

Training of trainers on human trafficking survivor service guidelines

Module

Instructions for conducting procedures and sessions:

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Content composition : (Who wrote the topics of the survivor service guidelines)

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Preface and acknowledgments

The United States Agency for International Development (USAID) has been supporting human trafficking prevention programs in Bangladesh since 2000. Winrock International, in partnership with USAID, implemented the 6-year Action for Combating Trafficking-in-Persons (ACT) program followed by the Bangladesh Counter Trafficking-in-Persons (BC/TIP) program until 2014-2021.

The programs' activities included: coordinating counter-trafficking efforts by engaging local and national level government representatives, non-governmental organizations, citizens, and community leaders; assisting and empowering victims of trafficking; prosecuting traffickers; and engaging people from all walks of life to eradicate human trafficking in this country, region, and the world. As a result of initiatives of the Government of Bangladesh and the concerted efforts of civil society to improve counter trafficking efforts, Bangladesh has been upgraded from the Tier 2 Watchlist to Tier 2 in the 2020 TIP report issued by the United States Department of State (USDOS).

Human trafficking is recognized as a major problem all over the world, and like other countries in Asia, Bangladesh is no exception. There is a strong link between human trafficking, safe migration, and human smuggling in Bangladesh. Individuals have the right to go and live in another country. At the same time, people willing to go to another country to work can easily fall victim to smuggling or human trafficking in its many different forms. Men, women, and children are deprived of their human rights due to forced or degrading labor or sexual exploitation. Trafficking causes many harms: victims' lives are damaged, corruption is encouraged, the immigration process is eroded, and governments and taxpayers face a greater financial burden. All sections of society are harmed. Traffickers prey on the common people of Bangladesh.

The Global Slavery Index 2016 includes trafficking for the purpose of sexual exploitation, child sex, debt slavery, and domestic violence as forms of modern slavery.

According to the index, 40 million people worldwide are victims of modern slavery. Of these, 61 percent of women and children. Globally, 5.4 adults and 4.4 children per thousand are in modern slavery, which exploits people and constrains their ability to change their situation. In the case of human trafficking, the main purpose of traffickers is to exploit victims of trafficking in various ways.

So, at present human trafficking and modern slavery carry the same meaning.

The BCTIP program has been providing financial and technical assistance to 12 local NGOs in Bangladesh to work against human trafficking through prevention of human trafficking, protection of victims of human trafficking, and provision of legal assistance to victims. These 12 local NGOs are Dhaka Ahsania Mission (DAM), Young Power in Social Action (IPSA), Sachetan, RDRS Bangladesh, Ovibashi Karmi Unnayan Program (OKUP), Bangladesh Society for the Enforcement of Human Rights (BSEHR), Nonghor, Prayas, Agrogoti Sangstha, BITA, Rights Jessore, and Aid Comilla.

The instructions in the guideline reflect these NGOs' joint teaching and practical application. The organizations established implementation processes and standards for their programs through mutual assistance and sharing and exchanging of practices among themselves.

This guideline was reviewed and edited by Don Prener, Ed.D. We thank him for his wise and smooth editing and assistance.

Above all, we thank the numerous survivors who have received support services from BCTIP program partners and placed their trust in the case management process. You are the markers of the success of this program, demonstrating the confidence, dignity, and independence you have found in yourselves. Together with you, we dare to dream that one day such services will not be needed anymore. The day is not so far when not a single person in Bangladesh will be a victim of human trafficking.

Winrock International

(Winrock team will fill up)

Introduction

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The Bangladesh Counter Trafficking-in-Persons (BC/TIP) program, funded by USAID and implemented by Winrock International, works to ensure the safety of survivors of human trafficking under the protection component. The program works with various stakeholders at the government and non-government levels to carry out activities ranging from identifying victims of human trafficking to providing direct assistance to ensure their reintegration with families and society. The Department of Social Services under the Ministry of Social Services of the Government of Bangladesh is an important stakeholder in this regard. This module is formulated for frontline staff of safe homes and shelter homes run under the Department of Social Services to improve their skills in providing services to victims of human trafficking.

Another purpose of formulating this module is to provide training to trainers so they can train other staff efficiently after completing the training.

About the module

The module is designed for trainers and officers to ensure survivor-centric service provision at the field level by creating a team of skilled service providers. In this regard, Winrock International formulated the “Human Trafficking Survivor Service Guideline 2021.” This module is based on the guideline. The sequencing of content, and methods and materials of presentation have been designed to meet the training needs of service providers, staff, and trainers. The module emphasizes the basic knowledge, skills, and dset required to provide survivor-centric services adopting a rights-based approach”.

The module is divided into 21 sessions with 21 headings, to keep it as simple as possible. For each session, the title, purpose, time required, method, materials, tools, Reading materials, advice for the counselor, and session management process are described step-by-step. The course is designed to be optimally conducted on a residential basis for 25 participants.

Courses will be conducted in different cities and in remote areas. The training is thus to use methods, materials, and equipment available even in centers with imum facilities.

Considering the content and number of sessions, the ideal duration of the course is nine days. This would include more group work, practice, and in-depth analysis, including field inspections. However, the course has been fit into five days, given the busy schedule of trainers, participants and organizations, and limited budgets. While the daily schedule for the course appears long, the course assistant and authorities can amend it, if necessary. The course is arduous, but expected to be fruitful, with qualified trainers, engaged participants, skilled managers, and other facilities.

Necessary physical facilities

Twenty-five participants are expected to participate in the course. The following physical facilities are required for about 30 persons including participants, trainers, and observers:

1. Seating: Adequate for 25-30 persons to sit and walk in semicircles, U-shapes, and circles.
2. Training room: A minimum of 20 feet x 25 feet large, but ideally 25 feet x 30 feet.
3. Space for teamwork: Adequate for multiple small groups of seven-eight people to work separately in and out of the room.
4. Board: One whiteboard, at least two whiteboards measuring 4 feet x 6 feet, one easel stand for flipcharts, and enough space to hold posters.
5. Lighting and heat: Adequate lighting and ideally air conditioning system in the summer.
6. Dining room: It is recommended to have a separate dining room for meals.
7. Toilets: Adequate toilet facilities suitable for all, regardless of gender or disability.
8. Residential rooms: The course is designed to be residential and rooms for participants should be clean and adequate, suitable for all, regardless of gender or disability.

About the course instructor

The success of the course depends on the instructor's skill and involvement. The effectiveness of the course can be enhanced by using a team of multiple trainers and experts to present during sessions on counseling, law, etc.

Keeping participants focused for seven hours a day is a difficult, but not impossible, task. That is why this course requires an instructor(s) who:

- Has at least five years of experience in independently conducting courses on immigration, human trafficking, rights, and justice.
- Regularly participates in General Instructor Training, Subject Based Instructor Training, Communication, and Performance Training, and has completed at least five such courses under the supervision of skilled and experienced instructors.
- Has adequate knowledge of and experience with adult education principles, philosophy, theory, and skills.
- Has adequate knowledge about human rights, immigration, human trafficking, rights, and justice.
- Holds a university degree.
- Is creative, hardworking, sincere, and committed.

General advice for trainers

- The trainer should prepare well after reading the Winrock International, Bangladesh Human Trafficking Survivor Service Guideline 2021 on which the course all its lessons are based.
- The course is intended for adults, so sessions must be conducted with sincere respect for the knowledge, skills, experience, position, and opinions of the participants.
- The trainer should read the module more than once and understand the layout and application of the content, method, processes, and materials.
- The trainer should study relevant subjects outside the attached Reading materials.
- The methods, materials, and processes of this module are presented as samples. A skilled, experienced, and creative instructor can redefine skills, methods, materials, or processes as needed by prioritizing learning objectives and adhering to the content of the course.
- The long sessions through the day should be interspersed with refreshing games, focused meditation, tips on how to overcome hesitation, etc. These should be prepared in advance and used at the appropriate time. Trainers can seek help from others with knowledge and experience.
- The trainer should collect and prepare the equipment, Reading materials, and materials for each session including material for participants ahead of time.
- The trainer should follow the material in the course titled “Knowledge and preparation of the assistant.”
- Overall, the trainer should conduct the course with adequate preparation.

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Training of trainers on human trafficking survivor service guidelines

Daily schedule

The evening before the training

Time	Subject	Purpose	Method	Materials	Assistant
7:00-8:30	Registration and pre-verification	<ul style="list-style-type: none"> - To register participants, organizers, and trainers. - To verify participants' current level of knowledge and training expectations. 	Personal work	Learning materials: Registration table, pre-verification questionnaire Reading Lesson: No Materials: Pens, notebooks, bags or files	

Day 1

Time	Subject	Purpose	Method	Materials	Assistant
9:00-10:00	Inauguration and introductory session	<ul style="list-style-type: none"> - To describe the purpose of the training course. - To create an easy and engaged learning environment through mutual introductions. 	Speech Groups	Learning materials: Banners, colored fabrics Three large round cards for grouping (sample attached) Reading materials: None Materials: Pens, notebooks, bags or files	
10:00-11:00	Human trafficking	At the end of this session participants will be able to: <ul style="list-style-type: none"> - Describe the concept of human trafficking according to the Palermo Protocol 2000 and Prevention and Suppression of Human Trafficking Act 2012. - Identify the differences between human trafficking and human smuggling. 	Working in groups of three Discussion	Learning materials: Lessons: Human Trafficking Materials: White board and markers, poster	
11-11:30	Tea break				
11:30-1:00	Human trafficking and human rights	At the end of this session participants will be able to: <ul style="list-style-type: none"> - Analyze the causes and consequences of human trafficking. - Explain human trafficking as a clear violation of human rights. 	Practicing metaphoric stories	Learning materials: One 3 feet x 6 feet brown paper texture card (sample attached) titled 'Metaphorical Stories', 'Situations', 'Relationships', 'Authorities', 'Liberation,' etc. Reading materials: Human Trafficking is a Violation of Human Rights Materials: Board pins, masking tape, markers, whip cards, notebooks, pens	
1:00-2:00	Lunch break				
2:00-3:30	Survivor-centric services	At the end of this session participants will be able to: <ul style="list-style-type: none"> - Explain the features of survivor-centric services and the principles of survivor-centric - Determine the scope of survivor-centric services. 	Reading circle	Learning materials: The designated reading materials Lessons materials: Features and scope of survivor-centered services Materials: Poster paper, markers, masking tape	
3:30-3:45	Health break				
3:45-4:45	Effective practices for initial verification and interviewing in survivor-centric services	At the end of this session participants will be able to: <ul style="list-style-type: none"> - Identify the main issues to follow during the interview. - Acquire initial skills for primary screening and interviewing of children and adults. 	Working in small teams	Learning materials: Quick eligibility verification table (attachment-3.2), Human trafficking victim identification checklist (attachment-3.1) Lesson materials: Effective practices for initial verification and interviewing in survivor-centric services Materials: Poster paper, flipchart, markers	
4:45-5:15	Closing of the day	Participants will be able to explain the reassessment after the learning of the day and the role of the evaluation.	Expressing personal feelings	Learning materials: Not applicable Reading materials: Not applicable Materials: Sign pens, paper slips	

Day 2

Time	Subject	Purpose	Method	Materials	Assistant
9:00-9:30	Start of the day	After this session, participants will be: Attentive and alert during the day's learning journey.	Check-in	Learning materials: Registration table Reading materials: None Materials: Pens, notebooks, bags or files	
9:30-11:00	Case management and its steps	At the end of this session participants will be able to: - Explain the steps of case management. - Identify features and policies of victim-centered case management. - List the steps to follow to prepare the referral mechanism.	Making a wall magazine and exhibition	Learning materials: Quiz Reading materials: Steps involved in case management and steps to follow for preparation of a referral mechanism Materials: pens, notebooks, poster paper, markers, mapping tape	
11-11:30	Tea break				
11:30-1:00	Rights-based, survivor-centric case management plan	At the end of this session participants will be able to: - Make a checklist for planning in a specific table covering all aspects and stages of service provision. - Make a list of special considerations needed at different stages of service provision.	Case study analysis	Learning materials: Shoheli's story, checklist table, five cards with the title of the service provided Reading materials: Services provided at different stages of case management Materials: Pens, notebooks, brown paper, markers, marking tape, sign pens	
1:00-2:00	Lunch break				
2:00-3:00	Case management documents	At the end of this session participants will be able to: - Identify the necessary files and their contents required at different stages of case management.	In teams of three	Learning materials: List of field-based documents Reading materials: Topics of the case management file Materials: Pens, notebooks, brown paper, markers, marking tape, sign pens, paper slips	
3:00-3:15	Health break				
3:15-4:30	Shelter centers: meeting and managing basic needs	At the end of this session participants will be able to: - Analyze the features and requirements of service in survivor-centric and rights-based shelter centers. - Make a list of the skills and qualities needed in a shelter center manager.	Quiz	Learning materials: Quiz Reading materials: Shelter center: Instructions on meeting and managing basic requirements Materials: Brown paper, markers, masking tape	
4:30-5:00	Closing of the day	Reassessment of the learning of the day and evaluation.	Expressing personal feelings	Learning materials: Not applicable Reading materials: Not applicable Materials: Sign pen, paper	

Day 3

Time	Subject	Purpose	Method	Materials	Assistant
9:00-9:30	Start of the day	The participants in this session will be: Attentive and alert during the day's learning journey.	Check-in	Learning materials: Registration table Reading materials: None Materials: Pens, notebooks, bags or files	
9:30-11:00	Shelter management and codes of conduct	At the end of this session participants will be able to: - Identify the responsibilities, duties, and professional behaviors of people working in shelters as per instructions. - Explain the do's and don'ts laid out in the codes of conduct.	Working in small groups	Learning materials: A rectangular card with the Employee Code of Conduct, Visitor Code of Conduct, Survivor Code of Conduct, and a round card with three do's and don'ts each. Reading materials: Codes of conduct Materials: pens, notebooks, poster paper, markers, masking tape	
11:00-11:30	Tea break				
11:30-1:00	Human trafficking experiences and mental health	At the end of this session participants will be able to: - Identify the symptoms of mental health problems of trafficked women, children, or men. - Explain the importance of providing mental health services to trafficked women, children, or men. - Decide what to do to improve mental health in victims of human trafficking through rights awareness and empowerment.	Case story analysis	Learning materials: Rini's Story (Counseling helps Rini start a new life) Reading materials: Human trafficking experiences and mental health Materials: pens, notebooks, brown paper, markers, marking tape	
1:00-2:00	Lunch break				
2:00-3:30	Mental health problems and counseling	At the end of this session participants will be able to: Explain the concept of counseling clearly. - Identify the five main goals of counseling. - Explain the skills and qualities of a counselor.	Card classification	Learning materials: Counseling, 'No counseling', five round cards titled Goals, Skills, and Qualities, 30 rectangular cards to line up under each heading Reading materials: Mental health problems and counseling Materials:	
3:30-3:45	Health break				
3:15-4:30	Counseling process	At the end of this session participants will be able to: - Explain the basic steps of counseling clearly. - Explain the vital basic principles of counseling.	Creative presentation (song or book, rhyme or poem, drawing or cartoon drawing, acting)	Learning materials: Reading materials: Counseling process or steps of counseling Materials: Brown paper, colored paper, colored paper scrap, sign pens, glue, markers, pens, scissors	
4:30- 5:00	Closing of the day	Reassess the learning of the day and explain the role of the evaluation.	Expressing personal feelings	Learning materials: Not applicable Reading materials: Not applicable Materials: Sign pens, paper	

Day 4

Time	Subject	Purpose	Method	Materials	Assistant
9:00-9:30	Start of the day	The participants in this session will be: - Attentive and alert during the day's learning journey.	Check-in	Learning materials: Registration table Reading materials: None Materials: Pens, notebooks, bags or files	
9:30-11:00	Life skills	At the end of this session participants will be able to: - Explain the concept of life skills clearly. - Present on 10 essential life skills for survivors. - Gain basic skills for advising on communication, problem-solving and decision making, dealing with conflict and stress, and building commitment, among others.	Role play	Learning materials: Five big cards with 'Life Skills Concepts and 10 Life Skills', 'Stress Management and Conflict Resolution Strategies', 'Problem Solving and Decision Making', 'Rights, Responsibilities and Ethics', and 'Communication Skills'. Materials: Brown paper, colored paper, colored paper scrap, sign pens, markers, pens, scissors, colored fabric	
11-11:30	Tea break				
11:30-1:00	Formulating action plans is an important life skill	At the end of this session participants will be able to: - Identify elements to consider while preparing an action plan. - Create an action plan table for survivors.	Workshop	Learning materials: Nazma's case story, planning table, problem analysis table Lesson materials: Things to consider in making action plans Materials: Pens, notebooks, brown paper, markers, masking tape	
1:00-2:00	Lunch break				
2:00-3:30	Financial self-reliance	At the end of this session participants will be able to: - Present various options for achieving financial self-reliance. - Assess survivors' needs by completing the vocational training requirement (Annex 7.1) and small business utility verification table (Annex 7.5).	Working in pairs, discussion	Learning materials: Vocational training requirement (Annex 7.1), small business utility verification table (Annex 7.5) lessons: financial self-reliance Materials: Whip cards, pens, notebooks, brown paper, markers, masking tape	
3:30-3:45	Health break				
3:15-4:30	Legal rights and legal assistance	At the end of this session participants will be able to: - Describe clearly the legal process for justice and safety of survivors. - Present to survivors a list of national laws related to human trafficking.	Working in small teams	Learning materials: The reading materials will be used as lesson material. Reading materials: Legal rights and legal assistance Tools: Pens, notebooks, posters, paper, markers, masking tape	
4:30- 5:00	Closing of the day	Participants will be able to reassess the learning of the day and explain the role of the evaluation	Expressing personal feelings	Learning materials: Not applicable Reading materials: Not applicable Tools: sign pen, paper	

Day 4

Time	Subject	Purpose	Method	Materials	Assistant
9:00-9:30	Start of the day	The participants in this session will be: - Attentive and alert during the day's learning journey.	Check-in	Learning materials: Registration table Reading materials: None Materials: Pens, notebooks, bags or files	
9:30-11:00	Exit, reunification, and follow-up	At the end of this session participants will be able to: - Explain escape and escape strategies. - Identify the reconciliation objectives of the escape plan clearly with the participation of survivors.	Quiz	Learning materials: Quiz results table Reading materials: Exit, reunion, and follow-up Materials: Pens, notebooks, posters, paper, markers, masking tape	
11-11:30	Tea break				
11:30-1:00	Basic skills of the assistant	At the end of this session participants will be able to: - Analyze the five basic skills of the assistant. - Identify the features of teachers and assistants separately.	Role Play	Learning materials: Five cards listing the technical skills of presentation, observation skills, listening skills, questioning skills, and ability to summarize and paraphrase discussion. Lesson materials: Assistant/moderator Basic skills Materials: Flip chart, brown paper, colored paper, colored paper strip, sign pen, sticky tack, markers, pen, scissors, colored cloth	
1:00-2:00	Lunch break				
2:00-3:30	Session presentation sequence and learning policies	At the end of this session participants will be able to: - Describe the steps of conducting training sessions in a continuous manner. - Analyze learning principles and supportive terms.	Reading circle	Learning materials: The lesson materials will be used as learning materials Lesson materials: Session presentation sequence, learning policies, and supporting terms Materials: Poster paper, markers, masking tape	
3:30-3:45	Health break				
	Reassessment and evaluation	At the end of this session participants will be able to: - Re-evaluate the main learnings of the training. - Evaluate the success of the course.	Q&A, Spiral	Learning materials: Cards with all the headlines for all the sessions, xards for each day titled Day 1, etc Reading materials: Not applicable Materials: Masking tape, cards, markers, pen	
4:30- 5:00	Closing		Expressing personal feelings	Learning materials: Not applicable Reading materials: Not applicable Materials: Sign pens, paper	

Opening and introduction

Assistant preparation

This introductory session is especially important to make the participants comfortable and make them into a learning team.

The instructor should read the procedure explained below repeatedly and master the steps, practicing it at least once before using it in the course.

Make five goal cards in advance by looking at the sample materials attached here.

Decide in advance where in the room to place each card.

If a guest has been invited, talk to them in advance about the purpose of the course, duration, participants, etc. and explain clearly what role you expect them to play. Inform them of the time allotted to them.

Purpose

- : - Explaining the purpose of the training course.
- Create an easy and smooth learning environment through mutual introduction.

Time

: 60 minutes

Method

: Speech, grouping

Learning materials:

Banners, colored fabrics, 5 large round cards for grouping (sample attached)

Materials

: Pens, notebooks, bags or files

Reading materials :

None

Session management process

Step 1: Greetings and description of the purpose

- Welcome everyone to participate in the course, exchange greetings, and give some basic information about yourself with a brief introduction.
- Introduce any guest who is present for the opening of the course and ask them to speak.
- At the end of the speech, thank the presenter and clearly state the objectives of the course based on their presentation.

Step 2: Group the whole team into five groups according to expectations

- At the end of the first step, ask everyone to stand up and say, "Since we will be together and working for the next few days, the conversation between us needs to be a little deeper. Does everyone agree?"
- After hearing the answer, say, "Let's become acquainted in a special way. First, let us all stand in a circle holding hands."
- After the participants are standing round, say, "We all will walk into this room now and wait for instructions. Everyone walks."

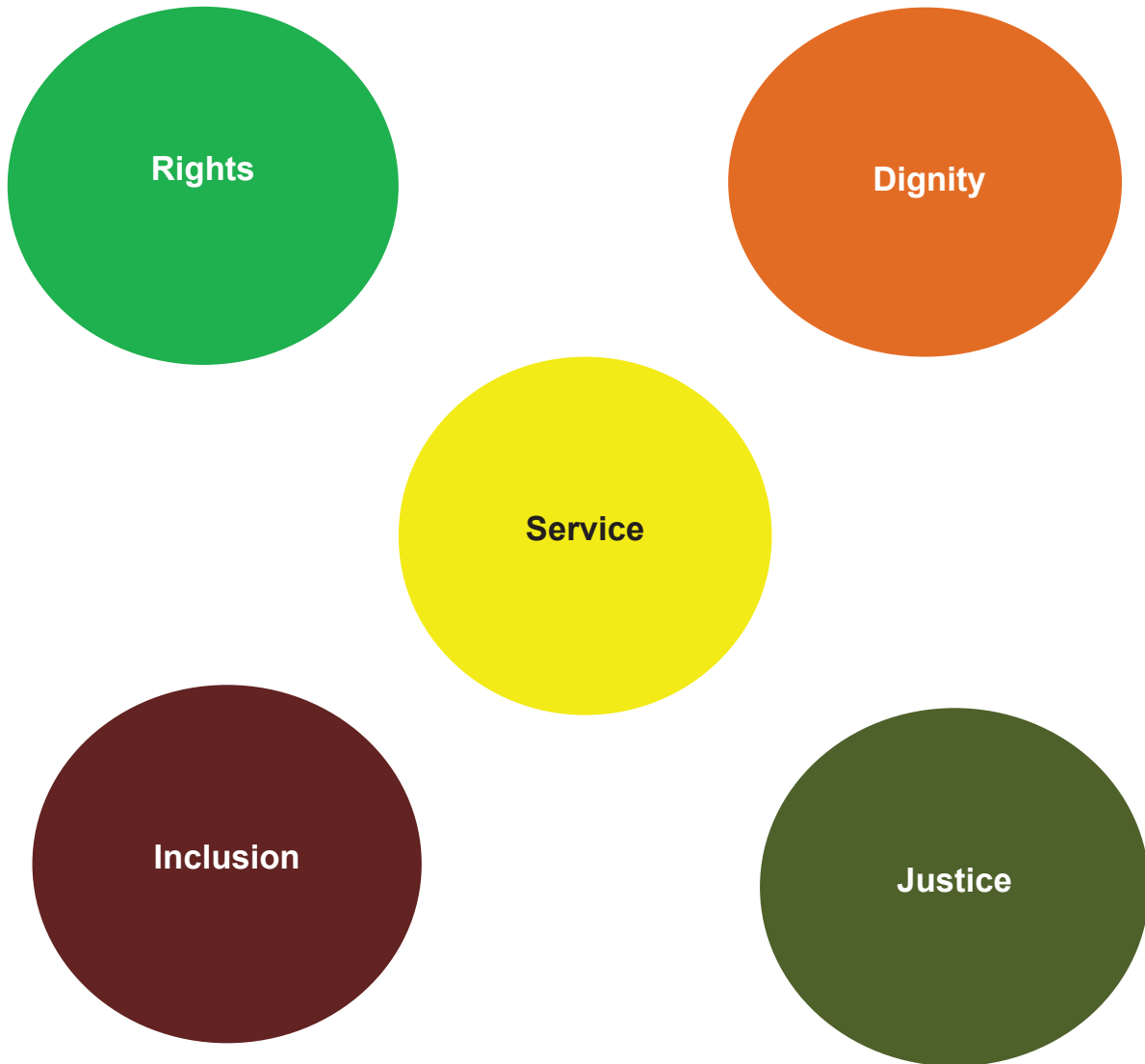
- Let everyone walk for a minute, encourage them to do so. Affix the round card number 1 to one end of the room with a pin or masking tape and say, “We all will keep walking, no one will stop. Only those who think that rights are everything and want to know more will come to this card and the rest will continue to walk.”
- Stick card number 2 at the other end, using the chance to walk for a while, and say, “Those who think that rights without dignity are meaningless will come and stand here, everyone else will continue walking.”
- In this way place cards 3 (Service), 4 (Inclusion), and 5 (Justice) in different parts of the room and group participants accordingly.
- After three more groups have been formed, allow them to change teams on the following conditions:
 - First, no team can have more than five people (if the whole team consists of 25 people).
 - Second, women or men from the same area cannot be in the same group.
- Complete making the five teams in this way.

Step 3: Working in groups

- Ask each team to come up with a slogan that speaks to themselves and highlights the significance of their group titles.
- Ask team members to draw a picture or a static symbol or put up a very short play through which the slogan can be made visible.
- Give them 5-7 minutes.

Step 4: Presentation and introduction of group work

- Give each group a chance to present their slogans and pictures, symbols or plays one by one.
- Allocate a maximum of one-and-a half minutes for each group presentation.
- Invite everyone from the other groups to pay attention while a group is presenting.
- At the end of each presentation, ask what the other groups understand.
- After the presentation of each group, ask participants to say their name and the name of their organization.
- After the names of the individuals and organizations are mentioned, ask the audience to name everyone in the presenting group and their organizations consecutively.
- In this way, complete mutual introductions.



Human trafficking

Assistant preparation

- The instructor should read the procedure explained below repeatedly and master the steps, practicing it at least once before using it in the course.
- To highlight appropriate examples, particular experiences and the like, prepare them in advance.
- Do an in-depth study of relevant topics in addition to mastering the attached reading materials.
- To manage this session properly, it is a good idea to observe a session conducted by an experienced instructor.

