to get some extra pocket money to buy a new guitar. Soon after you notice that your friend is avoiding you, seems tired and unhappy and has bruises on his wrists. When you ask your friend what the escorting job really means, he refuses to talk to you and walks away.

Scenario 4

Alex is very active on Facebook and has many friends. One of the newest people he has been talking to is a girl named Linda who is the same age as Alex. She lives in the same town in her own apartment. One day she sent nude pictures of herself to Alex and asked him to do the same and to meet in person. One day you see Alex at school, but he does not want to talk about Linda anymore. He just says that she wasn't who he thought she would be and that he wishes he had never started talking to her, and he hadn't sent her the pictures. She now threatens him to post his pictures online if he stops the relationship.

⁶Adapted from PROTECT curriculum at: https://docs.wixstatic.com/ugd/5abe8c_0646313bcf01405a90c2cebf6775226a.pdf

Scenario 5 – Learning centre chatroom – online RECRUITMENT SCENARIO - Annex IV

Alen: Hey! how are you? i saw your profile picture and wanted to say hi 😊

Maja: **hi**

Alen: i dunno why, but you seem different than other girls of your age...

Maja: what do you mean different?

Alen: dont know, maybe i am mistaken but u seem more interesting and mature than others

Maja: tenks 😊

Alen: what do you do?

Maja: nothing special, going to school, hanging around

Alen: really? when i look at you, i would say you have a lot of hobbies

Maja: i like to draw when i am bored at home

Alen: wow, could I see some of your work?

Maja: not sure, they are not really good, it is just for fun

Alen: maybe i could see and decide if they are not good 😊 ?

Maja: oh ok...here you go.

INSERT PICTURE

Alen: wow!!!! I was right when i sad that you are different from other girls! this is awesome! Did you maybe consider becoming a professional painter or going to an arts academy?

Maja: nope, it is just for fun and to kill boredom.

Alen: i think you have talent, could i see more of your work maybe?

Maja: you really think i am talented?

Alen: srsly? This is amazing!

Maja: thank you 😊 what do you do?

Alen: i just started studying design in Vienna. I dont know anybody here, it is a bit hard to be all alone. I really wanted to talk to someone interesting and nice, here people are quite closed

Maja: same in my school...although i at least know all people there

Alen: i get what you mean...this is what happens when you are more mature from others...being surrounded by a bunch of boring people

Maja: yeah...

Alen: i am glad i met you here and we talked a bit 😊

Maja: tenks, how is vienna btw 😊

Alen: well, there is a lot to do, see, explore, study...you can earn good money. But it is a bit boring as i sad. I am sure here you would have definitely more support to work on your talent...not like at home, right?

Maja: yeah, my parents dont really care, they are never home, they dont know what I do during the day in my room anyway..

Alen: really?

Maja: money is the main interest and topic for them

Alen: did you consider going to study arts?

Maja: no way. will go to any high school, vocational something so i can start working asap

Alen: would be a shame to stop drawing! Can i perhaps show your work to my colleagues at the faculty? But for that i would need an original work. would your parents be against it?

Maja: i dont think they would even care.

Alen: i really would like to help you out 😊

Maja: why...what would you like in return?

Alen: nothing, a nice friend to talk to sometimes 😊 i havent had a nice chat like this for ages

Maja: 😊

Alen: what do you do in your free time usually?

Maja: nothing, lazing around at home or at school

Alen: where ur from?

Maja: **close to Zagreb (name insert)**

Alen: really? i come from a place really close!!!! i hated living in the village though, so much better to be in big cities 😊

Maja: same here, i would prefer to live anywhere but here. If i had enough money i would move away immediately.

Alen: do you want to meet in zagreb maybe, where is your school?

Maja: **in street...(insert)**

Alen: yup, i know the place

Alen: gotta run, could i contact u again or maybe invite you for some tea?

Maja: 😊

Alen: i will come to Zagreb this weekend, i have a car if you want to i can pick u up so you dont need to waste money and time travelling by bus

Maja: **sure. Talk later!**

Alen: can i ask you for your phone number; it may be easier to meet up

Maja: **here you go.....091 123 4561.**

USEFUL TERMS

Here are some definitions and terminology related to migration based on international agreements that the facilitators shall be familiar with.