Purpose

- : At the end of this session participants will be able to:
- Describe the concept of human trafficking in accordance with the Palermo Protocol 2000 and the Prevention and Suppression of Human Trafficking Act, 2012.
 - Identify the differences between human trafficking and human smuggling.

Time

- : 60 minutes

Procedure

- : Work in teams of three, discussion

Learning materials:

- The reading materials will be used as learning materials

Materials

- : White board and markers, poster

Lesson materials

- : Human trafficking

Session management process

Step 1: Form groups of three and clarify the concept of human trafficking.

- Ask what is the name of the training course by inviting everyone to spontaneously participate in the session. Listen to one or two answers and write the word human trafficking on the flipchart in capital letters.
- Ask the questions: "What is it? Why is this?" After hearing two or three answers, say, "We will now proceed in a little more disciplined way to understand this more clearly, for which we will form teams of three."
- Ask participants to sit in a U-shape or semi-circle to say the words 'rights', 'dignity', and 'service' consecutively, going either right or left.
- After 'service' has been said, the fourth person starts again from 'rights', and so on, until the last person in the group has been reached.
- Ask those who uttered the word 'service' to raise their hands and then bring their seats forward and face the other two of their party who said 'rights' and 'dignity'. This then forms three-person groups.
- After the groups are formed, ask them to discuss what they mean by human trafficking according to their own experience. After discussing and agreeing in groups, each group writes down important points in a notebook.
- Invite each group to have an open discussion among themselves and explain the concept of human trafficking in three to five sentences.
- Give them a maximum of 10 minutes.

Step-2: Re-examine the concept of human trafficking in groups of three in accordance with the law and international charters

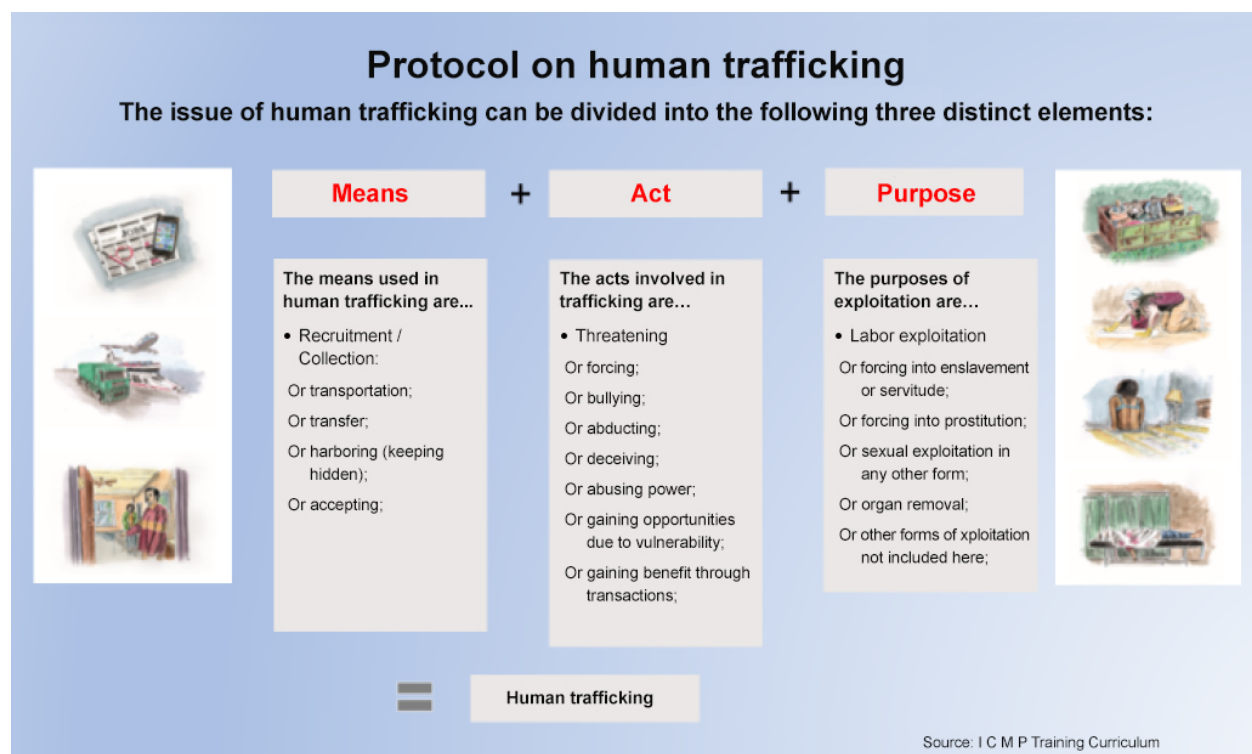
- Once each group has written down their concept of human trafficking in the book in three to five sentences, give them the reading material with the title Human Trafficking and ask them to read it.
- Ask all three parties of the group to re-examine their definition of human trafficking in accordance with the Palermo Protocol and the Prevention and Suppression of Human Trafficking Act, 2012, and make the necessary additions or subtractions.
- Give the groups another 20 minutes, asking everyone to reach agreement and write their understanding of human trafficking in the notebook in five to seven points.
- Once this is done, on a new page of the flipchart write, "What is the difference between human trafficking and human smuggling?"
- Pose the question to all groups and ask them to discuss, agree, and write their answer three to four sentences.
- Give them 5-7 minutes.
- When the writing is over, ask all the groups to read the materials entitled Human Trafficking again and at the end of the reading ask them to identify the elements and steps of human trafficking.
- Give them 5-7 minutes.

Step-3: Discussion, participation, and amalgamation of the three-person groups

- When all the groups have finished writing, first give them a chance to present on the issue of human trafficking. The condition is that if the idea of one party is very close to that of another, the second group will support the first one and not make a presentation.
- When parties are presenting, write down the important points on the flipchart.
- Similarly, collect the answers to the other two questions and write them on the other two specified pages.
- Summarize and conclude the session according to the attached lesson materials.

Human trafficking

Trafficking is the sale or purchase, collection or adoption, deportation or transfer, shipment or detention, concealment or sheltering of any person for the purpose of sexual abuse or any other exploitation inside or outside Bangladesh by intimidation, force, deception, or taking advantage of their vulnerability or accepting the consent of someone who has control over them in exchange for financial or other benefits.



Definition of human trafficking according to the Palermo Protocol

Human trafficking was first legally defined internationally in Palermo, Sicily in December, 2000. At the same time, the UN General Assembly adopted a protocol to prevent, suppress and punish human trafficking, especially trafficking in women and children, by establishing the UN Convention against Multinational Organized Crime. This is known as Palermo Protocol in short.

Article 3 of the Palermo Protocol specifically describes the criminal activities involved in human trafficking as below:

- a) "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 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;
- b) The consent of a victim of trafficking in persons to the intended exploitation set forth in subparagraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used;
- (c) The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in persons" even if this does not involve any of the means set forth in subparagraph (a) of this article;
- (d) "Child" shall mean any person under eighteen years of age.

Definition of human trafficking under section 3 of the Prevention and Suppression of Human Trafficking Act, 2012:

“Human trafficking” means the selling or buying, recruiting or receiving, deporting or transferring, sending or confining or harbouring either inside or outside of the territory of Bangladesh of any person for the purpose of sexual exploitation or oppression, labour exploitation or any other form of exploitation or oppression by means of threat or use of force; deception, or abuse of his or her socio-economic or environmental or other types of vulnerability; or giving or receiving money or benefit to procure the consent of a person having control over him or her.

Trafficking is making people capitalize on business as a commodity to make a financial profit. Trafficking involves the forced transfer of vulnerable people, especially women and children, into prostitution, sex work or domestic work, false marriages, adoption, and secret employment.

If the victim is a child, there is no need to consider intimidation, coercion, deception, or greed. Purchase or sale, collection or acceptance, deportation or transfer, shipment or detention for the purpose of exploitation or oppression will be deemed as human trafficking.

The Prevention and Suppression of Human Trafficking Act, 2012 defines some of the terms associated with human trafficking offenses in various ways. The following are the definitions of the words:

- **Debt-slavery:** If a person is indebted for a debt or is illegally claimed to be indebted, that person has to provide his service or labor as collateral for that debt, but the value of this service or labor is not considered as debt repayment, or the duration of this service or labor is infinite.
- **Forced labor or service:** The work or service that is taken from a person by damaging or threatening to damage his life, liberty, rights, property, or reputation.
- **Slavery:** When a person is controlled and used as property by another person.
- **Prostitution:** Sexual exploitation or oppression of a person for commercial purposes or by transacting money or benefits.
- **Brothel:** Any house, place, or establishment used for the purpose of conducting prostitution.
- **Victims of human trafficking:** This will include any person who is a victim of human trafficking offenses under this act and the legal guardian or heir of that person.
- **Child:** A person who has not reached the age of eighteen.
- **The use of force:** This will include force, intimidation, or psychological pressure and with it the threat of harm or detention, torture, or the use of a person's institutional, official or legal position against another person or the psychological pressure.
- **Consent:** Independent and conscious opinion given by a person affected by his or her weak position due to age, gender, and socio-economic reasons.
- **Shelters:** Institutions other than prisons that are established for the reception, shelter, and rehabilitation of persons who have been victims of human trafficking or rescued from human trafficking.
- **Organized criminal circle:** An organization of two or more individuals, regardless of nationality or location, who are active and whose members work together to commit a crime under the Prevention and Suppression of Human Trafficking Act, 2012.

Three elements of human trafficking

Human trafficking does not happen suddenly. But traffickers are also constantly changing the way they commit crimes. There are two reasons for this: to find more effective ways to make more profit using victims, or to avoid anti-human trafficking activities by law enforcement agencies. As mentioned earlier, human

trafficking activities by law enforcement agencies. As mentioned earlier, human trafficking is a crime that is a combination of two elements: the means or methods of act and the purpose. These are described below:

- **The work is what the trafficker does**, such as collecting, transporting or receiving, or sheltering victims using land, sea, and air.
- **The means or medium are** those by which traffickers control their victims in order to recruit victims, such as intimidation, coercion or any other form of coercion, abduction, fraud, abuse of power or official position, taking advantage of helplessness, accepting the consent of someone who has control over a person by transacting money or benefits.
The means of deception can be of two types. **1. Complete deception:** Completely deceiving victims or their parents with false hopes about the expected work situation in the new place.
2. Partial deception: Giving victims or their parents an idea about the expected work situation in the new place but deceiving them by giving them misconceptions about working conditions.
- **The purpose is** what traffickers want the victim for, such as to get money or other benefits. There are different types of exploitation, such as forced labor, exploitation through fraudulent marriages, coercion into various criminal activities, forced use in the entertainment business, slavery or servitude, illegal adoption, forced domestic labor, or mutilation among others for the purpose of exploitation or oppression.

Traffickers do what they do to exploit people. Exploitation is the result of trafficking and can include:

- Being put into prostitution;
- Being subject to different forms of sexual abuse, such as being forced to perform in pornographic films;
- Being forced to work in mining, construction, agriculture, fishing, food service, and textile factories;
- Being forced to perform household chores;
- Being forced to beg on the streets or sell goods;
- Being forced to carry out different types of criminal activities;
- Being forced to work as a child soldier;
- Being forced to participate in terrorist activities;
- Being forced into marriage;
- Being forced into unauthorized adoption;
- Being forced into organ removal.

Human smuggling:

Human smuggling is defined in international in Article 3 of the Palermo Protocol against human smuggling in land, sea, and air, established under by the United Nations Convention Against Transnational Organized Crime as follows:

Human smuggling means the unauthorized entry of a person into a state for which he or she is not a citizen or permanent resident for the purpose of direct or indirect financial or any other material gain.

Key elements of the definition of human smuggling

To meet the definition of human smuggling, three elements must be present:

- **Transfer:** The victim must be transferred beyond an international border.
- **Illegality:** There must be illegal crossing of international borders.
- **Profit:** Illegal crossing of international border must be for the purpose of any form of profit.

The difference between human trafficking and human smuggling

There are several similarities between human trafficking and smuggling, especially in the migration phase. It can often be very difficult to differentiate between them.

The differences are tabulated below, based on different properties.

Properties	Human trafficking	Human smuggling
Legal definition	The sale or purchase, collection or adoption, deportation or transfer, shipment or detention, concealment or sheltering of any person for the purpose of sexual abuse or any other exploitation inside or outside Bangladesh by intimidation, force, deception, or taking advantage of their vulnerability or accepting the consent of someone who has control over them in exchange for financial or other benefits.	For the purpose of direct or indirect financial gain or any other benefits arrange for a person to enter a country illegally in which they are not a citizen or a permanent resident.
The purpose of the transfer	Sexual abuse, labor slavery, or mutilation of a person for gain.	Transfer for profit.
Type and standard of consent	Although initially consensual, that consent becomes worthless if obtained as a result of coercion, force, fraud, deception, etc.	Has clear consent for transfer
Relationship between person and criminal	<u>Victim-trafficker</u> Maintains a lasting relationship even after the transfer process is over. That is, the relationship between individuals and traffickers in the trafficking cycle continues.	<u>Buyer-supplier</u> The duration of the relationship is short, ending with the end of the transfer.
Profitable material	The main source of profit is the exploitation of someone.	The only source of profit is the transfer of a person.
Violence and panic	One of the characteristics of human trafficking is that it creates a terrifying situation for the purpose of torturing the victim.	The need for relocation may lead to an atmosphere of violence or panic
Will and freedom	Is utterly violated.	Is usually not severely violated without the need for a successful transfer.

Human trafficking and human rights

Assistant preparation

- The rights of the survivor and human rights are inextricably linked with the work and responsibilities of the case manager, trainer, counselor, or similar position. Therefore, the effectiveness of the rest of the sessions depends largely on the success of this session.
- Realizing the importance of the session, it is the instructor's duty to prepare and arrange the lesson materials and other materials in advance.
- Alternatives may be required due to differences in status and physical facilities. The instructor needs to consider alternative methods, materials, or techniques in advance.
- In addition to the attached reading materials, other relevant topics need to be studied in detail.
- Arrange the cards neatly, affixing them to the board or wall before the session begins.
- To manage this session properly, it is a good idea to observe a session conducted by an experienced instructor.

Purpose

- : Purpose: At the end of this session participants will be able to:
- Analyze the causes and consequences of human trafficking.
 - Explain human trafficking as a clear violation of human rights.

Time

- : 90 minutes

Method

- : Practicing metaphorical stories

Learning materials:

One 3 feet x 6 feet brown paper texture card (sample attached) titled 'Metaphorical stories, Situations, 'Relationships', 'Authority', 'Release,' etc.

Materials

- : Markers, whip card, whip pin, masking tape, Board pin, masking tape, etc.

Reading materials :

Human trafficking is a violation of human rights

Session management process

Step 1: Creating an environment for practicing

- After saying something that connects to the previous session, invite everyone to the current session and ask everyone to stand in a circle holding hands.
- Ask, what are we? Listen to the various types of answers that arise, such as staff, service providers, managers, people, etc. If the word 'human' comes up, pronounce it again and say, "Yes, we are human first."
- If the word 'human' does not come up, tactically bring it up yourself and say, according to the last instruction, "We are human."
- Say, "We will discuss human rights in this session and we want to discuss this through a special exercise, not to memorize something but to realize something, to discover something. Do we all want that?" Listen to the answer.
- Tell participants that in order to make the practice fruitful, the group needs to move forward step by step with deep concentration and sincerity. Say, "In order to practice this, we need to apply our highest intelligence, highest imagination, and maximum knowledge. Do we agree? Are we ready?"
- Encourage everyone by asking the questions several times, and get ready for the next step.

Step 2: Practicing metaphorical stories

- Continue the previous steps and ask everyone to take their seats and follow the instructions given below:

Instructions:

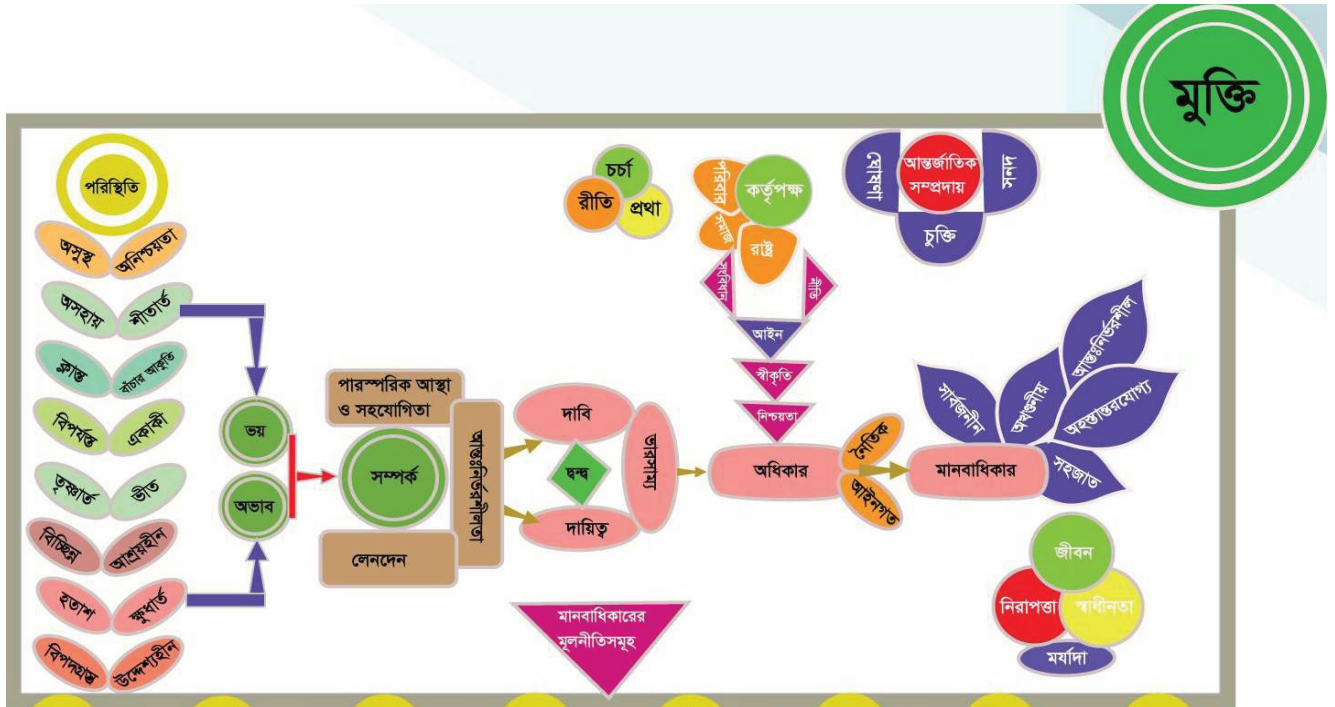
- Let us all sit comfortably with our backs straight.
 - There should be no pressure anywhere in the body.
 - Let us take a deep breath and exhale slowly.
 - Do this five times.
 - Breathe normally, concentrating on hearing something.
 - We will now hear a story. Not only that, we will enter into the story.
 - Using our extraordinary imagination, we will feel the story and roam the space and time described in the story.
 - Everything in the story is happening to me, thus I will understand and remember every event and situation.
 - Now we are ready to enter into the story.
 - We will now close our eyes and listen with the highest awareness of imagination, intelligence, and knowledge. And we will walk through the situation of the story.
 - Eyes closed; eyes closed.
- After the instructions are skillfully delivered, the connected story is told consistently by applying appropriate emotion and tone fluctuations. Use a recording if necessary. This exercise can take 5-6 minutes.
 - When the story is over, ask everyone to open their eyes gently and come back to the session room with the experience of the story, filled with intelligence and wisdom.
 - Ask everyone to get up and stand in a circle to return to normal.
 - Spread the oval cards in the middle of the circle labelled 'Situation' and ask people to take the card that matches their feeling.
 - After taking the cards, fasten all the 'Feeling' cards one by one from the top to the bottom left side of the 3 feet x 6 feet sheet and ask everyone to return to their seats.
 - The cards can be attached in two rows if necessary. (See attached sample.)
 - After inserting the cards, stick a round card with 'Situation' written on it and ask, who wants to be in this situation for the rest of their life? Listen to the answers.
 - If necessary, read the cards with 'Feelings' a few times and ask the question again.
 - Usually, the answer will be "no." Then ask, "What do we want from this situation?" The answer might be, "I want salvation, I want liberation."
 - At this point, place the round card with the word 'Liberation' on the ground touching the right corner on the opposite end of the 'Situation' card. (See sample.)
 - Ask, "Is our expectation fair? Or unfair?" Listen to the answers.
 - Say, "This is a fair and just demand of any human being. But is it possible to get out of this situation just by wishing so?" Listen to the answers.
 - Say, "'Liberation' is far from 'Situation', but wanting to get there is a fair demand. We will know gradually what they have done and are doing to fulfill this desire."

Step 3: Discovering relationships, rights, and human rights issues to get rid of fear and deprivation.

- Say, “‘Liberation’ is far from ‘situation’, it is not easy to get there. But humans, using their intellect, imagination, and knowledge, have found the way to reach ‘liberation’, and have done so again after losing. Can anyone say what was the first step man took to reach liberation? Based on which people still survive? How the struggle continues?” Listen to the answers.
- Say, “In order to be liberated from the situation, the first thing people mention is ‘relationship’,” and stick the card with the word ‘relationship’ in the middle of the sheet at a short distance from the right of the situation row. The relationship between us is the basis on which we help each other, associate, or expect cooperation.
- Ask, “Why did ‘relationship’ come up? What do we want to get from a relationship?” Listen to the answers.
- Ask participants to describe this situation in just two words. Listen to the answers.
- At one point, even if you do not hear the words from the group, place the cards with the words ‘fear’ and ‘lack’ in the middle of the situation and the relationship and say, “See if these two words cover all the cards written with ‘situation?’” Listen to the answers.
- Every human being wants freedom from all fears and deprivations at every moment. This demand is completely justified, it is perennial and it cannot be met alone. Thus, relationships are built up, we form groups, become socialized, build states.
- Pursue this line, asking what people demand from relationships, what conflicts can arise from demands and what risk conflict poses to relationships. Discuss how authority is formed and what responsibilities come with it, how it provides recognition and assurance. Rename the relationship as ‘Rights’. Discuss according to the attached sample, and place the cards on the ground continuously.
- In the same way, you will move from rights to the concept of ‘human rights’ and will clarify the features and elements of human rights.

Step 4: Explain the causes and consequences of human trafficking in small groups as a clear violation of human rights

- Once the concept of human rights is clear, divide the participants into four small groups.
- Provide markers and whip card to each group.
- Have all the groups read the Reading materials entitled Human trafficking is violations of human rights and ask them to recall the Reading materials on human trafficking from the previous session.
- After ten minutes, when all the groups have finished their lesson, ask each group to write down at least five points on why human trafficking is a clear violation of human rights, and ask to make a list of citizens’ duties based on push and pull factors related to human trafficking. Write each point on a whip card.
- When the whip card is finished, place it next to the large sheet. When all is done, ask someone to read it aloud.
- Conclude the session according to the Reading materials and the purpose.



Metaphorical story

After everyone closes their eyes, say. "Let us all imagine that I don't have a name." Repeat this 2-3 times "I never had a name. I have no identity, never had one. I am alone. Completely alone. I have no name, no identity, no relatives, no friends, no one, never had them. I am alone, completely alone. I don't know anyone, no one knows me, I have no relationship with anyone. I am alone. Realize deeply, I am alone." Repeat this, if necessary.

"I came and stood alone in an open wilderness. There is no one here, I don't know anyone, no one knows me. In the open wilderness, as far as the eye can see, there is only sand and sand, the open sky overhead. There is no water anywhere, no food, just sand, anywhere I look, there is only sand and sand.

I am walking, I am very scared, I am walking, the sun is blazing over my head, my body is burning in the heat. Sweating profusely. Extreme heat, blisters on the skin. I'm walking. My throat is dry, I am very thirsty, my body is burning. The throat is dry, I am in great pain. There is no water anywhere, I am thirsty, very thirsty I am walking.

The sand under my feet has become very hot, I feel like I am walking on fire. My legs are burning. The skin on my feet is burning in the hot sun I am running, running, very thirsty, my body is burning, my body is burning, my legs are burning, the inside of my stomach is twisting. Hungry, very hungry, it seems that my intestines will come out, there is no food anywhere, there is no one to help. Excessive hunger, I can't run anymore, no strength in my body. I fall to the ground. I can't tolerate it. I am exhausted from hunger and thirst in the heat.

Suddenly, I see some sort of creature come towards me with a terrible roar. It comes closer, grabs me to kill me. I get up again with all my strength and start running. The beast has come closer, an extreme dust storm has started, and I cannot see anything. Sand and gravel pierced my eyes like needles. I close my eyes and lay on the ground helplessly.

The storm has become more terrible. A hailstorm has started, heavy rock like hail is falling on my body, hands, and feet, my forehead is bleeding. It is raining, it is raining. Hail is falling, the wind is blowing. My hungry weak body trembling, gnashing my teeth.

I can't tolerate it any longer, there is no place to go. I, I cannot tolerate it any longer. I can't, I can't

.....

Human trafficking is a violation of human rights

Rights are born out of human interactions in society. All rights originate from morality. That is, it remains as morality until it is recognized by law. **In common parlance, rights can be understood as fair demands, based on relationships that are recognized.**

Human Rights: Article 3 of the Universal Declaration of Human Rights, 1948 states that every person has the right to their own life, freedom, and security. When a person can enjoy and exercise the right to life, liberty, and security independently and without hindrance, then the dignity of that person is established. And the demand for dignity is inherent to human rights.

Rights-based approach

Long-term development plans must be undertaken for human trafficking survivors. Survivors must cooperate with plans for their physical, mental, legal, social, and economic development. We can call such a plan a rights-based development approach.

A rights-based approach to development is a framework for enhancing the capacity to ensure human rights where individuals can learn about their rights, make demands and participate in the decision-making process, and the state ensures all of this as a responsibility. The difference between the conventional concept and the rights-based approach is considering the services that citizens deserve as a right rather than a charity or kindness. The essence of this approach is universal, equality, and parity in the sense that all people will enjoy all rights equally. Everyone is free to make decisions and enjoy the right to actively participate in all levels of society.

Human rights are violated when human trafficking victims are deprived of social and physical rights, and the right to opinion and decision. As a result of being exploited and tortured, victims are broken physically and mentally. They became socially isolated and financially weak. The rights-based development approach seizes the opportunity to consider its highest protections and priorities.

We can explain it like this:

State plan: The state will adopt the necessary plans to protect the human rights of its citizens. The plan will inform citizens about their rights and at the same time raise public awareness about the rights that are claimed.

People should be aware of their rights: People should be aware that human rights are not a charity, but inherent, and an enforced state law.

Demanding rights: A rights-based development approach emphasizes the ability of people to demand rights. This ability of the people will be ensured by the state.

Service delivery system: The state will provide the necessary services to ensure human rights. The capacity to implement and ensure human rights will be enhanced through the preparation of service delivery units, infrastructural development, manpower recruitment, and training to provide quality services.

Preparation of legal framework: The most important aspect of a rights-based development approach is that the state will prepare a legal framework for the protection of human rights where the state will make necessary changes or amendments to existing statutory laws or enact new laws. For example, the government of Bangladesh formulated the Prevention and Suppression of Human Trafficking Act, 2012, to prevent human trafficking and protect victims.

Re-socialization and rehabilitation: The biggest problem of victims of human rights violations is that their position in society is ultimately damaged and they are discriminated against in society in many ways. A rights-based development approach emphasizes providing physical and mental treatment to victims, bringing them back into the mainstream of society, and arranging income-generating activities such as rehabilitation/re-employment and reintegration to increase their financial capacity.

Human trafficking is a clear violation of human rights

The United Nations Charter and the Universal Declaration of Human Rights, 1948, state that human rights are universal, which means human rights apply equally to all, regardless of place, time, caste, tribe, or religion. Article 3 of the Universal Declaration of Human Rights states that every person has the right to life, liberty, and security. Article 4 states that no person shall be bound in the chains of slavery and that all forms of slavery and the slave trade shall be prohibited, and Article 5 states that no one shall be subjected to cruel, inhuman, or degrading treatment or punishment. Article 13 states that every person has the right to live anywhere within the country for his own needs and to go and return to another country. Article 23 states that every person has the right to work, to work independently, to get a fair wage, and has the right to work in a favorable environment.

The Convention on the Elimination of All Forms of Discrimination against Women, 1989, states that the state will take necessary measures, including enacting laws, to prevent the exploitation of women in the name of all kinds of illegal trade and prostitution. The United Nations Convention on the Rights of the Child 1974, states that the state shall take all measures, including national, bilateral, and multilateral, to stop the abduction, sale, or trafficking of any child.

On the Prevention and Suppression of Human Trafficking Act 2012, the state will take all kinds of steps in accordance with this law in case of slavery, debt-slavery, survival, child exploitation, forced labor, exploitation through fraudulent marriages, forced employment in the sex trade and forced begging.

According to the Global Slavery Index 2016, 24.9 million people are in forced labor and 15.4 million people are being exploited through forced marriage. In addition, 4.6 million women and children are exploited sexually.

The UN General Assembly and Human Rights Council have said that human trafficking is a serious violation of human rights and the ultimate obstacle to the enjoyment and exercise of human rights. **Reviewing the causes of human trafficking (push and pull factors) makes human rights violations even clearer.**

Causes of human trafficking (push and pull factor)

In the language of economics, human trafficking is a crime based on demand and supply that takes people at risk from one place to another to meet the growing demand for cheap casual labor.

It is very important to know about the factors that create supply. These push factors include:

Push factor

Certain factors shape the supply of victims in response to demand, such as:

- **Poverty:** Most victims come from families where poverty is a fact of life and it seems impossible for them to get out of poverty on their own.
- **Lack of education:** Lack of education makes victims more prone to risk. It reduces their employment opportunities and can block access to information about the risks of human trafficking.
- **Unemployment:** Lack of employment further accelerates victimization in human trafficking, as it perpetuates poverty. Lack of earning capacity, lack of education, training, and skills, and lack of job opportunities in underdeveloped areas all add to poverty.
- **Gender inequality:** In many countries, women and girls are considered inferior to men and boys and are discriminated against in terms of family status, education, and employment opportunities.

- **Domestic violence and different types of violence:** Violence and sexual abuse in the family, especially children and adults, are often identified as push factors. Experiencing them often forces people to leave their families and society. When these people leave home in a state of helplessness, they are more likely to fall prey to traffickers.
- **Impact of conflict:** The potential damage caused by conflict and consequent breakdown of society and the rule of law increases the risk of trafficking.
- **Lack of opportunities for legal immigration:** Mass legal immigration is becoming increasingly difficult. This is because destination countries are increasingly emphasizing the professional and linguistic skills of potential migrants in order to qualify for immigration. Opportunities for regular immigration for people with lower professional competence are extremely limited. Most victims of trafficking do not have many skills and so try to immigrate illegally. This increases the risk of their falling into the clutches of traffickers.
- **Lack of opportunities or alternatives to change the situation:** Poverty, lack of education, unemployment, domestic violence, and the combined presence of inequalities makes the lives of potential victims difficult. These issues create a situation where many victims do not see a viable and sustainable way to get out of their predicament or change their situation. They are more likely at risk of being trafficked as they see no alternative.

Pull factors

Pull factors are usually of two types, one affecting a potential victim and the other affecting those willing to abuse them.

Pull factors for potential victims:

- Expectations of employment and income. Traffickers may make fraudulent promises of higher wages/.
- Expecting improvement for yourself and your family is an economic pull factor.
- Accepting a trafficker's offer is seen as the only chance of finding a way out of the current situation or improve one's life. People who can't find an alternative way to improve their life typically possess this type of belief.

Pull Factor for traffickers explain how a person might be motivated to traffic another human being.

- Victims' continued demand for manual labor such as mining, agriculture, ships, cheap factory labor, domestic work, etc. ensures supply according to human trafficking needs;
- Forced sex of children and adults, as well as pornography
- Victims are forced to accept such pay, work, and living conditions which legal workers would never accept. Such cases are financially lucrative for traffickers as, instead of hiring legal workers, trafficked workers can be made to work with minimal benefits.
- Trafficked victims are relatively easier to control than legal workers and cost much less, therefore
- They are more profitable for traffickers.

Considering the push and pull factors together, the reasons for human trafficking can be easily understood. Adding to this the role of traffickers and criminal motives makes it clear that this is a particularly lucrative business and why it continues to grow.

Survivor-centric services

Assistant preparation

The session is crucial. Through this session, the participants will need to get acquainted with the basic issues of survivor-centric services.

In addition to the attached Reading materials, instructors should study relevant topics in depth.

Instructors should prepare and arrange the necessary Reading and other materials in advance.

Instructors should study well the process of conducting the session.

Purpose	:	At the end of this session participants will be able to:
		- Describe features and principles of survivor-centric services.
		- Differentiate between victims and survivors.
		- Determine the scope of survivor-centric services needed.
Time	:	90 minutes
Method	:	Reading cycle
Learning materials:		The Reading materials will be used as learning materials
Tools	:	Poster paper, markers, masking tape
Reading materials :		Survivor-centric service features and scope

Session management process

Step 1: Lesson

- Divide the participants into 4 small groups.
- Ask the four groups to sit in a circle in the four corners of the room.
- Provide lesson materials to each group.
- Ask them to explore the information through group study.

Step 2: Making a presentation on the content read

- Provide poster paper and markers to each group at the end of the first step.
- Ask them to write briefly on the poster, identifying and separating the features, principles, and services of survivor-centric service from the reading section.
- When groups are writing posters, go to help them as needed.
- Make sure everyone in the group participates in the discussion.

Step 3: Group presentation

- Give each team a chance to present.
- At the end of each group's presentation, ask the other groups' opinions and help the presenting group add them to their presentation materials.
- Add your advice if needed.
- Conclude according to the lessons and the purpose of the session.

Survivor-centric services

In order to ensure survivor-centric services, every activity has to be implemented using a survivor-centric approach. Such an approach emphasizes the rights, needs, and desires of the survivor. In this way, programs are planned and developed in a rights-based manner, where the rights and needs of the survivors are ensured first and foremost.

The rights of the survivor are considered in the following manner:

- Instead of blaming the victim, the focus is on their dignity and respect.
- An environment is created where the victim does not feel helpless or powerless.
- Personal privacy is valued, rather than disclosure.
- The focus is equality, instead of discrimination based on gender, age, caste, ability, race, sexual orientation, HIV status, or any other trait.
- Survivors are assisted in making their own decisions through provision of overall information, rather than being told what to do.

The survivor-centric approach is a person-centric approach. This approach focuses on the survivor's self-commitment and works to reduce the risk that the survivor will be traumatized again. This approach helps to awaken a sense of empowerment in the individual. In all these ways, the choice, safety, and well-being of the survivor are prioritized. The victim's needs, priorities, and interests are most important. This approach helps the victim to adopt preferences based on adequate information, and prioritizes ensuring the safety of the survivor.

This approach emphasizes survivors' rights, views, and overall surroundings when implementing measures or community-based initiatives or efforts that may affect the victim or survivor of a crime.

Service providers should give the safety of survivors utmost importance. Once the safety of the victims is ensured, it is easier for them to get the services. If there is a security risk, the victim should receive other services only after resolving that first.

Service providers need to explain clearly who they are, what organization they are working for, and the role of service providers. If survivors have any questions, service providers should take the time to answer it. If a survivor has fears or concerns about something, it is important to recognize and value that. Since survivors are in recovery process, service providers need to be patient. They also need to be sensitive to cultural differences and linguistic barriers.

When necessary, they should get an interpreter. While providing a service, the behavior or activity of the service provider should not reflect the behavior of a trafficker.

Principles of survivor-centric approaches

Survivor-centric approaches are based on several principles. Those are highlighted below:

Empowerment-based: The ability and capability of the survivor are recognized and valued.

Confidentiality: The confidentiality of all information relating to survivors is guaranteed. The consent of the survivor is sought before disclosing information.

Protection: Physical and mental protection of the victim and protection of family members are prioritized.

Non-discrimination: Full service is provided to all victims irrespective of age, class, caste, disability, family structure, gender identity, marital status, ethnic origin, race, religion, gender, or gender identity.

Culturally and linguistically appropriate behavior: Survivors' cultural background and identity and linguistics are respected, and services are provided accordingly. Pre-service providers also need to be sensitive to cultural differences and language barriers.

Cooperation: All relations and communication will be based on the principle of cooperation.

Ethics and professionalism: Professional skills and knowledge will be used to provide the highest quality service to the survivors.

Survivor experience: Survivors' experience and skills will be used to conduct anti-trafficking activities.

Evidence-based steps: Evidence-based action needs to be taken in case of any survivor action. Training for service providers: It is necessary to provide professional knowledge and training to service providers so they can provide the most effective service to victims.

Other issues related to survivor-centric services are discussed below.

Victims and survivors:

The word victim means victim, prey, or harmed person.

If a person suffers physical, mental, or financial loss due to a crime committed by another person, the harmed person is called a victim.

Survivors are people who were once victims. Now they want to survive every moment of every day. They have been able to get themselves out of trauma or are in the process of doing so. They have learned from their own experience. They have been able to set their own goals and start working to reach those goals. In other words, a person who is no longer a victim becomes a survivor.

Establishing the rights and confidence of survivors

Effective survivor-centric services need to have a strong foundation of trust and confidence between survivors and service providers. It is important to remember that traffickers have severely damaged survivors' trust in people, making them wary. Therefore, it is the responsibility of the service provider to go through the effort of establishing trust with sincerity.

Understanding the perspective of a survivor is essential for a trusting relationship. The ability to properly understand a survivor's point of view is called empathy. A service provider can be more empathetic by focusing on the following questions: If I had been trafficked and unjustly imprisoned, then how would I feel to live as such a prisoner?

How would I feel if I had been trafficked for sex? Would I want anyone else to know about this? Would I feel, confident, angry, or ashamed? What would help me regain confidence?

Realizing the rights of survivors and international human rights can create an atmosphere of confidence. These rights include a survivor's freedom of choice, consent, and a commitment to dignity and privacy. Traditional law guarantees the protection of the rights of survivors, and sets out how to identify them through legal process and prioritize their safety. It is the responsibility of the governments concerned to formulate the process/procedures for rescue, repatriation, and rehabilitation of every victim of trafficking in accordance

with Chapter 5, Section 32 (1) of the Prevention and Suppression of Human Trafficking Act, 2012. In this case, private companies and other initiatives can play a collaborative role.

Survivors need timely assistance, safe shelter, and the opportunity to quickly return to their themselves. Children cannot be separated from their parents in any way except in special circumstances. Survivors have the right to legal aid, witness protection, and legal action against traffickers. It is also important to get to survivors quickly, to prevent health problems and mental distress. Reviewing these rights with staff and survivors and practicing respect for them helps to create a survivor-centric environment. And in this environment faith is slowly re-established. What issues need to be considered when interviewing survivors will be discussed in the next part.

Key aspects of survivor interviews:

One of the key features of survivor-centric services is the right to self-determination, meaning that one can make one's own decisions. However, the trauma that traffickers inflict on the body and mind of a survivor can impede their ability to concentrate, make the right decisions, reminisce, and answer questions about their experience. The caregiver must interview the survivor with these issues in mind. The fear that traffickers and smugglers instill in survivors in order to establish their control has a lasting effect on their minds. Even after being freed from this influence, it can linger for a few hours, days, even weeks, months or years. Despite this, survivors continue to try to stay out of the control of traffickers and reintegrate into society. Traffickers often teach survivors to lie to authorities and their own families. Law enforcement agencies, immigration authorities and other officials who interview trafficked people must be deeply aware of the painful consequences of trafficking and other issues.

The main issues:

- A survivor needs a safe and comfortable place for some time to recover.
- Survivors should be interviewed in their own language.
- Survivor should be informed in writing and orally about their rights and the available services.

Effective practices for initial verification and interviewing in survivor-centered services

<p>Assistant preparation</p> <p>Please read the Quick Eligibility Verification Table (Annex 3.2), Human Trafficking Victim Identification Checklist (Annex 3.1) carefully</p> <p>Please read the session management process carefully.</p> <p>While forming the teams, divide participants to ensure each group has some who have experience interviewing survivors.</p> <p>Please prepare and organize the necessary learning materials, reading materials, and tools before the session starts.</p>	<p>Purpose : At the end of this session the participants will be able to:</p> <ul style="list-style-type: none"> - Identify the key points to follow when interviewing survivors. - Acquire the necessary primary skills for initial screening and interviewing of children and adults. <p>Time : 60 minutes</p> <p>Method : Role play, group discussion</p> <p>Learning materials : Quick Eligibility Verification Table (Annex 3.2), Human Trafficking Victim Identification Checklist (Annex 3.1)</p> <p>Materials : Poster, flipcharts, markers, pens</p> <p>Reading materials : Effective practices for initial verification and interview in survivor-centered services</p>
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Session Management Process

Step 1: Completing the eligibility verification table quickly through role-play in pairs

- After a brief talk to review the contents of the previous session, invite everyone to the current session and divide the participants into pairs.
- Ask one member of the team to be a case manager and the other to play the role of a survivor.
- Provide a Quick Eligibility Verification Table and Human Trafficking Victim Identification checklist to the case manager and ask them to sit facing the survivor in a convenient place in the room.
- In compliance with the principles of survivor-centered services, and in the light of the identification checklist, ask the case manager to fill in the Quick Eligibility Verification Table.
- Ask the survivor to respond according to their role.
- Ask them to finish the task within 15 minutes.

Step 2: Identify the main issues to be followed during the interview through group discussion

- At the end of the role play, combine all the pairs and form them into three small groups.
- Ask the groups to evaluate how much survivor-centered service principles were followed during role playing in pairs.
- At the time of the interview, ask them to evaluate whether the issue of behaving in a caring and respectful manner and with special patience and attention with children survivors came into the discussion.
- After ten minutes of discussion, give the lesson materials to all the groups and ask them to compare them with their assessments. Request one member of each group to present the opinion of their group.
- Add your suggestions, if needed, at the end of the group presentation. Conclude the session with a review of lesson materials and the purpose of the session.

Quick Eligibility Verification Table

(Winrock International, Bangladesh, Human Trafficking Survivor Service Guide, 2021, Chapter-3, Attachment-3.2)

Survivors of human trafficking	Purpose	Quick eligibility verification in case of availing human trafficking survivor services
Quick eligibility verification table	User	Case Manager
for services	When	Time of first contact with survivor service providers

Survivor's Name:

Age:

Gender:

**Mobile no;
(If any)**

Address:

Village:

Union/Ward No:

Sub-District:

Post Office:

**ID No:
(If any)**

Interviewer:

Date:

Questions for verification	Yes	No	Description
Were you taken from one place to another?			
Were you forced to do anything against your will?			
Were you paid fairly, as promised?			
Were you free to quit your job, if you wanted to?			
Did you have freedom of movement?			
Were your papers (passport, work permit, etc.) seized?			
Were you subjected to any kind of harassment or abuse (such as: mental, physical)?			

Opinion of the decision-maker:

Human Trafficking Victim Identification Checklist

(Winrock International, Bangladesh, Human Trafficking Survivor Services Guide, 2021, Chapter-3, Attachment-3.1)

Check the boxes that match the victim's condition

Information of Victim & Interview

Name: _____ Date of Birth: _____

Alias: _____ Agency Name: _____

Interviewer: _____ Date of Interview: _____

Recruitment of Victim & Trafficking

- ☐ Was the victim abducted? ☐ Was the victim confined?
- ☐ Was the victim told that they would have to live in a 'destination country'? If yes, to which country or place they thought they would be taken? _____
- ☐ Did the victim give any money to recruiter before leaving the country?
- ☐ Was the victim obliged to work at the destination country because of repaying a fixed amount of money to the recruiter for any "debt bondage/term" agreement?
- ☐ Was the victim told that they would have to pay additional money for food, accommodation, etc.?
- ☐ Did any family member of the victim receive money or anything from the trafficker/recruiter?
- ☐ Was the victim sent abroad secretly?
- ☐ Did the victim leave their homeland openly through a valid port for migration?

Transportation of Victim

- ☐ Can the victim remember the date of leaving their homeland? If yes, when did they depart? _____
- ☐ Can the victim remember the date of arrival at the destination country? If yes, when did they arrive? _____
- ☐ Does the victim know from where they left their homeland? If yes, from where did they depart? _____
- ☐ Can the victim remember where they arrived at the destination country? If yes, where did they arrive? _____
- ☐ Was the victim noticed by any law enforcement agency, or any medical or social service provider while in transit?
- If yes, which one(s)? _____

Open Transport

- ☐ Was the victim checked/verified by a law enforcement agency?
- ☐ Did the victim complete any arrival documents? (e.g., arrival/ disembarkment card)
- ☐ Were any of the traffickers with the victim at the time of passing through immigration control?

Secret Transport

Which type of vehicle was used for transporting the victim?

- | | |
|---|--|
| <input type="checkbox"/> Chartered Aircraft | <input type="checkbox"/> Commercial Aircraft |
| <input type="checkbox"/> Personal Boat | <input type="checkbox"/> Commercial Boat |
| <input type="checkbox"/> Personal Vehicle | <input type="checkbox"/> Public Bus |
| <input type="checkbox"/> By Walking | |

Travel documents used for passing immigration control:

Is the passport of the victim valid? ☐ Yes ☐ No

Issue Date of Passport: _____

Name of Passport issuing Authority: _____

Passport Number (if known) _____

Machine Readable Passport ☐ Yes ☐ No

Which of the following behaviors did the victim encounter during transportation?

- | | |
|--|---|
| <input type="checkbox"/> Threats of violence or injuries upon trying to escape | <input type="checkbox"/> Beating |
| <input type="checkbox"/> Sexual assault or harassment | <input type="checkbox"/> Illegally captured or detained |
| <input type="checkbox"/> Physical torture | <input type="checkbox"/> Mental torture |
| <input type="checkbox"/> Threatening the victim's family | <input type="checkbox"/> Forcing the victim to take drugs or put to sleep |
| <input type="checkbox"/> Ransom demand for the release of the victim | <input type="checkbox"/> Traffickers behaved well |
| <input type="checkbox"/> Not providing medical services to the victim | |

Description of the Place Where the Victim Was

- | | | |
|--|---|--|
| <input type="checkbox"/> Was the victim confined there? | <input type="checkbox"/> If kept in confinement, can the victim tell for how much time they were confined every day? (e.g., all day, half day, or allowed to go out for a specific time span every day, etc.) | <input type="checkbox"/> Was the victim kept in the house or outside of the house? |
| <input type="checkbox"/> Were other people, like the victim, kept at the same place? | | |
| <input type="checkbox"/> Could the victim go out of the house and come back per their own will? Did they have the keys to the house? | <input type="checkbox"/> Were they provided with sufficient food and water? | <input type="checkbox"/> Was there an electricity facility in that residence? |
| <input type="checkbox"/> Can the victim describe the residence? | <input type="checkbox"/> Was there a water facility in that residence? | |
| | <input type="checkbox"/> Can the victim describe any route to the residence? | |

Was the Victim Deceived?

- ☐ Was the victim deceived about the type of work they would be doing at the destination? (i.e., the victim was told that they would legally work or be paid a salary to work in an office or a household; a factory, a construction site, or a fishing business, etc., but instead they were forcibly employed in illegal work like prostitution or drug trafficking)
- ☐ Did the victim believe that they would be employed legally?
- ☐ Did the victim know that they would be employed illegally?

What did the victim assume the job would be?

What did the victim actually do upon arriving at the destination?

Controlling the Victim

- ☐ Did the trafficker know the location or address of the victim, their family, or friends?
- ☐ Was the victim threatened with beatings so that the victim could not escape?
- ☐ Did the traffickers threaten the safety of the victim's family or friends so that they could not escape?
- ☐ Was the victim kept in an interim location after recruitment and before transportation?
- ☐ Was the victim informed by which route they would be taken to the destination?
- ☐ Was the victim informed for how many days they would be taken to the destination?
- ☐ Were the victim's identification documents taken away from them?
- ☐ Were any of the victim's properties/belongings taken away from them?

If the answer is Yes, specify them: _____

- ☐ Did any of the victim's family or friends know about the victim's travel related matter?
- ☐ Did the victim ever get a chance to escape but they thought that they could not escape? If the answer is Yes, describe in which situation and why they could not escape.

Identification of Victim Exploitation and Paid Money / Benefits

Which type of abuse did the victim suffer from?

- | | | |
|--|--|---|
| <input type="checkbox"/> Forced prostitution | <input type="checkbox"/> Sexual abuse, such as making pornographic films | <input type="checkbox"/> Home enslavement |
| <input type="checkbox"/> Labor enslavement | <input type="checkbox"/> Recruited in a beggars' group | <input type="checkbox"/> Labor enslavement due to debt bondage/termed agreement |
| <input type="checkbox"/> Illegal organ removal | | |

Was the victim able to refrain from doing things against their will?

Yes ☐ No ☐

If the victim suffered from sexual exploitation, were they forced to provide sexual service without protection for their health?

Yes ☐ No ☐

What happened when/if the victim refused to do what was demanded?

How many hours did the victim work every day?

- ☐ 6-8 hours ☐ 8-15 hours ☐ 15-20 hours ☐ Almost all the time, with a little break

How many days did the victim work per week?

- ☐ 1-2 days ☐ 3-4 days ☐ 5-6 days ☐ 7 days

Was the victim working with other victims? If the answer is yes, is there a possibility that those victims are still being abused/exploited?

Yes ☐ No ☐

Was the victim being monitored during the abuse/exploitation?

Yes ☐ No ☐

Was the victim ever allowed unsupervised activities or allowed to move around freely?

☐ Yes ☐ No

Did the victim tell anyone about the abuse they experienced?

☐ Yes ☐ No

To whom: _____

Where was the victim abused/exploited?

- ☐ Where was the victim kept? ☐ How was the victim transported if taken elsewhere for exploitation? _____

Who took the victim there? _____

Can the victim tell what was the traffickers' daily income or daily wage? _____

If the victim was forced to provide sexual service, did they know how much the trafficker would be paid in exchange for the sexual service? ☐ Yes ☐ No

- Can the victim guess how much money was given to the trafficker for each time the victim was sexually exploited?

- Can the victim estimate the amount of money paid for sexual services? _____

- Did the victim get any money for being sexually exploited? _____

- What did the victim do with that money? _____

Did law enforcement officers ever search the site of exploitation? ☐ Yes ☐ No

If so, give a brief description of what happened there, specifying the date of the visit:

When did the victim realize that they were being abused?

Did the victim ever get arrested in the destination country or did they ever get noticed by any law enforcement agency?

Elements of Human Trafficking

As per the above-mentioned information the victim was:

☐ Recruited ☐ Transported ☐ Abused

Observation Summary

In the light of the information received from the victim and the surrounding perspective; it can be said that this person:

- ☐ Is currently a victim of human trafficking
- ☐ Is a former victim of human trafficking but is no longer in that situation
- ☐ Is an irregular migrant but not a victim of human trafficking
- ☐ Is a regular economic migrant and not a victim of human trafficking
- ☐ Is not a victim of human trafficking neither a migrant of any type

Recommendation for Referral

Write below the name of the 'Victim Services' to which the victim was referred:

1. _____
2. _____
3. _____
4. _____
5. _____

Effective practices for initial verification and interviewing in survivor-centered services

Key aspects of survivor interview:

One of the key features of survivor-centered services is the right to self-determination, meaning that one can make one's own decisions. However, the trauma that trafficking inflicts on the survivor's body and mind impedes their ability to concentrate, make the right decisions, reminisce, and answer questions about their experience. The fear that traffickers and smugglers instill in survivors to establish control has a lasting effect on their minds. Even after being freed from this influence, it remains in them for the first few hours, a few days, even a few weeks, months, or years. Through all this, survivors continue to try to stay out of the control of traffickers and reintegrate into society. Traffickers often teach survivors to lie to various authorities and their own families. Law enforcement agencies, immigration authorities, and other officials who interview trafficked people must have a deep understanding of the painful consequences of trafficking and other issues. In this respect, the following points should be kept in mind:

- A survivor needs a safe and comfortable place for some time to recover.
- Survivors should be interviewed in their own language.
- Survivors must be informed in writing and orally about their rights and the services available.