Migrant

The IFRC defines a 'migrant' as a person who leaves or flees his or her habitual residence to go to new places – usually abroad – to seek opportunities or safer and better prospects. Migration can be voluntary or involuntary, but usually involves a combination of choices and constraints. For the IFRC, therefore, 'migrants' include labour migrants, stateless migrants, migrants deemed irregular by public authorities, migrants displaced within their own country, refugees, and asylum seekers⁷.

Asylum seeker

An asylum seeker is a non-citizen recognized by a State to need protection; such persons must normally claim asylum in the country concerned. While his or her application is being considered, the claimant may be described as an asylum seeker; if the claim is accepted, he or she becomes a refugee. Claiming asylum is a legal process.

Refugee

A refugee is a person who has been forced to flee his or her country because of a well-founded fear of persecution. Refugees may fear persecution for several reasons including their race, religion, nationality, membership of a particular social group, or political opinion. Formally, the 1951 refugee convention states that a refugee is "a person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it"⁸.

Smuggling of migrants

Migrant smuggling is a crime that involves the facilitation of an illegal border crossing into a State of a person who is not a national or a resident in order to obtain a financial or other material benefit.⁹

Trafficking in human beings (THB)

'Trafficking in human beings' or 'trafficking in persons' shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of

⁷ IFRC, European Migration Framework (2016).

⁸ Article 1A(2), Convention on the Status of Refugees, 1951.

⁹ A summary of the legal definition which states that migrant smuggling is: "the procurement, in order to obtain, directly or indirectly, a financial or other material benefit, of the illegal entry of a person into a State Party of which the person is not a national or a permanent resident" (Article 3, Protocol against the Smuggling of Migrants by Land, Sea and Air, 2000).

abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.¹⁰

Unaccompanied and separated child (UASC)

An 'unaccompanied child' is a child who is separated from both parents and other relatives – and is not in the care of an adult who is responsible for the child. A child is a person under the age of 18.

Victim of trafficking (VoT)

A victim of trafficking is a person who has been recruited, transported, transferred or harboured by force, or other forms of coercion or deception, for the purpose of exploitation. A victim may have suffered harm, emotional suffering, economic loss or substantial impairment of their rights. A victim of trafficking that is formally identified by a competent authority is entitled to protection.

The term 'victim' is nevertheless contestable, because it may give rise to the perception that VoT are helpless, weak, passive or powerless. Whilst we use the term, we acknowledge that VoT are resilient and have strengths that can aid their empowerment.

Other acceptable terms include 'trafficked person', 'trafficked human being' or 'potential trafficked person'.

Croatian legislative framework

In 2013, a new Penal (Criminal) Code entered into force introducing novelties in the field of criminalization of trafficking in human beings. Previous Article 175 'Trafficking in human beings and slavery' is now divided in two separate articles on following criminal offences - Article 105 'Slavery' and Article 106 'Trafficking in human beings' criminalising sexual and labour exploitation.

United Nations Palermo Protocol

Article 3, paragraph (a) of the Protocol to Prevent, Suppress and Punish Trafficking in Persons defines Trafficking in Persons as the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

Key messages of the definition

- The three key elements of trafficking of adults are **the act, the means, and the purpose**. All three elements must be present for an adult to be considered trafficked.
- The consent of an adult victim to intended or actual exploitation is irrelevant. Not all THB occurs without initial consent; however, all THB occurs without valid consent.

¹⁰ Definition from the Palermo Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime

¹¹ https://ec.europa.eu/anti-trafficking/content/nip/croatia_en

The act describes **what is done**. It might include **recruitment** by advertising jobs, planning the journey by supplying passports or visas; or the **transfer, harbouring, or receipt** of people. Trafficking cases can include some or all of these activities.

The means describes **how acts of trafficking are accomplished**. The means can involve **deception** (for example, promising a job that does not exist); **threats** to victims or their families; or **force** (coercing them to enter into a situation of exploitation), or **abduction** (kidnapping the person into the exploitative work). The means can also include **abuse of power** or abuse of a victim's **vulnerability**. For example, a trafficker may form a romantic relationship with a victim, in order subsequently to trick and exploit her; this may involve **grooming** techniques. Nowadays, the **Internet and social media** play a large role in human trafficking. From migrants' experience, sometimes smuggling can turn to human trafficking.

The purpose is the motive: **why individuals traffic others**. The motive may be to obtain benefits from one or more of the types of **exploitation** listed in the Palermo definition, such as forced labour, servitude, or sexual exploitation; but it may also include forms of exploitation that are not listed. It is a very profitable illicit business and people on the move or migrants in vulnerable positions are often targeted.