Effective practices for interviewing human trafficking survivors based on good relationships and confidence

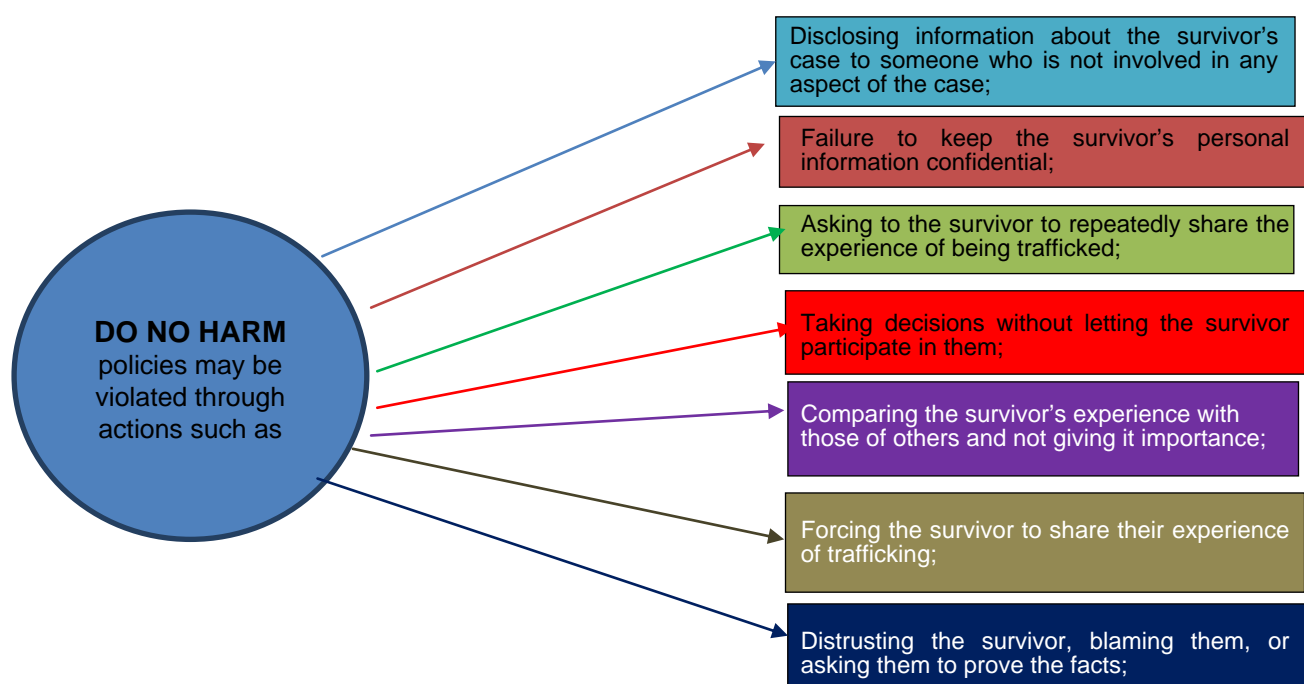
- Survivors will join in the discussion about what happened to them if they feel safe before the start of the discussion, and will gradually tell their story in more detail over time. Therefore, it is very important to keep survivors in a safe and comfortable environment and give them time to heal their physical, sexual, and mental wounds through support services. The true experience of trafficking cannot be obtained from them by threatening with arrest or deportation. Being forced to speak will increase the panic in the survivor's mind which will shake their faith in the interviewer or support provider. This will disrupt the best intentions of both of them.
- Conduct interviews in an environment that is safe, comfortable, and maintains privacy. Ensure the interview is not being held in a place where other survivors or suspected traffickers are present. Get help from an interpreter, if needed. Give them a chance to talk to a Survivor Consultant (Peer Survivor) as soon as possible.
- Interviewers will try to gain the trust of survivors. Yes, this can be a bit difficult because traffickers use intimidation tactics in the name of various authorities to control their trafficked people. Victims of trafficking rarely rely on the police for help. The interviewer must be in plain clothes and make sure that no gun or any other weapon is visible.

- At the beginning of the interview, the interviewer will explain who they are, why they came, what the survivor can expect from them, what they expect from the survivor, whether an interpreter is needed for assistance or not, and how long the interview will take. The interviewer must answer the survivor's questions and provide other information to explain how the interview will be conducted. The interviewer will ensure that the survivor can trust the interviewer's words.
- In this case, techniques of active listening technique come in handy. The listening shall be without any judgment of right or wrong. There shall be an expression of empathy. Victims shall be given time to answer and not be interrupted.
- The interviewer shall give the survivor a chance to tell their story in their language, give them time to sort out their answers, and speak to them in a very attentive and kind tone.

("Victim Identification: The First Step in Stopping Modern Slavery, US Department of State, 2013, <http://www.state.gov/j/tip/rls/tiprpt/2013/210542.htm>)

DO NO HARM Principles

The key to the Do No Harm policy is to ensure that the service provider does not cause any harm to the service recipient by providing protection and other services and taking various precautionary measures. For example, the words, pronouncements, and actions of a service provider, despite good intentions, can have a negative impact on the safety, trust, and emotional state of a victim of trafficking. Asking about the details of the trafficking experience during the interview may re-traumatize the trafficked person or create extreme physical, emotional, and social stress. In such cases, service providers should seriously consider refraining from asking those specific questions or conducting interviews for some time. Such incidents disrupt the survivor's sense of personal safety and contribute to their reluctance to receive services. The following tasks of the service provider may violate the Do No Harm Policy"



Initial verification

The initial verification is the introductory phase of providing services to a survivor. This phase lays the foundation for the relationship between the survivor and the case manager and is the start of survivor-centered case management. Survivors should be asked to identify their goals during this initial verification phase. However, it must be remembered that, if more information becomes available, this plan may change. The case manager will accompany the survivor to determine the services needed to reach their goal.

The case manager is the first to receive and verify the information from the survivor and will make a written case management plan based on the information collected during the verification process. They will routinely manage, document, monitor, and review cases. Case managers always protect the privacy of the survivors.

The verification phase is completed in three steps:

1. Understanding whether the rescued person will be considered a trafficking survivor, seeing to their immediate safety issues, identifying their physical and mental health needs, and determining if the survivor needs and seeks legal assistance.
2. This step comes after a 3-5 day stay at the Survivor Shelter. It includes verification of the need for formal and non-formal education, assessing the status of the survivor's family and society, and formulating an initial reintegration plan, including where the survivor wants to stay next.
3. This stage begins 10-12 days after the rescue, or when the survivor starts to be physically and emotionally stable. The case manager can start the third step by verifying the emotional health, life skills, and livelihood of the survivor.

Initial screening of child survivors

Children survivors generally want to receive a warm welcome and love to feel safe. Shelter mothers should spend time with each child survivor, listening to their stories with care and attention. Since children cannot make their own decisions, like adults, we need to know the things they like and, wherever possible, value them.

When children are treated with love, they will treat others well and respectfully, too.

Children of the same age and gender can be kept in one room. Children must be given nutritious food. Their clothes and bedding must be cleaned regularly. In addition to ensuring that children can go to school and study, they need to be given opportunities to play sports, dance, and sing. Special arrangements must be made for special children.

Case management and its steps

Assistant preparation

Through this session, participants will need to be acquainted with the main topic of Survivor Centered Services, 'Steps of Case Management.

The steps must be mastered by reading the process of the mentioned method repeatedly.

Prepare and arrange the necessary reading materials and tools in advance.

Purpose	:	Participants at the end of this session- - will be able to describe the steps of case management. - will be able to identify the features and principles of quality case management. - will be able to list the steps to follow to prepare the referral mechanism.
Time	:	90 minutes
Method	:	Creating and displaying wall magazine
Learning materials	:	The learning materials will be used as learning materials
Materials	:	Brown Paper, Colored Paper, Colored Paper Slip, Sign Pen, Glue, Marker Pen, Pen, Scissors
Reading materials	:	Steps to follow to prepare "Case Management Steps and Referral Mechanisms"

Session Management Process

Step-1: Group cration and provide instructions with teaching materials

- Say, we will now practice on a very important subject. So deep attention and participation are very much needed. The basis of case management is a clear case plan and this plan should be formulated based on joint discussion between the service provider and the survivor. What services a survivor needs and when and how to provide them to a survivor should be mentioned here. A well-thought-out and fulfilling plan empowers a survivor to reintegrate into society. To complete a case successfully, it has to be done step by step. There are six steps to complete a case of a human trafficking survivor-we will now practice them.
- After the initial talk, divide the whole team into 3 groups and say, each of the groups is an editorial board. Each of them will make a wall magazine and present it.
- Give 3 sets of reading materials in three groups and explain the following instructions:
 - Each team will read their own Reading materials well.
 - At the end of the lesson, they will identify the different steps of case management.
 - They Will identify the features and principles of quality case management.
 - They will identify the steps to follow to prepare the referral mechanism.
 - They Will give at least two examples of referral mechanisms.
- All of this has to be written, but some in the form of stories, some in the form of rhymes or poems, some in plain writing.
- The writings have to be written separately on different colored paper and then glued to the ground with glue.
- After explaining all the instructions, give the teams 45 minutes to make lessons and magazines.

Step-2: Reading the wall magazine

- When the work is done, ask the three groups to draw their wall magazines on three sides of the room.
- Instruct the parties to read the other two magazines well except their own.
- After reading all the magazines are completed, ask everyone to sit down and invite three participants from the three groups to give a short talk on their content.
- Add your comments and remarks.
- Conclude the session by summarizing.

Case management and its steps

Case management is a structured process through which an organization takes the responsibility of providing information to service recipients about all their options, helps to identify problems and issues, tries to solve them through coordination, and occasionally refers to other agencies for assistance.

The basis of case management is a clear case plan and this plan should be formulated

based on a joint discussion between the service provider and the survivor. What services a survivor needs, and when and how to provide those to the survivor should be mentioned here. A well-thought-out and fulfilling plan empowers a survivor to reintegrate into society.

Case management steps

To complete a case successfully, it has to be done step by step. There are six steps to complete a case of a human trafficking survivor:

1. Introduction and engagement
2. Evaluation or verification
3. Case action plan
4. Implementation of the case action plan
5. Follow-up
6. Case completion

The role of the case manager in case management

The case manager coordinates the development and implementation of this plan. Through consultation with key service providers and informal service providers, they confirm that everyone clearly knows and understands the plan. It is also the responsibility of the case manager to oversee the effective provision of services under this plan for specific and expected outcomes.

It is expected that both the case manager and the concerned agency will uphold the quality of services provided to the survivor and people associated with them, such as their family and community members.

1. Introduction and engagement

The first step in case management is to get to know the survivor and get them involved in the process. It is an opportunity to start a trusting relationship with the service recipient and to build a good relationship. It is important to keep yourself calm and make the service recipient feel safe. This phase requires the informed consent of the survivor before proceeding to the next step. Exchange greetings with the survivor and create a comfortable environment for them. Arrange to welcome the survivor to a separate place where no one else can hear your conversation. Make sure the survivor feels safe talking to you. Invite the survivor to sit in your seat. Avoid having a desk or table between you and the service recipient. Ask them whether they are feeling comfortable. Make sure your posture is clear. Face the person so that they understand that you are ready to listen to their story.

2. Evaluation or verification

Assuming the service recipient has permitted the service provider to provide the service, you go to the next step, evaluation. In this step, you help the service recipient to make decisions by collecting their information and action plans.

At this stage, the case manager finds out the needs, capabilities, and objectives by talking to the survivor. The Case Manager will open a case management file for the survivor.

3. Case management plan

The case management plan is a person-dependent table created in the light of discussions with the survivor during the needs verification process. This table or case management plan is essential for survivors who live both in or out of shelters. This plan gives service providers a kind of instruction with which they can determine what kind of help the rescued person needs. The survivor and case manager will then formulate the survivor's exit strategy from this service plan based on the needs identified. The case manager will create a written plan and file it in the case management file. The case manager will ensure that the survivor receives services, will review service delivery, and follow-up with the survivor. Case managers and survivors should consider the following when planning:

- Survivor's capacity, needs, and surroundings;
- Potential threat to the safety of survivors; and
- Present an appropriate risk assessment to survivors that is realistic, nor far-fetched, nor too common.
- Assignment of coordinated resources of the available services

4. Implementation of the case action plan

In implementing the action plan, you help the survivors achieve their goals and ensure that they receive quality services from service providers. Create referrals and collaborate in availing of safe services for the survivor. If the action plan includes a referral, you will need to contact other service providers to send/refer the service recipient's case. Based on what you agreed upon, you can go with the survivor to receive services and advocate for them. To provide information about a survivor with their informed consent, you can meet with service providers. Lead the case coordination. This includes involving the survivor with the service provider, ensuring their quality care and service, and ensuring jointly with the service provider that the survivor can receive the service. This process requires regular contact with the service provider.

Emphasis must be on the ability of the survivor, helping them communicate with the sources of their strength or support such as supportive friends or family members. Some survivors may feel intense embarrassment. Survivors can recover by returning to their daily lives, by participating in activities that give them hope and courage, and by communicating with people who are supportive of their lives. You can help the survivor get an idea of how to do these things. Refer survivor to your company's services, such as technical training and counseling.

5. Follow-up

If it is established during the action plan with the survivor that follow-up it is safe and consensual then meet or contact them. The follow-up meeting will ensure the privacy of the survivors and be at the time and date convenient for them. Reassess security during follow-up meetings. This is because the risk to survivors may increase after the incident of violence is exposed. Re-evaluate safety every time you meet the survivor.

Ask them the questions that were put to them during the assessment of their security needs, and ask if the situation has changed since your last visit. Finally, move forward with the plan made with the survivor.

- . Re-evaluate psycho-social needs. If the survivor's condition does not get better or gets worse, you may want to consider seeking specialized mental health care, if it is available.
 - . Rethink the case action plan with the survivor. Check if they received the services they were referred for and if there were any interruptions or problems. Discuss with the survivor whether any needs should be added to the action plan.
- Get informed consent for each referral.

Review the action plan. Record the results of the referral and the new requirements stated by the survivor. Schedule another follow-up meeting to monitor progress.

6. Case Completion

You should use the Case Completion Form for closed cases. The case should be closed when the needs of the service recipient are properly met and their support system is working properly. Understand whether it happened, follow-up with them and discuss their situation, Review the final action plan and the status of each goal. Explain to them that it is time to close their case. Then formulate an exit plan with the survivor. When you decide to close the case, document the reasons, complete the case completion form, review all forms in the case file and make sure that they are completed. Store all files securely in a separate locked cabinet or a designated place for finished cases. Do not keep the consent form and case completion file together. Ask the client to fill out a client form.

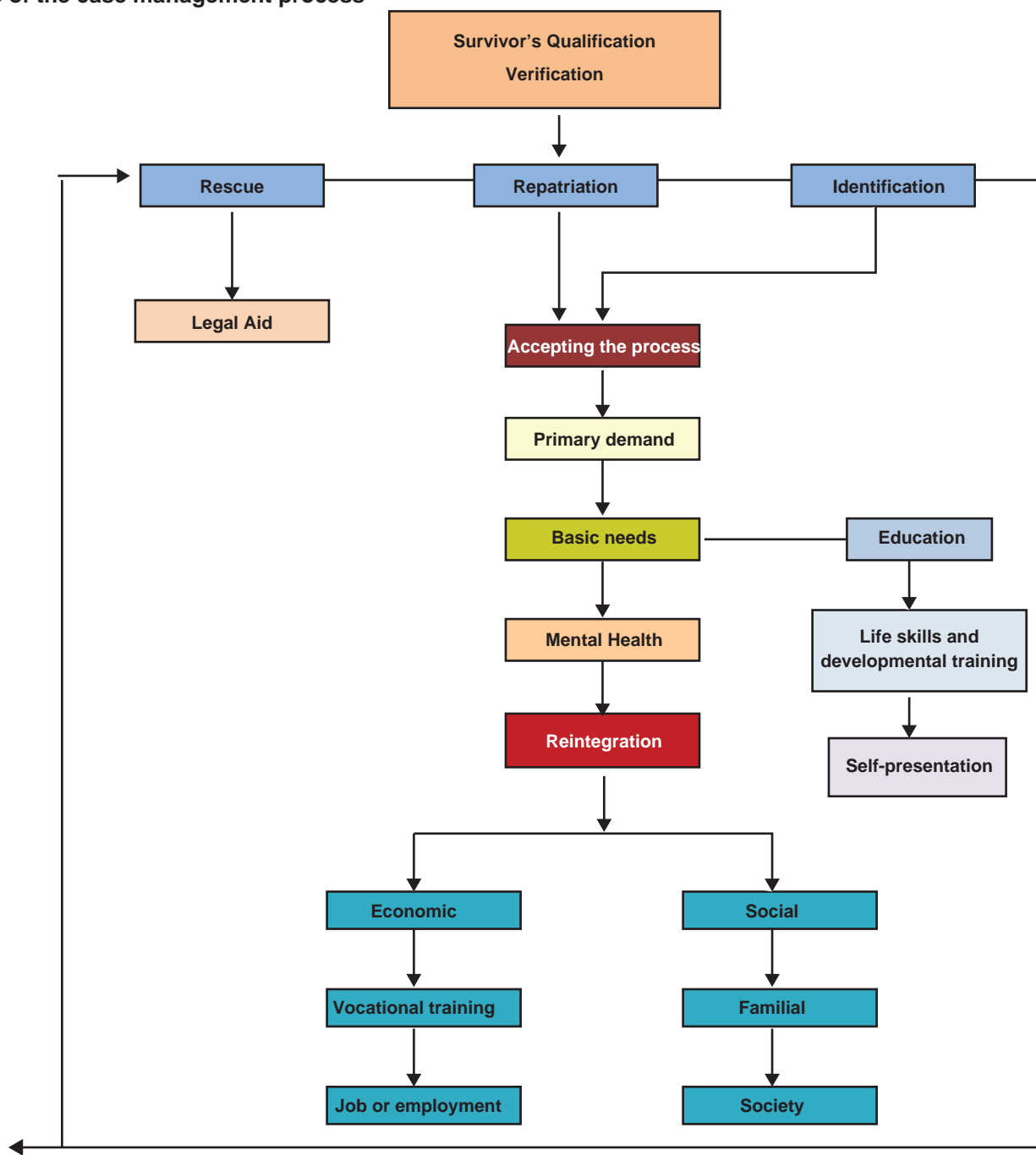
Principles of fair case management

The foundation of proper case management is survivor sensitivity and survivor-centeredity, which enables survivors to make their own decisions about their own lives.

Proper case management is:

- Ensuring the privacy and security of the survivor or rescued person.
- Respect for the culture and attitude of the survivor.
- Ensuring an integrated service providing environment.
- Considering the family and social surroundings of the survivor.
- Identifying the purpose of reintegration of survivors in society and formulating strategies or exit strategies to eliminate the need to receive services.
- Ensuring successful reintegration as the main goal.

Picture of the case management process



The service provider may refer the survivor to another agency or service provider to complete full case management. So the service provider needs to have an idea about referral management.

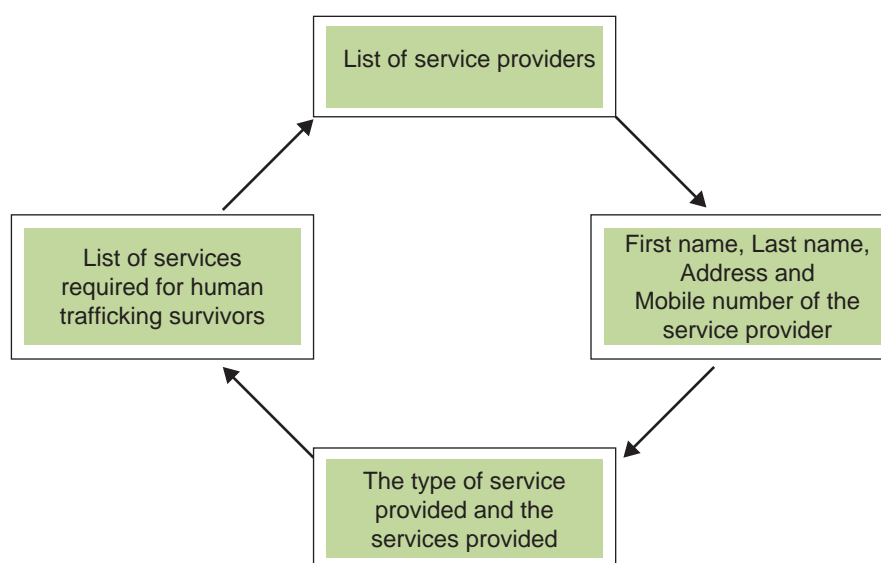
Referral Management

Human trafficking is the highest form of violation of a person's human rights and his/her life, liberty, and securities are were dishonored. In many cases, some people die. It also denies human dignity. So all the service recipients have to work hard to provide any kind of service starting from the identification of a human trafficking survivor. This is because the victims of human trafficking need a variety of services until they are reintegrated into society. In most cases, an organization can't provide all the services. But a human trafficking survivor needs all the services. That is why any organization needs to coordinate with government and non-government service providers to ensure the social security of survivors. So that they can bring the victims of human trafficking under a full service and cooperate according to their needs. The process which is followed to create a full or integrated social security is called a referral mechanism.

According to the IOM, a referral mechanism is a process through which migrants – may be living in helplessness, have been victims of violence, and whose labor rights have been abused – can be provided various protections and services through mutual cooperation and trust between different stakeholders. It is often seen that organizations only identify victims of human trafficking. They then hand them over to another organization through a referral mechanism based on the victim's needs and preferences.

However, the successful use of the referral mechanism depends on organizations, providing services in relevant areas that victims of human trafficking need. So, it is necessary to create an accurate service directory for different areas. Many developed countries around the world are developing referral mechanisms for survivors at the national level.

Although this is not a very old concept, it is being used to ensure the safety of survivors in Bangladesh. Referral mechanisms can be used at any stage from identification of a survivor to reintegration. Referrals are made most often for shelter home support, healthcare, vocational trainings, livelihood support or training, employment, legal services, income generation, and reintegration. The components of the referral mechanism are as follows -



Procedures to be followed for preparation of a referral mechanism:

The primary responsibility for preparing the referral mechanism lies with the state. In other countries of the world, the state leads in making it. However, private service providers, NGOs, target populations, international organizations, and donor agencies should also be involved in the process.

Also preparing a list of services that are needed for human trafficking survivors, eg. health services, mental health services, shelter home support, and employment.

- 1) Organizing consultation meetings with service providers in the respective areas and preparing a list of their services.
- 2) Organizing coordination meetings with government and non-government organizations and stakeholders.
- 3) Finalizing the list of services and verifying with the concerned service providers.
- 4) For the effective implementation of the referral mechanism, there must be a written memorandum of understanding or some other written agreement with various service providers.
- 5) Adding the referral mechanism to the district information window for public use and sharing updated copies with service providers.
- 6) Updating the information used by the referral mechanism every six months.

Rights-based, survivor-centered case management plan

Assistant preparation	
For the instructor, it is important to have enough lessons on services provided at different stages of case management and to be enriched by talking directly to people experienced in this regard.	
Prepare some realistic and relevant examples in advance.	
Necessary textbooks and materials should be prepared and arranged in advance.	
The process of conducting the session should be well studied.	

Purpose	:	Participants at the end of this session will be able to:
		- Make a checklist to create a plan, including all aspects and stages of the service provided.
		- Make a list of special considerations at different stages of the service.
Time	:	90 minutes
Method	:	Case story analysis
Learning materials	:	The Story of Soheli, checklist table, 5 cards of the services provided with titles
Materials	:	Pens, notebooks, brown paper, markers, marking tape, sign pen
Lessons	:	Services provided at different stages of case management

Session Management Process

Step 1: Reading the story and making a list of the services provided

- Speak with reference to the previous sessions and say we will now work in four groups to better understand the issue of preparing a rights-based, survival-centric case management plan.
- Once the four groups have been formed, provide each group with a copy of the story and ask them to read it carefully. Give them 15 minutes.
- After reading the story, provide reading materials on the services provided at different stages of case management and ask them to identify the similarities in the life of the Soheli with the previously story they read.
- If they are able to identify elements, give one person from each team a chance to talk about it.
- Listen to the answers and discuss, and list relevant points on the flipchart.
- If relevant at this time, add your statement too and stick the 5 cards to the boards with the titles of the services provided through survivor-centered case management plan. Say, "These basic services play a very important role in the life of a survivor like Soheli."

Step 2: Fill in the checklist through teamwork

- At the end of step 1, give 3 cards with the title of the services provided in step 1-3 to three groups and give cards of step 4-5 to the remaining one group.

- Give all the team the required brown papers, markers, and color paper slips.
- To properly plan rights-based, survival-centric case management, ask them to draw the attached checklist table on the respective team's brown paper.
- Ask them to place their own team's title card on the table.
- Ask them to use markers and colored paper slips to fill the activity column.
- Ask them to write directly on the brown paper with the sign pen to complete the process and duration columns.
- Ask them to fill out the checklist based on personal experience and information from previous reading materials.
- If necessary, ask them to mention the special considerations below the table.

Step 3: Checklist presented in large groups

- Ask all parties to hang their posters on the walls or in the designated areas on the board.
- When all the teams are finished, give each team a chance to present.
- At the end of each group presentation, give the other teams a chance to comment and add your feedback.
- Arrange for any points to be changed or corrected or moved, if they appear to belong to a different group.
- Finish by thanking everyone.

The Story of Soheli

One sunny March morning, 19-year-old Soheli's face lit up with joy as she arranged the clothes scattered around the small room in her house. A few lines of youthful laughter touched Soheli's lips once more as she spoke to a few village women passing by the house. She lived in this house with her. Some of Soheli's neighbors had gathered at her house to buy colorful and attractive clothes. She displayed the clothes carefully and hung some of them by their edges so they would catch the eye of buyers. Passing through the clothes displayed by Soheli, the golden sunlight of the morning coming through the window created a colorful world in the house. This scene is the exact opposite of Soheli's life a few years ago. Seeing Soheli running a successful business in her small house this morning, there is no way to imagine that she is a woman who survived having been trafficked. Like many others, Soheli was also deceived by a trusted close neighbor, who goaded Soheli's dreams or greed by telling her about a good job. So one day, Soheli left home, lured by the prospect of an independent life. Reality turned out differently. Soheli was taken from her home and sold to a brothel in Mumbai. After losing her daughter, Soheli's mother suffered from extreme mental distress. She went to India four times in search of her daughter, selling her house to pay for the efforts. After spending five months in the brothel, Soheli managed to escape with the help of another trafficked woman and sought shelter in a church.

Soheli returned to Bangladesh, but to a shelter, not to her own home or village. After initial verification, Soheli was given physical and mental health care. Four months later, Soheli had recovered, she received life skills and small business training at the shelter.

Soheli had seen her mother support the family by sewing and selling clothes. She wanted that too. This shelter gave her business training and some clothes as seed investment.

"Running a (clothing) business is not too difficult. I have seen my mother do this since I was a child," Soheli said. "I learned how to deal with buyers, how to determine the price of clothes. I love doing this because I can run the business from home and at the same time continue my studies."

In order for Soheli to easily return to her community, the center staff spoke to the villagers so that they could understand Soheli's situation. They further explained to the villagers how important their help was. As a result, Soheli could return to the village with her mother. And today, mother and daughter run a business in that very village.

Soheli buys and sells clothes and her mother sews. In this way, they earn 4-5,000 Takas monthly and have been able to build a house for themselves again with their income. But beyond the success of the business, it is the love and respect she gets from villagers that puts a smile on Soheli's face. "When I came back from India, I was completely devastated. I didn't know if the villagers would accept me again," she said. "When I came to the shelter, they helped me get myself back. Now my confidence has increased, my society respects me and believes in me as well." The girl, whose life was once full of despair, is a successful woman who has big dreams for the future. "My dream is to have a big shop in the market after finishing my studies," Soheli smiles.

Checklist

Actions	Process	Duration

5 cards with the title of the services provided

Step-1: Observation and self-review by the survivor

Step-2: Increasing life skills

Step-3: Livelihood development

Step-4: Social integration

Step-5: Exit plan

Services provided at different stages of case management

Although case management is done keeping the needs of the survivor in mind, it also helps to identify the person's improvement through different stages of the process. It is possible to express this improvement through certain needs and achievements. These stages are highlighted below. This does not mean that the steps will always follow the sequence outlined below. Steps can happen simultaneously, too. It is important to remember that you must enter the next step as soon as the first step is completed.

Step 1: Observation and self-review by the survivor

Duration: 15 days

The steps of survivor-centered services are described in detail below:

Actions	Process	Duration
1) Data collection	Detailed information about resume and location in the initial collection for proper management of planning process (Annex 3.1, data can be collected by filling up the Quick Eligibility Verification Form.)	1 day
2) Determining the overall condition of the survivor	<ul style="list-style-type: none"> Based on conversations with the survivor. Reviewing the survivor's physical, mental, and social state. Verifying the necessity for legal assistance based on the information obtained about the incident. Verifying the need for education and physical or mental health care. (See Chapter 5: Empowerment, Counseling and Mental Health.) 	3 days 1 day
3) Discussion on the rights and responsibilities of workers and survivors	<ul style="list-style-type: none"> Highlighting the Code of Conduct for Employees and Survivors See Annex 9.2, Employees Code of Conduct and 9.4, Survivors Code of Conduct 	2 days
4) Preparation of case management plan with the survivor	<ul style="list-style-type: none"> Creating a separate case management plan for each survivor. Organizing a conference on the summary of the plan adopted and the situation determined based on detailed discussions between the survivor and the case manager. It is important to consider the views of the survivor. Creating alternative approaches, if necessary. 	5 days
5) Revision of the reintegration plan	Review the reintegration plan taking into account the economic situation and family and social aspects.	1 day
6) Overall plan revision	Initiate review of all information and implementation.	2 days

Special consideration:

A) While monitoring the mental health of the survivors, they can be divided into several categories, such as severe/extreme (upset, deeply frustrated, prone to suicide, etc.), somewhat intense, mild, or healthy. The period of observation must be extended if the survivor's mental state is severely/extremely disturbed or slightly less severe. You need to talk to a professional certified counselor about them.

B) The mental health status of the survivor is to be understood with the mental health audit information. (Annex 5.1, Mental Health Monitoring Form.)

Step 2: Increasing life skills

Duration: 6 to 7 months

(See Chapter 6: Education and Life Skills)

for details, follow the steps below:

Actions	Process	Duration
1) Survivor's life skills verification	If life skills have not been verified at the observation stage, it should be done at this time. Annex 4.1, Life-Skills Verification Table.	2 days
2) Ensuring formal and non-formal education according to the age, ability, interest, and skills of the survivor	Education opportunities (informal/institutional) for all children: <ul style="list-style-type: none"> - In the light of all possibilities, institutional education will take precedence. - Ensuring institutional and informal education for students who went to school before being trafficked. - Ensuring institutional and informal education or distance learning for those who dropped out of school. - Ensuring the support of experts from organizations working on disability rights and programs for survivors with mental disabilities. For adolescents or adults: <ul style="list-style-type: none"> - Create informal or institutional opportunities for survivors who have completed primary education according to their interests and abilities. - Ensure institutional and informal education or distance learning for those whose schooling was left incomplete. Until the implementation of the education plan is over	Until the implementation of the education plan is over
3) Thematic awareness raising sessions	Conducting regular awareness-raising sessions (For details, see Chapter 5: Empowerment, Counseling, and Mental Health.)	2 to 3 days a week
4) Training	Training, enhancing psycho-social skills of young and adult survivors, and increasing knowledge about equality, human rights, children's rights, and leadership building	if needed.
5) Crisis management	Counseling services to improve mental health as part of the Survivor's Case Management Plan. (For details on this, See Chapter 5: Empowerment, Counseling, and Mental Health.)	2 days a week
6) Self-portrait (image) counseling	Understanding survivor's self-dignity and self-esteem. (For details, see Chapter 5: Empowerment, Counseling, and Mental Health.)	1 day a week
7) Life skills training and education	Provide life skills training to children according to the life skills described in Children: Chapter 6 Adolescents and adults Use the Life Skills Guide developed by the USAID ACT Program. (For details, see Chapter 6: Education and Life Skills.)	Introduction: 3 days Training: 18 days Session 6 refresher: 3 days Total: 24 days

Actions	Process	Duration
8) Legal advice and education	<p>Provide basic legal education for survivors by age (whose case is still pending)</p> <p>Provide legal advice and assistance for special needs and if survivors want. (For details, see Chapter 8: Legal Rights and Assistance.)</p>	2 days a week
9) Progress review	Monitoring and documenting the progress and role in each case for each survivor, which	must be reviewed at the end of each session.

Special consideration:

A) If a survivor is reunited with their family, the educational assistance they were receiving must be continued, depending on the survivor's desire to learn.

B) The duration of improvement of life skills will be determined based on discussion with the survivor. However, the location schedule of the survivor in the shelter should also be considered.

C) Each survivors will receive life skills enhancement for at least six months. The same or longer period will apply to those with a physical or mental disability.

D) The duration of life skills development training for those suffering from severe mental trauma will be at least eight months. At the same time, they need to be provided with the services of a certified professional counselor.

E) Education is compulsory for all mentally capable children. This education will be of international standard and acceptable under the law of Bangladesh. Among both children and adults, there will be no distinction between those who have gone to school and those who have. Normally a person has to start from the level at which they dropped out of school.

Step-3: Development of livelihood

Duration: 4 to 6 months

See Chapter 7: Economic Self-reliance, and the steps below.

Actions	Process	Duration
1) Determination of livelihood needs and possibilities	<ul style="list-style-type: none"> Review the need for vocational training or their work plan with the survivor during the initial meeting. Give the survivor a chance to see various vocational training options so that they can decide which one applies to them or which one they are interested in achieving. Examine the market potential of survivor's preferred job. 	3 days
2) Connecting government and NGO training providers with survivors	<ul style="list-style-type: none"> After determining the vocational plan for the survivor, decide which government organization or NGO to send them to for training. 	15 days
3) Training	<ul style="list-style-type: none"> If the survivor has the skills and qualifications, encourage them to take up modern technical training. Monitor the survivor's progress during training. 	Schedule according to the type of training (usually 6 months according to the ACT program)

Actions	Process	Duration
4) Recruitment, recruitment as a trainee, small business ventures	Recruitment: - The shelter will contact employers based on the needs of the survivor. Recruitment as a trainee: - The shelter will arrange for recruitment as a trainee according to the survivor's skills and interests. Small business initiatives and support: - Creating opportunities to create a small business according to the survivor's needs in the light of local socio-economic conditions)	
5) Assistance in training or liaising with other jobs	Connecting survivors with other work in the organization according to their skills and interests, for example providing training assistance to be a Peer Educator, or to work in documentation or awareness activities.	2 months
6) Review	After reviewing the survivor's goals, identifying the limitations of the strategy and taking steps to overcome the problems.	As required

Step 4: Social integration

Duration: 2 months

For details, see Chapter 10: Exit Strategies.

Actions	Process
Providing counseling with the survivor's family or separated family (other family)	<ul style="list-style-type: none"> Explaining the situation to the survivor's own or other family members, or others living with them so that they respond positively to the survivor returning home.
Providing community counseling	<ul style="list-style-type: none"> Providing community counseling to create a positive attitude towards returning survivors and counter common prejudices. The privacy of the survivor must be protected and the matter will be considered with utmost importance.

Step 5: Exit plan

Duration: 1 month

For details, see Chapter 10: Exit Strategies.

Actions	Process
Adapting to the environment outside the shelter	<ul style="list-style-type: none"> Arranging an initial accommodation for the survivor after they leave the shelter, ensuring that the survivor's accommodation is somewhat far from their workplace and is safe. Survivors need to be prepared to adapt to a variety of everyday events and conditions, including judgments about their social status, their surroundings, money management, self-defense, choosing new acquaintances, etc. Once a survivor leaves the shelter, their overall needs should be verified, so they can be connected to local agencies to receive services such as health care, economic support, etc. Use a "picture book" that describes the types of things that can happen in everyday life and how to make friends after getting out of the shelter.

Case Management Documents

Assistant preparation

Draw a list of field-based documents on a brown paper

Necessary textbooks and materials have to be prepared and arranged in advance.

The process of conducting the session should be well studied.

Purpose	:	Participants at the end of this session will be able - to identify the necessary files and the topics covered in them at different stages of case management.
Time	:	60 minutes
Method	:	Working in groups of three
Learning materials	:	Table of documents by field
Materials	:	Pens, notebooks, brown paper, markers, masking tape, sign pens, paper slips
Lessons	:	Case Management File Issues

Session Management Process

Step 1: Fill in the table of field-based documents in groups of three

- Link this work to the previous session by saying, "Case management plans must be rights-based and survivor-centered. Case management files are the main tool for proper case planning, monitoring, and follow-up, and the file serves as an authentic document. We will now conduct an exercise to identify the necessary files and the topics covered in them at different stages of case management."
- Divide the participants into groups of three.
- Ask each trio to sit down regularly.
- Provide the table, List of Field-Based Documents to all groups.
- Give each group bi-colored paper slips and sign pens.
- Give the groups time for everyone to discuss and complete the table.
- Ask them to use bi-colored paper slips and sign pens to fill in the 'Case-Based Documents' (Files) and 'Important Information' columns.
- After ten minutes, distribute the textbook entitled 'Case Management File Issues' to each group.
- Let them know that the teams can take ideas from the reading materials to complete the table.
- You can spend a total of 30 minutes on this step.

Step 2: Presenting the work to the larger group

- While the trios are working, stick the list from the chart listing field-based documents on brown paper to its designated place on the wall or board.
- Upon completion of Step 1, ask the trios to raise the bi-colored paper slips containing the necessary files and the topics covered in them at different stages of case management one by one.
- It is not necessary to take opinions from every group. Instead, stick the point in the specified place on the table. By taking into account everyone's opinion, this becomes more relevant and helpful to the team.
- Give everyone a chance to enrich the discussion and enrich the discussion with examples in line with the purpose of the exercise.
- Conclude the discussion by summarizing it and thanking everyone for their participation.

Table of documents by field

Document fields (folders)	Case Based Documentation (File)	Important Information
Marking		
The repatriation process		
Exemption from law enforcement agencies or prison		
The adoption process		
Basic help		
Health and cleanliness		
Psycho-social		
Basic school and informal education		
Legal assistance/advice		
Life skills and reality education, capacity building and Opportunities for self-reliance		
Express yourself through creative work		
Unification		
Vocational and Job training		
Economic rehabilitation/recruitment		
Overall case management		

Case Management File Issues

The case management file is the main tool for fair case planning, monitoring, and follow-up. This will include the following topics as needed-

Key issues	Documentation	Other issues
Marking	General diary, forwarding letter from the police station to present the survivor in court, court verdict, bail	Place and date information, Identification/repatriation process
Repatriation process	Ancillary documents, police verification, case documents, chairman's permit, family appeal, general diary, permission of the Ministry of Home Affairs, travel documents	Pictures, investigation in the area to find out the facts of the case
Exemption from law enforcement agencies or prison	General diary (based on survivor feedback), file petition from NGO, court order, survivor's application, chairman's permit, family permit	Matters related to the condition of the survivor
Adoption process	Area, subject, and other general information in the verification form, Eligibility Verification Form with case study, inclusion in the database	Verification of trafficking case
Basic help	List of days of association with the shelter and supplies provided (e.g., clothing, bed, pillow, box, etc.)	Special requirements/other notes
Health and cleanliness	The health examination report, prescriptions, treatment decisions and plans, hygiene requirements (infected diseases, etc.)	Date of education/workshop on health and hygiene, special matters
Psycho-social	Status verification and planning, connection information with service providers	Every individual counselling report or group session report
Basic school and informal education	Education level verification (literacy etc.), Agreement with school	Information on education provided and results/grades obtained
Legal assistance/advice	Final Investigation Report (FIR), charge sheet, recruitment of lawyers, court date, etc.	Advice given on case strategy, information about progress results
Life skills and reality education, capacity building, and opportunities for self-reliance	Verification form and plan adopted;	report on participation in awareness-raising sessions, date and results obtained; participating in decision making and planning for own future; peer mentoring
Expressing oneself through creative work	Verifying the needs and interests of the survivor; the organization's plans for survivors to create opportunities to participate in public gatherings;	progress and next steps; special information about pictures, etc

Key issues	Documentation	Other issues
Unification	Survivor's unification plan, probability and information on counseling with the survivor, family, and community; plan to consult with family/relatives/society; job opportunities; follow-up plan	Progress report and follow-up plan for each stage
Vocational and Job training	Verification of the survivor's needs and skills; verification of market potential, family status; training plan for work; address of external service provider;	details of vocational education provided (date, duration, content, etc.); implementation information
Economic rehabilitation/recruitment	Combining skills and interests for feasibility study; contacting the employer Placement; Execution of a contract with an employer	Information on survivor's progress and satisfaction; employer comments; assistance provided; follow-up plan
Overall case management	Name of the case manager; summary of the review and plan; contract signed by survivor	Progress information; analysis of barriers; follow-up needs and deadlines; case completion information

Shelter: Meeting and managing basic needs

Assistant preparation

In addition to the accompanying lectures on survival-centric and rights-based shelter services, use reliable sources to study relevant topics in depth.

If possible, visit a shelter and get enriched by talking directly to experienced people about their work.

Prepare and arrange the necessary reading materials and tools in advance.

Study the session management process well.

Prepare the quiz result sheet in advance.

Purpose	:	Participants at the end of this session will be able to:
		- Analyze the features and needs of shelter-centric and rights-based shelter services.
		- Make a list of the skills and qualities of the shelter manager.
Time	:	75 minutes
Method	:	Quiz
Learning materials	:	Quiz results sheet
Materials	:	Flipcharts, markers, masking tape
Reading Materials	:	Shelter: Instructions regarding meeting and managing basic needs

Session Management Process

Step 1: Reading materials on guidelines for meeting and managing the basic needs of shelters and centers

- Say, "The shelter is a temporary accommodation for survivors where survivors participate in a variety of activities and receive services. This accommodation is the central point of access to services for male, female, and child survivors. The main purpose of the shelter service is to build the capacity of the individual and to ensure that survivors can re-enter the mainstream of society without any discrimination. A shelter should be a safe and secure place to live, where survivors basic needs are met, such as food and nutrition, health care, clothing, and safety, and where they can receive legal and mental health care. We will now work in 4 groups to better understand the issue."
- Divide the participants into 4 small groups.
- Ask each groups to sit in a circle at one of the four corners of the room.
- Provide each group with a written guideline on Shelters: Meeting and Managing Basic Needs.
- Ask them to learn the information through group work.

Step-2 Create questions on the content

- Provide paper and pen to each group at the end of the first step.
- Ask each group to create at least five quiz questions by reading the materials on the guideline, Shelter: Basic Needs and Management.
- Instruct everyone on the team to know the correct answers to the questions created.

Step-3: Quiz episode

- Invite each team to participate in the quiz and tell them to follow the instructions below:
 - The game will be of five rounds.
 - Each team will have the opportunity to ask five questions. Each team will also have the opportunity to answer five questions.
 - If one team fails to answer, the other team will have the opportunity to answer as a bonus.
 - If someone answers incorrectly, the questioning party has to supply the correct answer. They will not get any marks for this.
 - 10 marks will be given for each correct answer.
 - No mark will be deducted for wrong answers.
- Conduct the quiz episode after explaining the instructions well.
- Stay neutral. If necessary, give the correct answer and provide the necessary explanation.
- Conclude at the end of the quiz episode by reiterating the session's objective.

Quiz results table

Round	Team-1	Team-2	Team-3	Team-4
1.				
2.				
3.				
4.				
5.				
Total Marks				

Guidelines on Shelter: Meeting and Managing Basic Needs

In the case of the Law and Arbitration Center vs Bangladesh (1999, BLD 488), the Supreme Court of Bangladesh ruled that the right to asylum is an integral part of the right to life.

A shelter is a place of temporary accommodation and service for survivors where they participate in a variety of programs and receive necessary services. This accommodation is the central point of access to various services for male, female, and child survivors. Survivor-centered shelters are a safe and secure place where people fully realize their human rights and the importance of independent decision-making, while meeting their basic needs. Victims of human trafficking may need short-term or long-term shelter support. The type of shelter support depends on the needs of the victim of human trafficking. Some shelters can be instant and safe short-term shelters for survivors. Another shelter may be temporary, but still long term, ensuring overall services for the survivor including medical and legal aid.

The main purpose of the shelter service is to build the capacity of the individual and to ensure that survivors can re-enter the mainstream of society without any discrimination. Generally, the standard period for a shelter stay is six to eight months. However, depending on the needs of the survivors, some may stay for between three and thirty days. The shelter will be governed by the following principles:

- ✓ It will be a safe haven.
- ✓ There will be no discrimination in granting asylum to survivors.
- ✓ Each survivor's individuality must be taken seriously.
- ✓ Survivors must have privacy.
- ✓ Shelters must consider language and cultural differences when ensuring the survivor's safety.
- ✓ Religious faith must be respected.
- ✓ There must information flow and communication.
- ✓ The needs of persons with special capabilities must be considered.

This chapter contains guidelines on the basic needs of shelters, shelter management, and code of conduct for staff, visitors, and survivors. Thematic instructions are given below:

Meeting basic needs:

A shelter should be a safe and secure accommodation where a survivor's basic needs will be met and the objectives of various programs including mental health support will be implemented. Below are the basic needs and needs-based instructions.

Accommodation instructions

Bedrooms need to have adequate space for movement, necessary lighting, and airflow. Lamps and fans should be provided so that they can be used when needed. Every survivor needs to have their bed, bed sheets, pillow covers, and lockers to keep personal belongings. There need to be special arrangements based on the needs of persons with special capabilities, such as ramps.

Shelters should be in a safe place so that emergency service centers are nearby, including hospitals, police stations, educational institutions, etc. Infrastructure should be capable of dealing with natural disasters such as cyclones, earthquakes, and floods, as well as man-made disasters such as fires and riots. Infrastructure needs to be planned with emergency services in mind in times of disaster.

Emergency Support Information: Accommodation

Required format	Shelter's Monthly Report (To be completed by Survivor) Attachment 9. 1 'Shelter's checklist'
Designated	Shelter manager, home mother, security personnel, office authority
Potential Problems	- Disasters often cause fear, panic, or chaos. Staff and survivors may be trapped inside during a disaster. At this time untrained workers may not know what to do.
Solution	- It is essential to follow safety rules when setting up shelters. - Necessary permission must be obtained from the authorities. - Workers need to be trained in disaster management.

Safety Guidelines

It is very important to ensure safety in the shelter. Survivors should feel safe to stay here. Apart from this, safety has to be ensured from people who are threatening them. Every worker should be aware of the risk to the survivors and should ensure the security planning of the survivors. The local authority has to be asked to ensure the safety of the survivors and their families. Security provisions may be required on the way to school, hospital, training or court.

Important Helpful Information: Safety Related

Required format	Service Registrar
Designated	All employees at the shelter post rescue/identity confirmation
Potential Problems	- Lack of adequate staff - Irresponsible security guards - Lack of sufficient materials necessary for safety such as – security alarm, telephone, transport, - Cooperation from local authorities
Solution	- Appointing responsible staff - Appointing capable and responsible security guards and home mothers - Ensuring security alarms, telephones and transport - Building an effective good relationship with reliable local authorities

Transportation And Communication Guidelines

Communication and transportation are very important parts of a shelter. It becomes even more important when tackling an emergency. There should always be a telephone at the shelter in order to timely arrange for transportation during an emergency. The telephone should be kept at a secure place along with necessary numbers (fire brigade, police, hospital). Adequate number of workers need to be present to take survivors to a hospital during an emergency. It is the shelter's responsibility to make necessary arrangements for transportation during court hearings. Phone and internet facilities should be available for proper communication.

Important Helpful Information: Transport And Communication Related

Required format	- Telephone, list of important numbers
Designated	- Home mother, manager residing at the shelter
Potential Problems	- Unavailability of a doctor when necessary - Unavailability of a vehicle for transportation of a sick survivor - Ensuring professional medical support for twenty four hours, seven days a week
Solution	- Creating an emergency referral mechanism for the shelter - Building a transportation system - Arranging for a telephone, computer and internet

Diet And Nutrition Guidelines

The shelter will provide nutritious and hygienically prepared food. The survivors will select a nutritious diet chart of 2000 to 2200 calories a day. The menu should include- meat twice a week (bearing religious values in mind), fish twice a week, boiled/half-boiled/steamed vegetables twice a week and lentils daily. There shall be special food arrangements for children, pregnant women and the sick. Better food can be arranged on special days. All the food shall be cooked and served in a clean environment and there shall be arrangements for pure drinking water. Serving of food at specific times every day should be ensured. Daily food list should be displayed at a visible spot.

Important Helpful Information: Food and Nutrition

Required format	- Preparation and display of weekly nutritious food menu
Designated	- Cook, home mother, manager, peer group leader
Potential Problems	- A tendency to not follow the routine may arise - The issues may not get resolved due to lack of efficient staff
Solution	- Weekly observation - Considering the priorities of the survivors - Ensuring the participation of the survivors in the management of the shelter

Guidelines Regarding Materials of Personal Hygiene

Each survivor has to be given a bag of elements of personal hygiene that will help them to stay clean and healthy. When any survivor comes to the shelter, they will get a bag which shall contain a soap, a shampoo, two tubes of toothpaste, a toothbrush, coconut oil, a hair brush, sanitary napkins, towel and cream. Additional soap, shampoo, toothpaste, oil, shaving cream and razors shall have to be provided monthly. The needs of women, children and specially abled people for personal hygiene materials should be considered. There should at least be one bathroom/toilet for every six survivors. One person shall be specifically kept in charge for keeping the bathrooms and toilets regularly clean. There should be separate arrangement of bathrooms for men and women.

Important Helpful Information: Personal Hygiene Materials

Required format	- Personal hygiene material distribution register- the survivor shall sign on it after receiving the materials - Register checklist
Designated	- The home mother shall distribute the materials monthly
Potential Problems	- Misuse of materials - Dereliction of duty - Inadequate arrangement of materials for cleaning the bathrooms and toilets
Solution	- Inspection of the facility to ensure that the responsibility of cleaning is being carried out properly - Providing a checklist to the hygiene staff to carry out their duties properly - Ensuring the supply of materials by inspecting the inventory

Healthcare Guidelines

Timely medical treatment of sick survivors has to be ensured. A mandatory health check-up has to be conducted immediately on arrival at the shelter and treatment has to be done in accordance to the doctor's recommendations at later times. After that, the health of survivors should be checked once a week and medical treatment should be provided if necessary.

Two First Aid boxes need to be kept at the shelter. It is the duty of the home mother to regularly supply the necessary materials based on consultations with the healthcare workers. The peer members should give ideas to the group leader and the home mother about important issues on primary healthcare. Regular discussions should be done with the survivors about health awareness and disease prevention. The shelters should take the opportunity to participate in programs organized by government/non-government agencies like conferences, vaccination programs, etc. Subjects like syphilis, gonorrhea and sexually transmitted diseases such as HIV/AIDS and other pathogens may be discussed there.

A doctor should be contracted to ensure medical facilities for the residents of the shelter. It has been seen from past experiences that it is easier to receive necessary services during emergencies if there is a contract with a hospital/clinic. The necessary phone numbers for emergency contact (hospital, ambulance, doctor, etc.) should be saved on the phone and should also be displayed at a visible spot.

Important helpful information: Healthcare

Required format	- Report Health Card for physical condition
Designated	- Doctor Shelter mother and shelter manager, peer group leader
Potential Problems	- Not getting doctor or medicines on time - Not getting a car or an ambulance on time - Ineffective referral system at the shelter
Solution	- Keeping touch with hospitals and healthcare providing agencies. Designating a staff for communication - Saving and displaying phone numbers of various healthcare providing agencies, ambulances and rent-a-car services

Clothing Guidelines

Many survivors need clothing as soon as they arrive at the shelter. Survivors need to be provided with clean and proper clothes as necessary. Arrangements for additional clothes can be made on the basis of religious and other activities and cultures depending on the time spent at the shelters.

The shelter should have laundry facilities and it should be noticed that the survivor gets laundry facility even while travelling.

Important Helpful Information: Clothing

Required format	- Distribution of clothes Register for receipt of clothes
Designated	- Home mother (shall supply clothes twice in 8 months)
Potential Problems	- Survivor may ask for clothes that may not be available due to price, supply or huge demand
Solution	- Expectations can be controlled by discussing about the policies and limitations of the shelter with the survivor.

Needs: Guidelines Regarding Entertainment

Recreation is a critical component to revive survivors. Shelters need to have ample opportunities and materials of entertainment for the mental peace of survivors. For this purpose, it is mandatory to have indoor games (such as- carrom, chess, ludo, etc.), outdoor games (such as- cricket, football, badminton, etc.), facilities for watching TV, listening to music and a library containing story books, text books, and movies. Pleasant developmental activities like planting of saplings or creative competitions can be organized. In addition to showing weekly educational and recreational movies, occasional educational or pleasure trips should be arranged for the survivors.

Important Helpful Information: Entertainment Related

Required format	- Register
Designated	- Those who reside at the shelter: home mother/shelter manager
Potential Problems	- Not having enough space - Not having enough materials - Not having enough entertainment materials
Solution	- Providing adequate materials for sports and entertainment

Shelter Management

The shelter's management team coordinates and manages the resources as a whole to provide safe shelter and safety facilities to the survivors. The shelter's management team oversees and monitors the main issues of management of the shelter such as- infrastructural arrangements, security of the survivors and staff, management structure, service programs, etc.

The main purpose of shelter management is to bring survivors back into the mainstream of society through support and collaboration. That is why it is necessary to always keep in mind the issue of program management and administration.

Skills of Shelter Manager: The successful management of a shelter depends on the various skills of a manager. The subjects in which a manager needs to be skilled are-

- ✓ Technical skills
- ✓ Human relations skills
- ✓ Conceptual skills
- ✓ Analytical skills
- ✓ Organizational skills
- ✓ Communication skills
- ✓ Leadership skills

Apart from these, an ideal manager should have the following attributes:

- ✓ Professional knowledge
- ✓ Foresight and anticipation
- ✓ Respectful of rules and regulations
- ✓ Risk taking
- ✓ Realistic and quick decision making
- ✓ Good behavior
- ✓ Hard working
- ✓ Mental enthusiasm
- ✓ Social quality
- ✓ Honesty

This section sheds light on the guidelines for shelter/program management, the responsibilities of the staff in different positions and the code of conduct.

Shelter/Program Management

The shelter should have an organogram to facilitate management and reporting. The shelter manager will carefully monitor the shelter's program. They need to have a thorough idea of the goals and strategies of the program and plan accordingly. The manager will express their expectations to the shelter staff, update the work plan, distribute the work and motivate the staff.

The manager will secure the confidential information (staff evaluation, survivor database) by using current technology (computers, mobile phones). All shelters are responsible for reporting to their donor groups, the public and government authorities. The manager will monitor and prepare reports on the activities of the shelter and inform matters to the management of the organization.

Staff:

One or more experienced staff is required for proper management of the shelter. When hiring staff at the shelter, care should be taken to ensure that they show respect to the survivors and always understand the feelings related to the incident that happened in their life. Workers must be responsible and caring towards the survivors. Apart from these, they also have to be skilled in other matters.

Specific staff should be assigned responsibility to monitor programs and provide progress charts for survivors. Necessary and limited information may be disclosed in a manner that respects the survivors' right to privacy.

Monthly meetings require staff and survivors to have the opportunity to identify problems and solve problems in a participatory manner.

The opinions of the survivors at the shelter on various subjects need to be respected and given priority.

Team Providing Peer Survivor Leadership:

The peer survivor leadership team can participate in discussions on various issues and they can be given responsibility of shelter related specific monitoring.

Shelter management and code of conduct

<p>Shelter management and code of conduct</p> <p>Carefully read the Code of Conduct for Employees, Visitors, and Survivors.</p> <p>Become knowledgeable by talking directly to people with experience of the subject.</p> <p>Read some realistic and relevant examples in advance.</p> <p>Create and arrange learning materials according to the attached sample.</p> <p>Study the session management process thoroughly.</p>	<p>Purpose : At the end of this session the participants will be able to:</p> <ul style="list-style-type: none"> - Identify the responsibilities, work, and professional behaviors of shelter staff, as per instructions. - Explain Do's and Don'ts, as per the Code of Conduct. <p>Time : 90 minutes</p> <p>Method : Work in small teams</p> <p>Learning materials : Staff Code of Conduct, Visitor Code of Conduct, square shaped card with (3) Do's and (3) Don'ts of the Survivors' Code of Conduct written on them</p> <p>Materials : Whipcard, Markers</p> <p>Reading Material : Code of Conduct</p>
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Session Management Process

Step 1: Team building and team work

- Divide the participants into three small groups.
- Give each team 10 yellow and 10 blue whipcards.
- Give each group two different colored marker pens.
 - Ask the groups to sit in three pre-arranged places and lay out the following 3 topics:
 - Team 1: Employees' Code of Conduct
 - Team 2: Visitors' Code of Conduct
 - Team 3: Survivors' Code of Conduct
- Ask everyone in the group to discuss and list in the notebook the do's and don'ts according to each group's respective topic. Allocate 20 minutes for this work.
- Once the group notes have been made, provide reading materials and ask each group to read carefully. Ask teams to exchange points as needed.
- After the necessary discussions, ask each team to write 5-10 do's on the yellow card and 5-10 don'ts on the blue card, according to their respective group topics.
- **Only one idea with a maximum of three lines should be written per card.**
- Visit with the teams during work time and give advice if needed.

Step 2: Presenting group work

- While the small groups are working, stick the rectangular cards to the wall or board at a specified distance and then stick the circular cards under each of them.
- When the teams finish their work, give each a chance to present.
- During the presentation, instruct the teams to stick the yellow cards on the board under the heading Do's and the blue cards under the heading Don'ts.
- Let participants know that same or similar idea cards do not need to be stuck on the board twice.
- Give each group a chance at the end of the presentation to explain themselves, as needed. If necessary, you can also explain some ideas.
- After the teams' presentations, congratulate them by applause or some other special way.
- When the need arises, write a new card in the textbook and attach it to the board.
- Conclude the session by encouraging everyone to practice the do's and don'ts.

Code of Conduct of Employees

Do's

Don'ts

Code of Conduct of Visitors

Do's

Don't

Code of Conduct for Survivors

Do's

Don'ts

Code of Conduct

The code of conduct is not just a set of rules, but also an expression of the values of the employees and the policies of the organization. The main purpose of the Code of Conduct is to ensure that staff, visitors, and survivors show due respect for and acknowledge the dignity of every survivor and their human rights. Physical or mental abuse is not acceptable in any way. Survivors' complaints must be heard and the management of the shelter should take action on them as soon as possible.

Every staff member, visitors, and survivors must sign a copy of the Code of Conduct to indicate that they are aware and in agreement. Copies signed by personal or general visitors must be preserved in files. (See 9.2,3,4— Attachment signature form, Employees' Code of Conduct, Visitors' Code of Conduct, and Survivors' Code of Conduct.) The Code of Conduct should also be displayed in the shelter on large printed posters.

Staff:

The responsibility of the shelter staff is to help revive survivors and assist them with the process of integration into mainstream society. Remember that the survivors who come to us have gone through a frightening situation where their rights and dignity were violated. They may still have feelings of fear, shame, anger, self-criticism, betrayal, and frustration. You need to show empathy and be patient with them during this difficult time.

The following is a list of what employees should and should not do:

Employees' Code of Conduct We're committed to respecting the perspective, dignity and rights of survivors	
What to do	What not to do
Survivors must have their right to privacy respected. Only the report of the organization or as much as is required for legal needs will be shared.	A survivor's identity and information must not be disclosed.
Survivors can have feelings like frustration, despair, shame, and confusion. One must show compassion and respect, and listen to survivors attentively.	One should not show disgust for the feelings of survivors.
Survivors's right to have their own point of view should be respected.	No pressure can be exerted on survivors to act against their will.
Participation of survivors must be ensured in every step of the decision-making process. Patience is needed to encourage survivors to participate.	There will be no physical or mental abuse and no discrimination on the basis of gender, religion, ethnicity, or lifestyle.
All shelter staff, including those who are themselves survivors, must behave in this same way and their professionalism.	There should be no direct negative talk about the efficiency or professionalism of survivor staff members. Rather, they should work together to develop efficiency.
Treat colleagues and visitors with professionalism, dignity, and respect.	No behavior that could tarnish the dignity of colleagues or visitors is tolerated

Visitor management

The purpose of the visitor management policy is to ensure the privacy and security of shelter residents and staff. Prior to entry, visitors must obtain permission from the responsible staff. The names of relatives must be in the visitor list approved by the survivor. The staff will verify the visitor's identity and write their name in the visitor registration book, where the signature as well as their full name and arrival and departure time will be recorded.

In addition, the staff should:

- Encourage family/relatives to visit at least once a month;
- Provide a separate room where private conversations can take place;
- Treat everyone equally so that there is no jealousy among the survivors;
- Survivors' cases should not be discussed with any visitor without prior permission from the office. If discussion is permitted, make sure no one else listens;
- Visitors are not allowed to enter after 5pm;
- Male visitors are not to enter the rooms of female survivors;
- No photos may be taken without the permission of the survivors (sponsoring agencies may be allowed to take photos, but only with permission from the relevant authorities).

Below is a list of what visitors should and shouldn't do:

Visitors' Code of Conduct	
What to do	What not to do
Permission to enter is required from the Shelter/Program Manager.	Visitors cannot share their contact information with survivors.
Provide identification and state your reason for entering.	Male visitors cannot enter the rooms of female survivors.
You must read and sign the Code of Conduct.	Food cannot be brought into the shelter.
The full name and arrival time should be written in the register.	Survivors' past stories or personal matters cannot be discussed or questioned.
The rights, dignity, and personal privacy of survivors should be respected.	Photographs cannot be taken without the consent of the survivors.
If the purpose of the shelter trip is to publish or collect stories, the consent of the survivors and permission of the organization must be obtained.	
In the case of minor survivors, consent for the visit must be obtained from a family member.	Nobody can view case management files without permission of the authorities.

Survivors

Survivors, like workers and visitors, must adhere to a code of conduct that protects the rights of workers and survivors while ensuring a peaceful and effective shelter.

Survivors' Code of Conduct This Code of Conduct for Survivors ensures the rights and dignity of Survivors	
What to do	What not to do
Show respect to everyone in the shelter.	Do not discriminate against other survivors.
If any of staff or survivor is involved in any physical or mental abuse, the home mother must be informed.	Survivors will not make any decisions on their own if they are involved in physical or mental abuse
Be careful with other people's belongings and only use them with permission.	No one should be intimidated into giving permission to others to use their items.
Take care of your bed, clothes and, other things. Juvenile survivors should cooperate as well.	No assets of the shelter should be intentionally wasted.
Show respect to others during entertainment such as watching TV, listening to music, playing sports, etc. In such cases, the will of the majority will be given priority.	Smoking is not permitted and no drugs can be taken into the shelter.
Follow daily routines, As a member of the shelters peer team.	Adult survivors are not allowed to disobey the rules of the shelter when using their mobile devices.
Obtain permission to use the shelter's phone.	Survivors cannot talk on the phone unless strictly necessary and should not use the phone in secret.

Emergency Aid: Terms of Conduct

Required format	- All staff, survivors, and visitors agree that a signed copy of the Code of Conduct be kept in their file.
In charge	- All staff
The solution	- Survivors can make decisions with a negative attitude. - Shelters often hire skilled survivors as office assistants, home mothers, or operators. When visitors come to the shelter, the survivors' identities will be easily revealed, which could compromise their privacy.
Required format	- The code of conduct should be kept in an obvious place so that it is visible to everyone. - Survivors should repeatedly remind staff and residents of their right to privacy.

This chapter contains essential information about the management of the shelter, including the basic needs of the shelter, staff rules, and the Code of Conduct for staff, visitors, and survivors. Many survivors expect a safe shelter where serious consideration is given to their safety and which provides a healthy social life, opportunities, and the protection of privacy. This guideline emphasizes both sides. Keep in mind, however, that a shelter is only a temporary safe space. All survivors should start the days of the Survivor Service program with their own goals and plans to leave (exit) the shelter. The next chapter discusses the exit strategy, reunification, and follow-up.

Human trafficking experience and Mental health

Assistant Preparation

Mental health issues and mental health services are very important and complex topics, so it is not advisable to conduct a session without adequate study and experience. An expert needs to be present for this session.

Before the session, read the learning materials and textbooks well and mark the answers to the questions at the end of the story in your copy.

Make and arrange the required number of copies of learning materials and textbook pages.

Read the session management process carefully.

Purpose	: At the end of this session:
	- Victims of trafficking will be able to identify the symptoms of mental health problems that occur in women, children, and men.
	- Participants will be able to explain the importance of providing mental health care to trafficked women, children, and men.
	- Victims of trafficking will be able to decide what to do to improve their mental health through rights awareness and empowerment,
Time	: 90 minutes
Method	: Story analysis
Learning materials	: Rini's story (Counseling helps start new life)
Materials	: Brown paper, markers, masking tape
Reading Material	: <i>Human trafficking experience and mental health</i>

Session Management Process

Step 1: Read the story and make a list of the services provided

- Introduce the session, saying, "Previous sessions have demonstrated that the issue of the mental health of survivors is very important in rights-based, survival-centric case management. We will now work on this in three groups."
- Make three groups and seat them in separate places. Provide a copy of the story and ask each group to read carefully.
- When the reading is finished, ask participants to find the answers to the questions at the end of the story. Give them time to look.
- After 10 minutes, provide the Reading material entitled Human Trafficking Experience and Mental Health to all groups and ask them to read and identify the answers to the questions at the end of the previously read story. Give them 20 minutes.
- After that, give each group brown paper and marker pens to write the answers to the questions in bullet points. Give 20 minutes.
- Visit the teams during team work and give feedback if needed.

Step 2: Determining the signs and symptoms of mental health problems through group presentations

- When the work is done, ask all the teams to hang their posters side-by-side on the walls or boards.
- Ask one person from each group to stand next to their respective team's poster with a marker.
- Give each team a chance to present one by one.
- The other groups should on their own posters mark with a tick those points mentioned in other posters, to avoid repetition.
- At the end of each presentation, give the group an opportunity to explain their ideas. If necessary, you should also help explain.
- After the groups finish their presentations, congratulate them warmly.
- When the need arises, write a new point in the textbook and attach it.
- Conclude by reviewing the purpose of the session.

Rini's story

(Counseling helps start a new life)

Rini did not speak for several days after arriving at the shelter. Realizing Rini's frustration and her difficulty in concentrating, the case manager referred her to the counselor. Rini was still silent.

The counselor patiently tried to win Rini's confidence and helped her speak up. Survivors who have just started their lives often share stories of their experiences. This instilled hope in Rini.

After about five sessions, Rini began to speak slowly. Speaking of her life experience, Rini described how her husband, a day laborer, physically and emotionally abused her and pressured her to bring a dowry from her father's house. After that failed, her husband changed tactics and pressured Rini to move to India, telling her false stories and giving her dreams of a better life. When Rini finally agreed, her husband sold her to a man in Benapole. She was locked in a house, physically and mentally abused, and forced to join the sex trade.

Rini further explained how she escaped, was arrested by Indian police, and then sent to a mental institution in India. Ten months later, she was sent back to her homeland and arranged to stay in a shelter. Feeling guilty and ashamed, she could not express her grief. But with the counselor's persistent and professional efforts, Rini has been able to speak her mind and start a new life by regaining her confidence.

Question:

1. What kind of problems did the experience of trafficking create in Rini's life? What kind of symptoms were seen in her behavior?
2. What are the rights of victims of human trafficking? What mental health development can empower them to take back their rights?
3. What should service providers do to improve the mental health of victims of human trafficking through rights awareness and empowerment?

Experience in human trafficking and mental health

Human trafficking, as defined by the United Nations, is the illegal recruitment, transfer, transportation, shelter, and acceptance of a person through unjust means (such as the use of force, kidnapping, or deception). According to this definition, trafficking includes sexual exploitation, forced and contract labor, domestic slavery, any form of slavery, and mutilation.

From this definition and our experience, it is clear that the physical, mental, and economic experience combined with the social stigma, deprivation, exploitation, and abuse of a person who is a victim of human trafficking gives rise to a variety of negative thoughts and feelings. Victims of human trafficking are deprived of their power and rights. As a result, they lose confidence, suffer from distrust, lose the ability to make decisions by judging and analyzing a situation, and have difficulty finding their own strengths and abilities. A victim's perception of themselves and the world around them changes. Sadly, even after a victim of human trafficking is able to use their strength and courage to return, they continue to be subject to negative and derogatory remarks and behaviors from their family, clan, or society. In their fragile state, these comments adversely affect mental health.

One study found that trafficked women, children, and men suffer from a variety of mental health problems, such as depression, anxiety, self-harm, or suicide.

The most common signs of these mental health problems are:

<ul style="list-style-type: none"> • Encourage family/relatives to visit at least once a month. • Fear, panic, or anxiety. • Worrying all the time, thinking something bad will happen. • Extreme depression, silence, despair, or hopelessness. • Behavior full of anger and rage. • Fear, panic, or anxiety. • Feelings of humiliation and shame. • Feeling numb. • Sleeping problems, nightmares. 	<ul style="list-style-type: none"> • Chasing unwanted emotions and memories, experiencing flashbacks, or the urge to dwell on trauma. • Lack of faith in humanity, lack of faith in the Creator and divine power, fear of the Creator or some divine thing. • Behavior that harms oneself or is suicidal. • Obstacles to normal psychological development.
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Above all, they are victims of their families, of isolation from society, homelessness, imprisonment/criminal record, dhakri disability, and educational deprivation. This puts them at risk of re-trafficking.

However, the experience of human trafficking varies from person to person, and two people can react in very different ways. Responses depend a lot their upbringing, childhood experiences, socio-economic status, education, culture, family, and social bonds. Anyone can suffer from extreme mental illness due to this experience while some experience only mild mental health problems.

Improving mental health through the empowerment of victims of human trafficking:

If the mental health condition of a person can be determined from the beginning and work can be done to develop self-esteem, then the person can solve many of the abovementioned symptoms on their own through effective peer support, social worker/teacher collaboration, and positive lifestyle changes.

Empowerment systems tend to focus on merit rather than individual deficits. This approach focuses on achieving goals and changing the system using one's own strengths, courage, and abilities. The empowerment model supports the development of skills and competencies to remove social barriers in individuals and within communities. This method works with both the individual and their family, as well as in social institutions such as schools, skill enhancement training institutions, employment institutions, and religious institutions. Strategies for acquisition of resources and resettlement through social and institutional change range from individual development to relationship improvement. Here, individuals and social workers can coordinate these collaborative efforts simultaneously or sequentially on a partner basis, although no part should be ignored.

In this method of empowerment, the victim of human trafficking is called a 'survivor' rather than a 'victim'. Victim suggests a helpless, powerless, weak person. A person's strength, courage, and ability are considered to make them a survivor. By using the survivor-centered approach, the service provider gets the opportunity to respect the autonomy of the service recipient. This approach empowers survivors and helps them regain control of their lives.

Service providers need to keep in mind the five rights described below when providing services to victims of human trafficking. They help in using the survivor-centered method.

Rights of victims of human trafficking

Every victim of human trafficking has the following rights:

1. Security
2. Loyalty
3. Dignity
4. Self-control
5. Non-discrimination

Empowerment activities are designed below to increase the ability, self-confidence, and self-esteem of survivors. These activities are divided into four general headings: creative arts and cultural activities, rights-based training, thematic awareness sessions, and co-education (peer education).

Each of these phases is discussed below.

Creative arts and cultural activities

Painting, singing, dancing, acting, reading books, writing, and all other creative arts are considered art forms. All these arts enable the survivors to express their perspective and their pride. They also help to increase their overall self-esteem, pride, and self-confidence. This requires an understanding of cultural practices and the provision of cultural performances in public or in private. All of these creative art practices are completely optional, gender sensitive, and sensitive to different cultures.

Education and advocacy about human rights, prevention of discrimination

Trained officers should regularly provide sessions using standardized materials to increase survivors' awareness and perception of human rights, as well as of women's and children's rights in order to support their rights. This training will be regularly provided by trained officers.

Even though officials apply human rights principles in their daily service, there is still the need for formal training on and informal discussions or consultations about human rights. For example, the practice of human rights can be demonstrated by treating all people equally and not discriminating on the basis of religion, caste, creed, or gender. Service providers are ideals of equality because they provide equal services for all.

Thematic awareness sessions

Awareness sessions aim to raise awareness among survivors about human trafficking, discrimination, child rights, labor or employment rights, duties, and social rights and responsibilities. Other important sessions cover legal issues related to life and culture, such as birth registration, child marriage, polygamy, dowry, marriage registration, divorce, and laws on violence against women. Health themes may include early health, nutrition, incurable diseases such as AIDS and other sexually transmitted diseases, mental health problems such as depression, anxiety disorders, and trauma, and healthy lifestyles such as exercise, yoga, and meditation.

Some sessions need to be configured to inspire survivors to achieve potential goals. All these sessions will be secular and divided by gender. Survivors who have overcome many obstacles also should be discussed so that they can serve as role models for others.

Survivors who want to develop their leadership qualities can attend this session. Later, life skills training sessions will be conducted to create opportunities to practice leadership skills.

Peer Training Model

Finally, survivors are empowered by participating in peer training models. Each service provider is encouraged to create peer-to-peer learning opportunities and provide peer leadership training. Peer leaders can be engaged in peer-to-peer conflict resolution, peer-to-peer decision making, and peer-to-peer opportunities in management, which include a variety of programs and services. Peer leaders need to change programs according to a routine developed by service providers and survivors.

Mental health problems and counseling

Assistant Preparation

Prepare and arrange the cards according to the attached sample materials.

Remember, this is not just a list of cards with 5 headings. It is an attempt to create a professional counselor's eligibility criteria. So your main purpose in this session is to inspire them to make a commitment to work.

Make sure to set up suitable examples, small experiences, etc. in advance.

Decide in advance when and how to use the expert person present at the session.

Purpose	:	At the end of this session, participants will be able to: <ul style="list-style-type: none"> - Clearly explain the concept of counseling. - Identify the five main goals of counseling. - Explain the skills and qualities of a counselor.
Time	:	90 minutes
Method	:	Card classification
Learning materials	:	Counseling, 'Not Counseling', 5 Goal Cards with Goals, Skills and Qualities, 30 Four Cards for Rowing Under Each Title
Materials	:	Board pin/masking tape
Reading Material	:	<i>Human trafficking, mental health problems and counseling</i>

Session Management Process

Step 1: Team formation and title distribution

- Explain that in the previous session we learned about mental health issues and mental health services, and in this session we will learn about 'counseling', one of the tools of mental health care.
- Ask the first 5 participants from either side of the U, (T), or semicircle to say "consecutive counseling," then "not counseling," "goals," "skills," and "qualities."
- Ask the sixth person to repeat the pattern by saying "counseling" again. In this way, after all the participants have been identified, all those who have said 'counseling' will come together in a separate, as will those who said each of the other words .
- Spread the prepared square cards neatly around the center of the room in a circle.
- Request that the five groups move to the sides of the room so they can see the rectangular cards scattered around the center. Place the cards so that everyone can see the writing on the cards.

Step 2: Place the correct card under your team title

- Give each team a card with the title of that team and ask them to stick it in the designated place.
- Then ask them to stick the card under the title that seems to go with the team title that matches in the center of the room.
- If more than one team wants to take the same card, they have to first discuss between themselves which team should take it and come to an agreement.
- After the teams have organized the cards in this way, give each team 1 minute to argue for their classification.
- At the end of the argument, give a copy of the attached textbook to everyone in the group. Ask them to sit in a group and read.
- At the end of the lesson, ask them to reconsider the previous classification.
- If necessary, present your arguments and opinions in light of the text and give experts the opportunity to give opinions.
- Using logic and clear thinking, reach a classification
- Ask each team to summarize their respective themes: counseling, 'not counseling', goals, skills, and qualities.
- Conclude with a review of the purpose of the session.

Counseling	Not Counseling	Goal of Counseling	Counselor's skill	Counselor's qualities
Helping a person express their feelings	Give advice or suggestions	Helping to change behavior	Neutral Behavior or Non-Judgemental Behavior	Protecting privacy Protecting privacy
Listening to the feelings of the client and speaking by touching on those feelings	Decide or give solutions to problems	Increasing self-defense skills	Attentive Listener	Believing that every human being is of equal status
Creating a path so that the person can develop by using it	Influence the survivor to take initiative in what seems right to the service provider	Enabling decision making	Verbal and non-verbal behavior	Giving the individual the dignity of freedom
Establish a relationship of trust and connection with the client	Pass comment or criticism	Relationship development	Using words that are easy to understand	Staying fair
Help increase survivors' self-esteem through praise	Impose one's own attitudes, beliefs and values on the survivor	Impose one's own attitudes, beliefs and values on the survivor	Expressing the client's statement clearly and concisely	Maintaining confidence and sincerity
Helping the client develop relationships with others	Taking the burden of the survivor's problem on your shoulders		Keeping the tone of voice clear, flexible, and normal	Taking responsibility for one's own behavior
Help others achieve their goals using their own strength, courage, and ability	Forcing the survivor to attend a counseling session or promising to give something in return		Sitting face to face and maintaining facial harmony	

Human trafficking, mental health problems, and counseling

Counseling a victim of human trafficking is as beneficial as it is challenging. A counselor needs to be aware of all the things that can hinder this process of helping survivors. Some clients may feel scared or ashamed to receive the service. Since the negative words associated with human trafficking stem from social and personal influences, caregivers need to be careful about how this bias affects their personal beliefs, use of language, and therapeutic relationships.

It is also important to have an understanding of trauma. Understanding the interconnected relationships among age, gender, culture, and trauma while working on mental health requires knowledge, skills, and confidence. If the provider does not have a good understanding of mental health or does not have the skills and confidence to talk about mental health, then they themselves may feel helpless. The provider also needs to have a basic idea of what counseling is, the qualities of a counselor, the steps involved in counseling, and the principles. The provider also needs to have an idea of when and where to refer a client.

There are many misconceptions that exist about counseling. This is why it is helpful to understand what counseling is not. Options that are not counseling are given below:

- Giving advice or suggestions.
- Deciding or solving problems.
- Influencing the survivor to take the initiative in what seems right to the service provider.
- Passing comment or criticizing.
- Lecturing.
- Imposing the service provider's own attitudes, beliefs, and values on the survivor.
- Taking on the burden of the survivor's problems.
- Building personal relationships with survivors.
- Forcing the survivor to come to the counseling session or promising to give something in return.
- Disrespecting the values and beliefs of the survivor.

It is important to establish a relationship of trust and confidence before expecting the client to openly discuss trafficking issues, rape or other forms of injury, abuse, shame, stigma, or family matters. When collecting complete information from clients, it is important for service providers to remember that mistrust, indifference, a breach of privacy or any disrespectful behavior, whether verbal or non-verbal or even minor, is detrimental to building a true, trusting relationship.

Counselor Qualifications:

- **Protecting privacy**

Privacy must be maintained in order to gain the trust of the survivor and establish a good relationship with them. Only by maintaining confidentiality is it possible to ensure the safety of the survivor and protect their personal freedom. Under no circumstances can information heard in a session be discussed anywhere outside or with anyone else. If for any reason a discussion is required, it must be had with the appropriate authority, and even then the matter should be discussed in a way that keeps the name, age, address, etc., of the survivor confidential.

- **Believing in giving an equal status of every human being:**

This value/policy means that all survivors should be treated equally regardless of age, gender, socio-economic status, race, religion, or values. Each person must be respected for their unique characteristics, regardless of whether or not they have any personal feelings for others.

- **Upholding the dignity of the individual's independence:**

Adherence to this policy is a prerequisite for mental health care. This means that every human being has the right to live their own life, as long as their behavior does not interfere with the rights of others. By protecting the dignity of individual freedom, a counselor can help and enhance self-reliance through appreciation of all survivors.

- **Being fair:**

Counselors will be equally fair and impartial to all survivors and treat them exactly as they would expect to be treated.

- **Maintaining confidence and sincerity:**

In order to manage mental health care properly, we need to create an environment where the client feels as safe as possible. They should be able to discuss anything comfortably with the counselor. This can only be achieved by maintaining trust and sincerity. Reliability, fidelity, honesty, and commitment are all qualities that can earn the trust of clients and create a relationship and environment conducive to the delivery of mental health care.

- **Taking responsibility for your own behavior:**

Before giving any advice, the counselor must consider the results of the advice they have provided. If the counselor has ever given inappropriate advice, they should not be embarrassed or blame others for their behavior. Rather, they should be responsible for their own behavior without making any excuses.

There are five main goals of counseling. For example:

1. Facilitating Behavior Change: The main goal of counseling is to help clients change their behavior. Counseling works to enable individuals to live within the limitations and complexities of society and to build their lives more effectively and satisfactorily.

2. Enhancing Coping Skills: Almost all individuals have some form of development issues. Expectations and needs imposed by close people such as parents, siblings, friends, and teachers from an early age hinder the child's normal developmental path. Such inconsistent expectations lead to behavioral problems, inefficiencies, and dysfunctions in a child's development. This condition continues at different stages of a person's growth. Some can continue their development by tackling this hostile environment head-on. Others have to learn self-defense techniques and skills.

3. Promoting Decision Making: Another goal of counseling is to enable a person to make complex decisions. It is not up to the counselor to determine what the client will decide or which option they will choose as an alternative. The decision will be made by the client themselves and in this case they must know under what circumstances they made their decision and how.

4. Improving Relationship: People spend most of their lives trying to maintain relationships with others, but many people face problems in building relationships. This problem may exist in a person because of their experience, which is why the person is defensive in their relationships with others. In this case, the counselor helps the client to develop relationships with others.

5. Facilitating the Clients' Potential: Every person has some skills and abilities which he/she may not be able to realize due to environmental and situational factors. The purpose of counseling is to create a path for the development of the individual's abilities so that the individual can make the most of their abilities and interests and bring about growth and development.

Counseling process

Assistant Preparation

Inform the expert in advance about the purpose and process of this session.

Make sure you have enough examples, experiences, ideas, etc., to encourage creative presentation.

Make and keep the required number of copies of the reading materials.

Thoroughly read the session management process.

Purpose	: At the end of this session, participants will be able to:
	- Clearly describe the basic steps of counseling.
	- Explain the essential basic principles of counseling.
Time	: 75 minutes
Method	: Creative presentation (song or book, rhyme or poem, picture or cartoon, acting)
Learning materials	: Learning materials will be used as the reading material.
Materials	: Brown paper, colored paper, colored paper slip, sign pen, glue, marker pen, pen, scissors
Reading Material	: Counseling process or steps of counseling

Session Management Process

Step 1: Lessons and preparation

- Divide the participants into 4 small groups.
- Ask the four groups to sit in circles at the four corners of the room.
- Provide each group with learning materials on the counseling process or steps of counseling.
- Ask them to find the information through group lessons.

Step 2: Create creative presentations on the content

- At the end of the first step, provide each group with the necessary materials including poster paper and marker pens.
- Assign "Steps of counseling" to two groups and "Essential Counseling" to the other two and ask them to create a total of 4 creative presentations separately on the basic principles.
- Visit the teams when creating presentations and provide assistance if needed.
- Make sure everyone on the team participates in the work and discussion.
- Let them know that most of their content must be visible in their creative presentation.

Step 3: Group presentation

- At the end of the preparation, give each team a chance to present one by one
- At the end of each group presentation, get the other team's opinions and add the information to the presenting team
- If necessary, present your arguments and opinions using the textbook and give experts the opportunity to give information and opinions.
- Encourage teams with praise.
- Conclude with the textbooks and the purpose of the session.

Counseling process or steps of counseling

The term “counseling process” means continuous change. The steps of the counseling process are described below:

Step 1: The first step in the counseling process is to establish a trusting relationship with the client. This relationship of trust is considered to be a link through which the counselor can understand the personality of the client. The key to counseling is to develop a warm and emotional relationship. For this there must be mutual choice and trust. The counselor also needs to know about the client’s defensive strategies. As a result of the relationship, the counselor will respond sympathetically so that the counseling process can move forward.

Step 2: The second step in the counseling process is to help the person express their feelings. Only when the client can express their emotional issues, do their problems go away a bit. Just expressing feelings does not help to alleviate emotional anxieties but helps to identify and resolve problems. Expressing feelings has a profound effect on the counseling process.

Step 3: At this stage the counselor works together with the client to establish a relationship, set goals, and solve problems by showing empathy and respect for the client’s feelings. That is, work is done through an integrated process.

Step 4: The client is usually worried about their past or future so they neglect the present. But we can’t get back to the past and we don’t know what the future holds. Rather, by learning from the past, we can influence the future by making the most of the present. In this situation, the counselor helps the client to find the relationship between past, present, and future, and helps to achieve the client’s goals based on analytical discussion.

Neutral or non-judgmental behavior:

One must not impose or influence one’s own thoughts, beliefs, values, and judgments on another person. That is to say, every human being is different, everyone has different thoughts, beliefs, values, and everyone has the ability to judge and to behave impartially while respecting that subject.

Ways to be neutral:

- o Be aware of your thoughts and feelings.
- o Find out your own values and beliefs.
- o Be tolerant.
- o Be an attentive listener.
- o Talk positively with yourself.
- o Express sympathy.

The difference between compassion and empathy:

- o Compassion = just feeling
- o Empathy = feeling + ability to understand the situation

What is empathy? :

- o The ability through which we can understand another person’s feelings from their point-of-view and feel the same way

Empathy is the skill through which the counselor experiences the perception of the client’s world as their own world and responds to the client as such. A counselor needs two special skills to show empathy: observation and the ability to establish communication.

A skilled counselor understands the recipient's cognitive and perceptual importance, which is emphasized by their cultural context and their past. Those who observe those issues can establish contact with the client. Clearly the ability to communicate with the client plays an important role in establishing a relationship in counseling.

Attentive listener

Listening does not mean just listening. It is a means of communication through which the provider pays full attention to the words of the client so that the counselor can better understand the subject of the client and the client can express his experience.

How we can become an attentive audience:

- By asking questions: By listening to the service recipient, you can find out the details of the incident by asking them questions. For example, when did it happen, where did it happen, who did it, and so on.
- Speaking verbally: I am with you, I understand your condition, etc.
- Sitting normally: Be aware of sitting distance.
- Behaving with our body language, facial expressions, vision, hands and feet to show respect to the participant.
- The counselor should express that they have listened to and understood the feelings of the client. For example, the client may say, "It is better for me to die after this incident." The counselor can respond: "I understand, you have suffered a lot, you have felt a lot of humiliation."

To listen to the client with sympathetic attention:

- Noticing how the client is talking.
- Noticing what words they are emphasizing, what words they are using to express emotions.
- Noticing what words they are using to describe their experience.
- Noticing their sitting posture.
- Noticing their facial expressions.

Verbal and nonverbal behaviors: When a relationship is established, the provider has to pay attention to all the verbal and nonverbal behaviors that the client exhibits. All the things that the client wants to discuss are included verbal communication. The counselor's non-verbal cues are important. The counselor can effectively communicate with the client through various types of physical behaviors such as a gentle smile, eye contact, nodding, gestures, etc.

Verbal	Non - Verbal
<ul style="list-style-type: none"> o Use words that are easy to understand. o Express the client's statement clearly and concisely. o Give the correct explanation. o Respond to the initial signal. o Use verbal force amplifier. As in "I'm listening, yes." o Address the client by first name or "you". o Give accurate information. o Spend more time if you want to know about them. o Joke from time to time to relieve anxiety. o Do not judge the client's words. 	<ul style="list-style-type: none"> o Keep the tone of voice normal. o Exchange flexible and normal glances. o Maintain liveliness in the face. o Sit face to face. o Occasionally shake your head. o Lean slightly towards the client.

Step 1: Establish a trusting relationship

This interview will provide a detailed learning of the client's problems through a comprehensive discussion. This interview is extremely important, because at this point, the client learns about counselors and counseling through verbal and non-verbal communication. This plays an important role in their decision to keep the professional relationship going. Here are some things a counselor can do to build a relationship:

- Inviting the client and arrange seating for them.
- Introduce yourself.
- Check if the client is feeling comfortable.
- Start discussion with a topic that help the client to feel secure and comfortable.
- Establish communication by understanding the client's emotional state.
- Ask the client has come to talk about.
- Give the client enough time to respond.
- Convey your interest in the client.

Step 2: Working on determining the problem, goal setting, and problem-solving

Based on this close relationship, discuss possible ways to resolve the issue and help the client take action accordingly.

This step collects information from the client based on their life and experiences, and discusses in detail the client's expectations of counseling. Subjects of discussion include possible ways to solve the problems, the advantages and disadvantages as well as risks and ways to manage. The counselor assists the client in taking steps to reach the desired goal. In this case, the process of changing behavior is accomplished through the process of changing thoughts and feelings. The following tasks are done in this order:

- Goal setting, or where and in what state the client wants to see themselves.
- Determining possible steps the client can take to make the desired changes and achieve this goal.
- Listing possible obstacles and consequences.
- Exploring collaboration, strengths, and resources.
- Deciding effective measures.

Step 3: Closing

As in every relationship, the closing of the counseling relationship is important too. This decision can be made by the client alone or by a joint decision of the client and the counselor. It is very important to be by the side of the client all the time in the counseling process and to be actively engaged. In this process the client is made aware through self-verification. The client is helped to become aware of their current situation, so they can play an active role in changing their situation. They receive help to take appropriate actions to make positive changes in their thoughts, feelings, and behavior.

People usually feel bad when closing any relationship. Though completion is the last step, it is as important as the first step. This step requires preparation from the client. Steps are taken in advance so the client does not feel isolated and are included in the process of completion.

This stage evaluates the work done, celebrates progress, discusses how well the goal has been met, and whether there are any problems with the process. It is a time for reminiscing, having a last conversation, and saying farewell. At the end of counseling, emphasis is placed on the following:

- How the client feel about the counseling.
- Goal evaluation.
- What the client has learned in this process, and how have they healed.
- What kind of risk they still face.
- How to deal with such issues in the future.
- Ways to get help, including from the counselor.
- Feedback for the counselor, including which issues were helpful and what else could be done.
- What the counselor has learned from the client and impressions of the client's strong qualities.
- Sometimes when the counselor is unable to work on a subject, the counseling process needs to be concluded, even if it is not completed. The counselor then refers the matter to a skilled counselor. That can also occur when clients and counselors are not satisfied working with each other.

Follow-up

Follow-up is an integral part of counseling, involved with the client's situation during or after the counseling process.

The purpose of the follow-up is to:

- Assess the progress and condition of the client;
- Collect information to identify the vulnerabilities in the process; and
- Evaluate the effectiveness of the process.

Follow-up strategy: Interview, postcard survey, question paper. Each strategy has its advantages and disadvantages.

Follow-up tools: Surveying, using the telephone, using a follow-up form or letter.

When to refer for specialized services

If certain symptoms are noticed in the client, integrated treatment is required. If the counselor notices the following symptoms, the client must be referred for specialized treatment.

Trainees, in particular, need to keep in mind that they will not make any kind of diagnosis of the client, as they have no training in this regard.

- Problems with attention, remembering details
- Problems with decision making
- Exhaustion, apathy
- Guilt, ineffectiveness, and/or helplessness
- Feeling hopeless and/or having a negative attitude
- Insomnia, waking up in the middle of the night, excessive sleep, feeling disturbed, restless
- Things that used to be fun are not joyful
- Increased appetite or loss of appetite
- Continuous itching or pain, headache, convulsions, or digestive problems that do not go away even after treatment
- Feelings of continuous sadness, anxiety, or emptiness
- Suicidal thoughts or tendencies

- Unable to control thoughts
- Nightmares
- Flashback, emotional problems when thinking of accidents
- Thoughts or feelings about trauma, keeping trauma memorabilia
- Not being able to remember the events of the trauma
- Excessive negative thoughts and negative perceptions about oneself or the world
- Blaming oneself or others excessively for the traumatic incident
- Difficulty in understanding negative or positive effects of situations
- Anger, stubbornness
- Risky and destructive behavior

Essential Basic Instructional Principles:

Do No Harm	It is the duty of the counselor to protect the welfare and rights of the service recipients, who come in contact with them. The Do No Harm principle refers to the avoidance of action that is harmful to the client. Mental health and well-being should be the goal, when working for someone's well-being.
Neutral attitude	Accepting every aspect of the client's experience with compassion and impartiality.
Compassion	Understanding the client's experience without criticizing, by being a part of their experience. Ability to put yourself in the place of another. Compassion should not be equated with sympathy. Feeling sorry for the suffering of the client is called sympathy. The important aspect of compassion is empowerment, while an aspect of sympathy is to look down on someone or feel pity for someone who is seen as powerless.
Respect	A person's passion, will, rights, and belief are taken into consideration. Clients are treated based on equality, respecting commitments, and keeping promises.
Dignity	Everyone is treated with dignity and respect.
Informed consent	The process in which the service provider explains the purpose and risk of the service and the client agrees to accept the service after receiving this information.
Integrity and confidentiality	Confidentiality of and care for all information related to human trafficking survivors' cases is highly important. If disclosure is required, the survivor must be notified and consent to the disclosure.
Security	Prepare plans for the physical safety of victims and their family members on a priority basis.
Non-discrimination	To provide full service to all victims irrespective of age, class, caste, disability, status, ethnicity, group, religion, gender, and sexual orientation.
Policy and professionalism	Provide maximum service through acquisition and demonstration of knowledge and skills about the personal needs of trafficking survivors.

Life skills

Assistant preparation <p>Be prepared in advance to present enough examples, experiences, and ideas to encourage the making of the play.</p> <p>Advise the teams to use different types of materials, including written posters, cards, and props during the performance</p> <p>Make and arrange the required number of copies of the reading materials.</p>	Purpose	: At the end of this session the participants will be able to:
		- Articulate the concept of life skills.
		- Present the 10 essential life skills to survivors.
		- Gain basic skills in advising on communication, problem-solving and decision making, dealing with conflict and stress, and building commitment, among others.
	Time	: 90 minutes
	Method	: Role Play
	Learning materials	: 5 big cards with the titles: Life Skills Concepts and 10 Life Skills; Stress Management and Conflict Resolution Strategies; Problem Solving and Decision Making; Rights, Responsibilities and Ethics; and Communication Skills.
	Materials	: Brown paper, colored paper, colored paper slips, sign pens, glue, markers, pens, scissors, colored cloth
	Reading materials:	: Life skills

Session management process

Step 1: Taking lessons and ideas

- Say, "Life skills are needed to make decisions independently and logically with confidence, to manage oneself, and to choose the right occupation, Life skills are psycho-social skills that help us meet our daily needs, deal with problems or challenges, and adapt to different situations. We will now try to verify and clarify our ideas through role play, so let us divided into 5 groups.
- Divide the participants into 5 small groups.
- Ask the groups to sit in circles in separate places inside and outside the room.
- Give everyone in each group the reading materials on life skills.
- Tell them that at the end of the lesson, each group should summarize what they have read and make a 3-4 minute play on it.
- Ask them to find out the information through group study.
- Give them 15 minutes.

Step 2: Create a play on the content read

- At the end of the first step, take 5 large cards of learning materials and decide the content of each group's play through a lottery.
- Ask them to make a play by combining any real event or examples taken from their own experience to shed light on the subject they read.

- Say, "The main points of the subject must be present in the play, so the participants of the other group can understand the summary of the subject presented by watching the play."
- Go to the teams during the creation of the play and rehearsal, to help if needed.
- Make sure everyone on the team participates in the performance and discussion.
- Let the teams know they need to make most of the information of their content visible in their presentation.
- Say that each team will have 3-4 minutes for presentation.
- Allow 25 minutes for preparation and rehearsal.

Step 3: Group presentation

- At the end of the preparation, give each team a chance to present.
- At the end of each group presentation, get feedback from the other groups and assist the presenter.
- If necessary, present your arguments and opinions in the light of the reading materials.
- Encourage the teams by praising their performances.
- Conclude by tying together the lessons and the purpose of the session.



Life Skills Concepts and 10 Life Skills



Dealing with stress and resolving conflicts



Problem solving and decision making



Rights, duties, and ethics



Communication skills

Life skills

Life skills are psycho-social skills that help us meet our daily needs, deal with problems or challenges and adapt to different situations. According to the World Health Organization, life skills are abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.

Life skills and the skills needed to earn a living are not the same. Life skills are skills related to the relationship of an individual to others or to society, that help overcome various problems. They relate to the ability of a person to overcome crises in their own life or psychological problems. This skill builds the foundation for success in all areas of life by developing all the strengths and potentials inherent in the participant. The concept of life skills is also related to good health. These skills keep participants safe from various diseases by accustoming them to health-conscious behaviors and avoiding risky behaviors.

Life Skills Based Education (LSBE) is a learning experience or approach through which participants acquire life skills. Life skills-based learning enables participants to be self-aware and confident; to make informed decisions; to communicate effectively in good and creative thinking; to build healthy relationships; to be empathetic towards others; and to cope with stress and emotions. As a result, participants develop competence and judiciousness and adopt positive behaviors.

Participatory and survivor-centered teaching methods are required to provide this education. Proper training of trainers is a prerequisite for imparting this education, as the program includes measures for survivors to acquire the necessary skills to reintegrate into society. This education is gender-sensitive, rights-based, and age-appropriate. It is based on addressing the personal and social problems of both men and women. Life skills education develops teacher-participant relationships. The content of the course may vary depending on the context, place, time, vessel, social assessment, customs, and group expectations.

Formula:

Here are 10 life skills components identified by the WHO:

1. **Self-awareness:** The ability to create clear and accurate ideas about one's own strengths and weaknesses, virtues and vices, responsibilities and duties, rights and values.
2. **Compassion:** The ability to properly understand, listen to, and empathize with people with different physical, mental, and social conditions.
3. **Interpersonal Skills:** The ability to establish, maintain, and develop relationships. The ability to break up if needed. The ability to establish one's own rational opinion, reject unjust and unwelcome pressure, influence others to do good, and from doing harm.
4. **Communication skills:** The ability to express oneself properly. The skill to listen attentively and actively to others. The ability to speak without blaming others and without hurting others.

5. **Special structural thinking skills:** The ability to objectively analyze and interpret information and situations. The ability to use the results of analysis to overcome life's problems.
6. **Creative thinking skills:** The ability to give one's own opinion on a situation or subject and create new ideas. The ability to innovate new ways of performing tasks.
7. **Problem-solving skills:** The ability to identify the source of the problem and understand its nature and extent. The ability to solve problems easily and constructively.
8. **Decision-making skills:** The ability to understand a situation properly. The Ability to collect information related to the subject and make informed decisions.
9. **Stress management skills:** The ability to identify the source, nature, and extent of stress. The ability to reduce the intensity of stress.
10. **The ability to handle emotions:** The ability to prioritize reason over emotion. The ability to reason with the emotional state and reach a simple and positive solution.

Life skills-based learning enables students to be self-aware and confident, to make informed decisions, to think critically and creatively, to create effective communication, to build good relationships, to be sympathetic to others, and to deal with stress and emotions. As a result, the participants develop as competent and judicious people by assimilating positive behaviors. Life skills education enables every student to fully develop all their potential and they become able to make a positive contribution to their own development, as well as that of their family, community, and society.

Why are life skills needed?

- ✓ To help a person act better, according to their knowledge, attitudes, and values.
- ✓ To make independent and logical decisions based on one's self-confidence.
- ✓ To help manage yourself and choose the right livelihood.
- ✓ To help develop interpersonal communication and establish better relationships.
- ✓ To enrich and activate yourself in the light of surroundings and reality.
- ✓ Although life skills are a bit different from the professional skills required for our livelihood, job, or business, they give us the opportunity and ability to use our professional skills properly.

Knowing thyself: Survivors will be able to improve their self-control skills by gaining confidence in their ability to use their strengths and weaknesses, and developing the mentality of overcoming limitations by analyzing their strengths and weaknesses.

Self-control: Self-control is the ability to act according to one's own decisions and plans by analyzing the situation, subduing one's emotions, and maintaining one's self-confidence despite the situation.

Relationship: A relationship is a connection that develops between one or more people through blood, kinship, and trust. All relationships are based on interests or needs, but the belief that they will not cause harm or risk to the other is the basis of the relationship.

Collaboration

The role of cooperation in establishing and maintaining good relations is immense. This makes it very easy to gain the trust and confidence of a friend and get support when needed. Doing so makes you feel connected and strengthens morale. This creates a favorable environment and surroundings, which in turn reinforces self-confidence and increases the possibility of getting the cooperation and support of others.

Dealing with stress and controlling emotions:

What is stress?

Stress is the feeling of discomfort, restlessness, or helplessness for any reason. Stress creates a situation where a person is unable to step up to the needs of the situation and use their full abilities while performing a task. Stress arises from a situation where a person has to use their abilities to adapt to the environment. Stress is not always harmful. Adequate optimal stress is conducive to success. Each person is unique, and copes with stress in different ways.

Stress management strategies

Stress is a life partner. Some stress helps life can move forward smoothly. However, it can also increase instability and weaken self-control. So it is good to be prepared to face stress. Some steps include:

1. Think constructively and read positive books. Play sport or do some exercise if the opportunity exists.
2. Spend some time for yourself. Do voluntary work or pursue a hobby, which could be having a pet tree or bird, or listening to music.
3. Make changes to your diet and drink more water.
4. Spend quality time with family members.
5. Go to an open space and spend some quiet time in harmony with nature.
6. Keep the house tidy.
7. Avoid drugs.

Conflicts:

When differences of theory and information, unequal perspectives, practices and strategies between two or more individuals or groups reach a certain point where all parties are in a state of stagnation, it is called conflict.

The individual or group cannot meet the other's demand, is adamant, and considers personal gain, loss, or interest as paramount.

Conflict resolution strategies

- ✓ Whenever there is a difference of opinion, take initiatives to eliminate it so that it does not become a conflict. Look for the underlying reasons.
- ✓ Take the time and sit down to discuss, based on the other party's consent.
- ✓ Start discussing positive attitudes;
- ✓ Emphasize the subject, not the person.
- ✓ Listen carefully and with an open mind to the opinions of others and allow them to discuss.
- ✓ Find out what your similarities and differences are with the opinions of others;
- ✓ Focus on the similarities, rather than the differences between the two sides.
- ✓ Get feedback from everyone on what a solution to the conflict would look like and find a solution based on everyone's opinion;
- ✓ Don't be overly humble, but be patient and strong. Don't be driven by feelings or emotions.

Problem-solving and decision making: Tackling problems is a basic life skill, involving understanding their categories and causes, possible solutions, and current realities, and analyzing decisions and implementing them.

Problem

Generally, a problem is a lack of something that is necessary or desired. In addition to scarcity, differences in behavior, needs, and interests, differences of opinion and paths, differences in expectations and attainments, incapacity, and limitations can also appear as problems.

What are the common causes of the problem?

- ✓ Not recognizing the problem.
- ✓ Not understanding abilities.
- ✓ Lack of adequate education and knowledge.
- ✓ Lack of basic efficiency.
- ✓ Lack of awareness.
- ✓ Not recognizing loved or trusted people.
- ✓ Not being able to speak openly.

What is the solution to the problem?

- ✓ It is said that the seed of a solution lies in the problem itself. That is, if there is a problem, there is also a solution too. The solution lies in overcoming the problems by applying initiatives and strategies to surmount limitations quickly by determining priorities, having considered the

These are some formulas and areas of problem-solving: identifying problems, priorities, possibilities and capabilities; choosing and evaluating solutions; taking initiatives in a planned manner; verifying progress and results.

Rights, responsibilities, and ethics:

Rights are the demand, based on moral or legal grounds, for opportunities for human self-development. A lawyer put it very simply: **“My right is what others must do for me.”**

Legal rights

Legal rights are recognized by the state law and can be exercised by the law. If those rights are violated, remedies can be found in state law. The state enforces the law to ensure the exercise of individual legal rights. These include the right to choose one's profession or job independently. State law guarantees that, If someone unnecessarily interferes with the legal rights of others, they will be restrained through the judicial process, and those whose rights have been violated or were about to be violated will have their rights established.

Awareness about rights and duties

Duties are implicit in rights. Rights and duties are the two sides of the same coin. If someone's just claim is recognized, it is their right, and to accept that claim is to make some promises. That acknowledgment is the duty or obligation. When the state recognizes the demands of its citizens and turns them into rights, it is the duty of the state to fulfill those demands.

Communication skills: Communication is an essential condition and tool for change and progress. Almost nothing in human psychological and social life falls outside the realm of communication.

Communication is a two-way process. Here the sender and the receiver are the two parties who exchange information on any subject with each other and respond to each other. Public communication is the process of being able to express the information, ideas, beliefs, experiences we know correctly and in a manner acceptable to others.

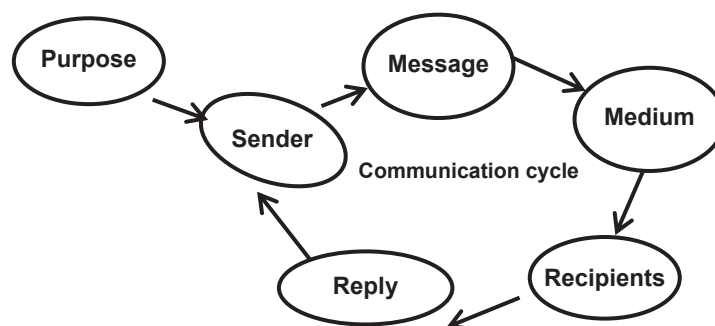
Plato says, from a psychological point of view, "Communication is about winning people's hearts through words." This definition emphasizes the means of communication (the words) and the the purpose of it (to win people's hearts).

Communication is thus a process in which the sender sends a message to the recipient through a medium for a special purpose which creates a response in the recipient and evokes an answer. Every process has some elements that create something new through their interactions. Similarly, several elements work to complete the communication process also.

These include:

Who says?	Communicator/Speaker/Sender
What has been said?	Communication Topics/Subjects/Messages
To whom?	Audience/Recipients/Receiving
How was it said?	Tools/Medium
What is the result?	Feedback/Answer/Reply

From the above questions, we get six elements of communication, as shown in the picture below.



The above cycle shows that the sender is sending a message to the recipient with the help of a medium. The recipient responds or replies after receiving the message which is returned to the sender as a reply. After receiving the reply, the sender is again sending a new, revised, or expanded message to the recipient. The recipient responds again. This is how communication works on an ongoing process.

Formulation of a workplan is an important life skill

Assistant preparation

Draw the plan table and the problem analysis table in advance on brown paper according to the attached sample.

Read the process of the method repeatedly and master the steps.

Make and arrange the required number of copies of learning and reading materials.

Purpose	:	At the end of this session, participants will be able to:
		- Identify the issues that need to be considered at the beginning of the workplan.
		- Create an action plan table for survivors.
Time	:	90 minutes
Method	:	Workshop
Learning materials	:	Nazma's Case Story, planning table, problem analysis table
Tools	:	Pens, notebooks, brown paper, marker pens, masking tape
Learning materials:	:	Things to consider when formulating a work plan

Session management process

Step 1: Workshop preparation

- Say, "Thinking through things in advance is called planning. Think about what do you want to do and why. What is needed to do the job? What do you have and what do you not have? How would you do it and when? What are the related problems or risks, and how to deal with them? We will now try to verify and clarify our ideas through two workshops. For this, we have to be split into 2 groups.
- Divide the participants into 2 groups.
- Explain that each team will have one assistant and one reporter, and everyone else will be
- Provide the following materials and supplies for each group:
 - Nazma's case story 13 copies
 - Planning table 01"
 - Problem analysis table..... 01"
 - Learning materials 13 "

Pens, notebooks, brown paper, markers, masking tape, etc. as needed.
- Let them know:
 - Both teams will read Nazma's case story and reading materials well in the first 25 minutes.
 - After 25 minutes, the workshop assistant will invite the team to work on Nazma's case story, and will open the brown paper with the problem analysis table and the planning table.
 - The team will fill the tables by discussing in groups.
 - The reporter will take notes of the whole process and come back to the larger group and present.
 - Allot 50 minutes for the workshop
- Take just 5 minutes to explain the instructions.

Step 2: Presenting the results of the workshop to big groups

- When the workshop is over, ask the two teams to return to the big team.
- Ask each team reporter to present their respective team posters.
- Give both teams the chance to present.
- The team not presenting will mark any point mentioned that is the same as one on their own poster. Those do not need to be repeated.
- Give each group the chance to provide explanations at the end of the presentation. If necessary, you can explain as well.
- After the parties' presentations, applaud them.
- If needed, add new points to the posters in the light of the reading materials.
- Conclude by reviewing the purpose of the session.

Nazma's case story:

Life skills training has helped a survivor to dream

One day my brother-in-law assured me and my four girlfriends that he would arrange good jobs for us in Dhaka. We were deceived and fell into his trap. We were sold and locked in a room. We did not dare to shout for fear that people would think of us as bad girls.

One day I managed to escape and went to the police station. The police sent me to a suitable shelter in Jashore. When I got there, I was feeling very frustrated and could not see any way forward. I kept myself isolated from everyone else in the shelter. Every day the staff would sit with me and talk. I used to lie to them and tried to avoid them. After taking mental health counseling for a long time, I felt that I was regaining my insights. I started talking to the other residents of the shelter. One day some questions about my feelings, my thoughts, and behavior arose in my mind.

I enrolled myself in life skills training and my life completely changed. I realize that what happened to me was not my fault and I stopped blaming myself. My confidence and determination came back. I joined an opinion-based group of survivors called Anirban. I started working to raise awareness on human trafficking prevention at the school, madrasa, and community levels. Now I lead my group.

Working against human trafficking is a big challenge because powerful people are constantly threatening survivors, especially those who have filed lawsuits. Some survivors have been forced to withdraw their cases due to such threats. But I stand by them and inspire survivors to fight the villains. I have become vocal. I can now speak boldly to the police, community people, and journalists. Recently I assisted the police in rescuing three girls from a brothel.

I started dreaming again. Life skills training changed my life and I am now a life skills training instructor. My name is Nazma and I am the Jashore representative of the Anirban Survivor Organization.

Job: Nazma wants to start a business, Create an action plan for her for one year.

Planning table

What to do?	How to do it?	What is required?	Where to get it ?	When will I do it?

Problem analysis table

Problem	The solution

What is planning?

Planning is imagination in advance, that is, the thought and preparation in advance for doing something. To be prepared you have to think about what you want to do. Questions include: What is needed to do the job? What do you have? What don't you have? How would you do the job and when? What are the risks and problems related to this work?

How would you deal with them?

1. Situation and ability review
2. Prioritize problems/needs
3. What can be done to solve the problem/meet the need
4. How to do it best
5. Identify what can be done locally and what needs to be done remotely
6. What resources will be needed and how will you get them
7. Who or what will take which role and responsibility
8. Do you have trustworthy or reliable people to help you
9. How will you interpret your desired achievement

Planning table:

What to do?	How to do it?	What is required?	Where to get it?	When will I do it?

Subject: What problems you may face in implementing your plan? And what are the ways to solve them?

The problem	The solution

Building commitment:

Understanding what is actually needed to follow different paths, checking the level of endurance and commitment needed to finish work that has been started.

Effective trainers will be sensitive to the condition of survivors and respect their thoughts, contributions, and efforts.

Economic self-reliance

<p>Assistant preparation</p> <p>Information on career-oriented training, employment, adequate lessons on business planning, and other support required at the initial stage needs to be enriched by talking directly to speakers with experienced of the subject.</p> <p>Necessary reading materials and tools should be prepared and arranged in advance.</p> <p>The process of conducting the session should be well studied.</p> <p>Step 2 should be read especially carefully so that the role-taking and role-changing work can be done at the right time.</p>	<p>Purpose : Participants at the end of this session will be able to:</p> <ul style="list-style-type: none"> - Present to survivors various options for achieving economic self-reliance. - Determine the needs of the survivors by fulfilling the Vocational Training Needs Verification Table (Annex 7.1) and Small Business Utility Verification Table (Annex 7.5). <p>Time : 90 minutes</p> <p>Method : Practice changing roles in pairs, discussion</p> <p>Learning materials : Vocational Training Needs Verification Table (Annex 7.1), Small Business Utility Verification Table (Annex 7.5)</p> <p>Tools : whip card, pens, notebooks, brown paper, markers, masking tape</p> <p>Reading materials: : Economic self-reliance</p>
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Session Management Process

Step 1: Highlighting various options for achieving economic self-reliance by working in pairs

- Say in reference to the previous sessions, “Survivor-centric case management, and rights-based approaches help a human trafficking victim from identification to inclusion in service activities and reintegration, to develop into a dignified person. Through these exercises, a survivor can make the right decisions on their own and formulate future action plans. When a survivor achieves economic self-sufficiency through this process, it is more likely to be sustainable. Achieving economic self-sufficiency requires taking into account the preferences of a survivor, their special skills, educational qualifications, self-confidence, and social environment. The stages of economic independence include arranging for career-oriented job training, hiring, assisting in small business planning, and providing the necessary support at an early stage.
- In this session, we will discuss the economic self-reliance of survivors.
- What are the options a survivor has, to achieve economic self-reliance?” Listen to the answers.
- Divide the participants into pairs to discuss among themselves and ask each pair to identify at least 5 options they will write on the whip card. Give them 10 minutes.
- When the time is up, ask for everyone's answers and collect relevant whip cards and stick them on the board.
- Say, “A survivor has to consider their needs and skills, educational qualifications, and market demand, to choose a suitable option for themselves and decide whether to join vocational training, seek an internship, or a job accordingly.”

Step 2: Practice determining the needs of survivors by completing the table

- Say, “The Vocational Training Needs and the Small Business Utility Verification Tables are quite effective in helping choose the right option to achieve economic self-reliance from those in front of a survivor. We will now practice with these tables.”
- Ask one of the pre-formed pairs to act as a service provider and the other as a survivor.
- Give the Vocational Training Needs Verification Table to the service provider and ask the survivor to sit facing them in a convenient place inside the room.
- Ask the provider to complete the table following the principles of providing survivor-centric service.
- Ask the survivor to respond according to their role.
- Ask them to finish the table in 20 minutes.
- When the Vocational Training Needs Verification Table is completed, ask the members of the pair to switch roles.
- Once the change of role is confirmed, give the Small Business Utility Verification Table to the service provider and ask the survivor to sit facing the, in a convenient place inside the room.
- Just like before, ask the service provider to complete the table following the principles of providing survivor-centric service.
- Ask the survivor to respond according to their role.
- Ask them to finish the job in 20 minutes.

Step 3: Discussion

- When the exercise is completed, ask any pair to share their experiences with everyone.
 - Give three or four pairs a chance.
 - Encourage teams by praising them.
 - If necessary, present your arguments and opinions in light of the reading materials.
- Conclude the session by summarizing the learnings and the purpose of the session.

Vocational training needs assessment table

(Winrock International, Bangladesh, Human Trafficking Survivor Services Guideline, 2021, Chapter 7, Annex 7.1)

Purpose	Survivors Vocational Training Needs Assessment	Needs Assessment Date:
User	Integration Officer	
		Place of interview:
When	Time to formulate a Needs Assessment plan	

1. Name: -----

2. Age: -----

3. Home or Permanent Address Village: ----- Union: -----

District: ----- Home contact: -----

4. Educational level: -----

5. Illiterate / No signing knowledge: ----- Primary Education: ----- Class: -----

6. Marital status:

7. With whom are you living? (Past and presently)

8. What is the profession of the head of your family?

9. Do you have any children: ----- Yes ----- No -----

Number ----- Age -----

10 Monthly family income: -----

11. Are you interested in training: Yes / No

Why interested/not interested:

12. What kind of work are you familiar doing? / What kind of work have you seen performed by a man or woman?

13. In what field of work do you already have experience and skills?

14. What kind of training are you currently interested in receiving?
(Identify three possible areas in order of interest)

Agro-based	Handmade product	Healthcare
Livestock	Computer	Beauty Parlor
Repairing	Nursery	Boutique
Garment Machine Operation	Candle making	Driving
Micro-business (specific type)	Equipment repair (specific type)	
Others	Community supporters	Office assistant

15. How many days of training can you attend?

Days ----- # Week ----- # Month -----

16. What do you expect from this training?

17. What kind of opportunities will you have in your life after having this training?

Based on what information can you say that?

18. Suppose after having this training, you get a job, how much do you think the income will be?

Is it enough to live self-sufficiently? How do you assess that?

19. What do you think about the risks in this vocational training?

20. How do you reduce these risks?

21. What do you think about the current market demand/job prospects for this type of work?
How did you find out about this market demand?

22. What kind of support do you need to manage the work smoothly?

23. Where are you interested in working?

Self-employed	Wage or Salary Job (working under others)	Market	Others
---------------	--	--------	--------

24. What help do you expect from your family and community?

25. Where do you see yourself two years from now (after vocational training)?

26. How do you envision your future goals and plans?

Name of the interviewer ----- Signature -----

Designation ----- Organization -----

Decisions taken:

1.	<u>Decision makers:</u> Name: ----- Signature:----- Designation: -----
2.	
3.	Name: ----- Signature:----- Designation: ----- Date: -----

Evaluation of the feasibility for small business opportunities

(Winrock International, Bangladesh, Human Trafficking Survivor Services Guideline, 2021, Chapter 7, Annexure 7.1)

Evaluation of the feasibility for small business opportunities	Purpose	Analysis of market feasibility for survivor business opportunity
	User	Integration Officer
	Time	Based on the discussion with the survivor
	How	Based on survey of 10 traders in the area

Area	Potential small business opportunities in the area		
The average income in this industry	The average expenses of this business		
Costs to start the business	The kind of skills that are needed to run the business		
Significant risks or obstacles to the business	How many people are needed to run the business?		
	Market demand		
Can any other organization in the area provide market support for the product?			
Name of the interviewer		Signature	Date
Verifier:		Signature	Date
Evaluator:		Signature	Date

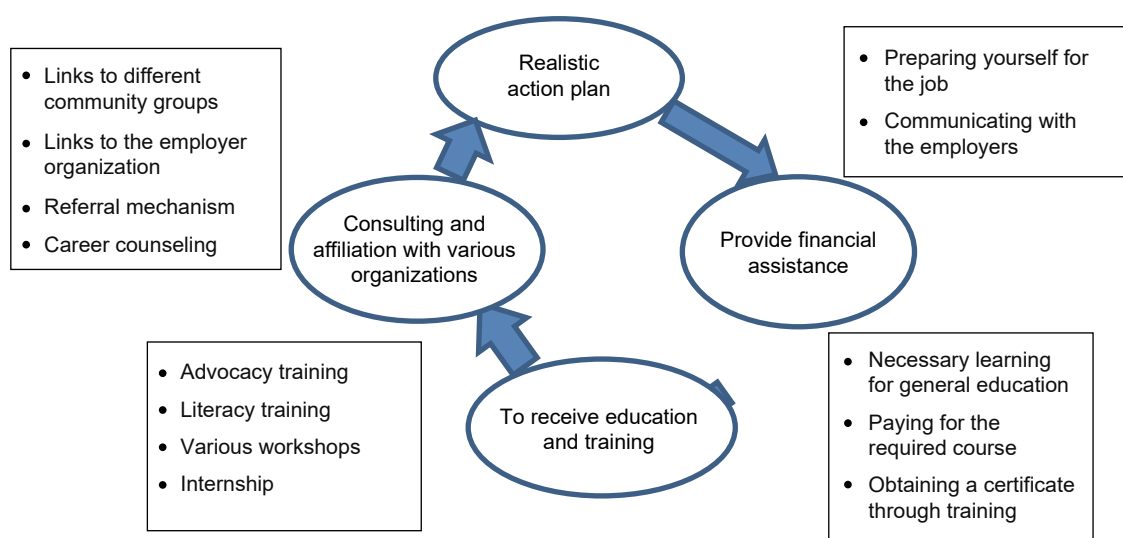
Economic self-reliance

Starting from identifying a victim of human trafficking to including and reintegrating them in service activities, a survivor-centered case management and rights-based approach helps a victim to grow as a respected person. Through these exercises, a survivor can make the right decisions on their own and formulate future action plans. When a survivor achieves economic self-reliance through this process, it is more likely to be sustainable. So financial self-sufficiency is a very important stage for a survivor to reach in sustainable reunification. This has to be done intentionally. That is why it is necessary to provide the survivor with a complete service and formulate their case management model, so that at every step the survivor can decide for themselves to accept the service.

Achieving economic self-reliance takes into account the preferences of a survivor's, their special skills, educational qualifications, financial ability, self-confidence, and social environment. The stages of financial independence include arranging vocational training, hiring, assisting in small business planning, and providing the necessary support at an early stage. However, success depends on the mental strength, family support, social background, and financial status of the survivor.

In general, economic self-reliance or economic capability refers to a person's ability to use their own property, labor, or capital. Of course, it is completely independent and not by force. Ultimately, it will lead to the economic development of their family and contribute to the development of the population of the area and the country in the long run. For example, for a farmer who owns one acre of land, what they cultivate on their land, whether paddy or sugarcane, is their economic capability. Similarly, a garment worker who has the economic capability can receive advanced training or change their workplace according to their needs and expectations.

It is the basic human right of every person to get a job and earn their livelihood according to their own qualifications and skillsets. In the same way, it is also the basic human right of a survivor to get a job and make a living. Keeping this principle in mind, it is important to work for the economic development of the survivor. The decision to provide a career oriented or vocational training, internship or job should thus be taken considering the needs, skills, market demand, and educational qualifications of the survivor. The cycle of economic self-reliance is shown in the diagrams.



The following are some of the things that need to be given more importance to achieve financial self-sufficiency of human trafficking survivors:

Vocational training: The Livelihood/Integration Officer should start vocational training with survivors immediately after they have completed the required life skills training. In order to determine a survivor's occupation, they need to be presented with at least 15 training facilities through field inspection or pictures. Vocational training plans and next steps should be taken by verifying demand in the local market based on the wishes and skills of the survivor. A survivor's prospects should be discussed with them.

After matching the needs, capabilities, and interests of the survivors with the market, the service provider will talk to the survivor and set realistic goals for vocational training and job suitability. Every practical and reasonable way should be discussed, considering the physical and mental health, financial needs, appropriate skills, and qualifications of the survivor, as well as market demand. Before deciding the topic of the training, the survivor should be given an idea of what kind of work is possible in a small business after receiving the training and what it involves, such as working hours, salary, challenges, etc. Survivors can select an occupation based on discussion. The attached Vocational Training Needs Assessment form should be completed on the basis of discussion with the survivor and sent to the appropriate agency.

Once the survivor training begins, the Integration Officer will be responsible for monitoring and ensuring the quality of the training. An intermediate evaluation should be arranged to see whether the quality and timing of the training is being adhered to and to make any necessary changes.

Each shelter/program needs to network with other established programs (government, private, and others) so they can better refer each other through collaboration. Efforts will be made to ensure about 20 training opportunities for a period of six months and to provide more opportunities as per survivors' requests. Service providers will regularly monitor training issues, time, and cost to ensure improved training.

Livelihoods and jobs

As the demand for vocational training is verified, similarly, job opportunities need to be discussed in detail with survivors to ensure fairness, sustainability, and market compatibility. Livelihoods and jobs need to be considered in line with survivor integration plans by considering Survivor Suitable Services.

The decision to work with the survivor should be made considering the physical and emotional needs of the survivor, their education, experience, hobbies, skills and training, and market/job location facilities. With the help of a referral network, survivors should see whether there are job opportunities in government, privately owned and non-profit organizations. Before survivors start employment, the Livelihood/Integration Officer should create a conducive environment for them in consultation with the employer.

Internship and on-the-job training

When assessing needs, the need to gain additional work experience might be identified. This can be done through on-the-job training and internships. In-service training and internships can be arranged in advance in collaboration with NGOs and business organizations. Training will be clearly identified, free from exploitation, age-appropriate, and remunerated. It will be the responsibility of the employer to bear the required expenses for a period of up to six months. Additional internships can also be arranged, if required.

The Livelihood/Integration Officer will discuss job satisfaction, income, sustainability, and ways to improve with survivors on a monthly basis. Post-training follow-up on these issues should be conducted four times a year.

Business collaboration

Survivors may want to start a business. If they want to start a small business, some aspects need to be analyzed. Survivors and service providers need to formulate business plans by researching the market. The business plan should include profit-loss analysis, pricing, and market planning. Good planning increases the chances of long-term sustainability.

Business needs should be determined by considering the needs, skills, and limitations of the survivor. A permanent long-term work plan is a must for a business. Service providers will assist the business owner with how to increase business opportunities by establishing external and internal networks. Entrepreneurial training needs to be provided within 30 days after the small business training is provided.

Seed money can be very important to individuals, especially in the early days of starting a business. There will also be opportunities for micro-credit through external and internal networks to increase a survivor's capital, connectivity with cooperative societies, and long-term training and support.

Legal rights and legal assistance

Preparation of the facilitator

The facilitator needs to carefully read the national laws and international conventions on human trafficking and legal processes to ensure justice and safety for survivors.

It would be good to have an experienced lawyer present in this session.

Necessary textbooks and materials have to be prepared and arranged in advance.

The process of conducting the session should be well studied.

Purpose

Participants at the end of this session will be able to present a list of national laws concerning human trafficking to help survivors get justice and security.

Time

75 minutes

Method

Work in small teams

Learning materials

The reading will be used as the learning material

Materials

Pens, notebooks, poster paper, markers, masking tape

Lesson materials

Legal rights and legal assistance

Session management process

Step 1: Create and work in a team

- Say, “According to the laws of Bangladesh, human trafficking survivors have the right to receive legal assistance. In this session, in small groups we will discuss issues related to how to provide legal assistance to survivors and how they can get legal protection.”
- Divide the participants into three small groups.
- Ask the teams to sit in the three pre-arranged places and let them know they have to prepare three posters, one on each of the following topics:
 - Divide the participants into three small groups.
 - Law and legal processes
 - Possible problems and solutions
- Ask each team to discuss and list the points in the notebook according to their topics. Allocate 10 minutes for this task.
- After the team notes have been prepared, provide the lesson materials and ask each group to read them carefully; and with the help of these materials, to revise their points, if necessary.
- After the revisions, hand out three colored poster papers and two different colored markers to each three team.
- Assign three topics to the three teams and ask them to prepare 3 posters on their respective topics.
- Visit the different teams as they work and advise as needed if there are any questions.

Step 2: Presenting team work

- When the teams are done, give each team a chance to present individually.
- At the end of each group presentation, allow time for an explanation. If necessary, you can also provide input.
- Once the group presentation is finished, congratulate them with applause or any other supportive way.
- If the need arises, write a new card according to the textbook and attach it to the board.
- Conclude the session after a summary.

Legal rights and legal assistance

Article 31 of the Constitution of Bangladesh states that every citizen is entitled to get protection under the law, and no one shall be subject to any form of ill-treatment. Survivors of human trafficking also have the right to get legal protection and justice. Before going through this discussion, we want to know a bit about more what legal rights and legal cooperation entails.

As soon as a person is born, they get certain benefits and freedoms to enjoy those benefits. These benefits and freedoms create the responsibility of others towards them. The responsibility of others is not to interfere with the benefits and freedoms that a person enjoys. For example, think about the right to life or property.

Legal rights are those rights that are recognized by the law and can be exercised. If those rights are violated, remedy can be found under the law. For example, a person has the right to move and live freely, and no one can force them to move from one place to another. It is their legal right. But human trafficking violates a person's legal rights. So now it is the responsibility of the state to provide legal protection and legal assistance to victims of human trafficking, to restore their rights and to maintain the law by punishing the perpetrators by bringing them to trial. Now let's talk about legal cooperation.

In case of a violation of legal rights, recourse under the state law is a prerequisite for justice. All citizens, irrespective of wealth, status, religion, caste shall get equal protection under the law. If the person in contact with the law is underprivileged or feels otherwise incapable of getting justice socio-economically, they are entitled to legal assistance and help. They are entitled to legal representation by the state.

As stated before, human trafficking survivors can seek assistance through legal channels of qualified courts. However, very few survivors can afford legal services. For this reason, the supporting partner organizations provide free legal services with BC/TIP program funding. Legal assistance must be provided within a day or two of a survivor being identified and it should be ongoing. In this chapter, we will discuss how to provide legal assistance to a survivor, how they can get legal protection, and good practices in this regard.

Legal assistance for human trafficking victims:

As stated earlier, immediately after coming to a shelter or program, a survivor must be offered legal advice and a qualified lawyer or institution to determine the status of their case. The victim can get legal advice from the District Legal Aid Officer (a senior assistant judge). There should be a transparent discussion of the legal aspects of the survivor's case and the remedies available when advice is provided. The survivor will then decide themselves whether they want to file a case or complaint with the respective authority.

If the survivor is unable to meet the costs of handling the case, the state will create opportunities for self-defense in the event of an application at no cost, or at government expense, appointing an attorney for the applicant. Under existing law in Bangladesh, legal assistance is defined as providing assistance to indigent or vulnerable litigants through counseling and appointment of attorneys in cases that are or can be filed in any court. The type of legal assistance provided to victims of human trafficking is quite different and wider from legal assistance provided to victims in other cases. For example, if the accused is a foreigner, the government will communicate with that country, collect evidence through an agreement, and bring it to prosecution. The government will seek international assistance for legal assistance.

If the survivor wants to file a lawsuit, they must provide legal services while the lawsuit or complaint is pending. Survivors need to be assisted to learn about the court and the judiciary through mock trials, that is, by acting as judges, lawyers, survivors, defendants, and the prosecution. This way they will gain knowledge about how cases are handled and possible solutions/remedies available to the survivor. That will support them to have confidence in court. These information sessions should be organized at least once a month and at shorter regular intervals, as required. Survivors must be informed of their rights and potential risks at each stage of the case. Survivors can decide not to proceed with the case at any time if they want. Based on the above discussion, we can understand what sorts of support a survivor can receive:

- The service center or shelter must provide information about the procedures, stages, and steps of the case.
- The District Legal Aid Officer (senior assistant judge) or the panel lawyer can offer legal advice.
- Information on the procedure and the steps to be taken regarding the case should be provided from the service center or shelter.
- Survivors should participate in a mock trial so they have an idea about the judicial process and can have more confidence, when in court.
- In case the survivors are unable to meet the expenses of handling the case, arrangements must be made to file the case through the District Legal Aid Office.
- The relevant people shall ensure that witnesses are present on the due date.
- To communicate with the relevant institutions to complete the investigation within the time required by the law.

Risk assessment and security

Legally and ethically, a survivor has the right to safety. Regular risk assessments should be continued to determine what steps the shelter or service provider may take to assess the degree of risks that survivors may face and ensure their safety. Service providers must clearly discuss safety risks and action that can be taken with survivors. These measures can include the possibility of receiving government victim/witness security services.

All measures need be taken to ensure the safety of survivors under government victim/witness security services or beyond, such as safe shelter, safe custody, and transfer inside Bangladesh. If the survivor needs to be transferred abroad to assist the prosecution or to ensure the safety of the survivor, they must be provided with a visa application and other counseling services. Privacy must be maintained with extreme caution in all cases. The defendant may intimidate the testimony, witnesses, and victims of the case in various ways. It is important to consider the safety of the victim even in the shelter.

The Prevention and Suppression of the Human Trafficking Act, 2012 of Bangladesh addresses safety provisions for survivors. According to Section 37, if someone threatens the victim or witness of human trafficking, the victim or witness will get police protection. The Government will provide security to victims or witness when they travel to courts or other institutions and shelters.

The legal process of filing a case

After obtaining informed consent from the survivor, the case has to be filed in a timely manner, and an attorney has to be appointed on behalf of the survivor. According to Section 17 of the Prevention and Suppression of the Human Trafficking Act, 2012, any individual can file a case with the police or the Human Trafficking Crime Suppression Tribunal when a crime of human trafficking occurs. When a rescued person is handed over to the police, the rescue police officer can file a lawsuit according to rules and regulations. In addition, a case can also be filed through a legal panel of the District Legal Aid Office at the government's expense, to be handled by a special prosecutor.

The law also seeks to provide redress through separate civil cases so victims can claim compensation. A provision has been made to provide financial assistance to victims. For arbitration, a civil court case has to be filed in a timely manner. In some cases, unscrupulous people file frivolous lawsuits, demand money from the plaintiff. Only legitimate expenses should be claimed for the survivor.

In that case, the District Human Trafficking Prevention Committee should be informed about the case, so they can cooperate in the prosecution process. Sometimes, police are reluctant to supervise cases conducted abroad. However, according to the Prevention and Suppression of the Human Trafficking Act, 2012, it is the duty of the police to ensure prosecution of all cases at home and abroad.

Human trafficking cases and the context of the incident need to be properly presented to the court by the public prosecutor. Although the state is the plaintiff in such cases, it is better to have a qualified attorney to represent the survivor during the prosecution process. The service provider organizations will ensure that the survivor is present in court as required. The safety of survivors and other witnesses must be ensured on the way and during the legal process.

Once the case is filed, steps need to be taken to try the case as swiftly as possible. Appropriate measures should be taken by the court to provide the necessary assistance so the judge can issue a speedy verdict. Appropriate compensation arrangements have to be made for survivors. The case should be scheduled for a speedy trial through regular contact with the police administration regarding the investigation and the appearance of witnesses on a scheduled date.

There should be no delay in planning to leave the shelter for legal proceedings. In collaboration with the family, the survivor must receive security and financial assistance so the case can proceed.

Judicial procedure:

To establish the right of victims of human trafficking to seek legal redress, the Government of Bangladesh has set up a Human Trafficking Suppression Tribunal under the Prevention and Suppression of the Human Trafficking Act, 2012 and is conducting proceedings through special courts. Special courts follow special judicial procedures for handling human trafficking cases. These include the compulsion of sensitive behavior, conducting investigations as soon as possible, and closed-door trials. This increases the victims' confidence and trust in the court, as well as their interest in returning to normal life. Proceedings must be sensitive enough.

National laws related to the prevention and control of human trafficking:

Serial	Name of the law	A list of national and international laws, treaties and charters related to the suppression and prevention of human trafficking is provided below. Conduct a brief discussion before moving on to the next chapter, as this information is occasionally needed to protect the rights of survivors.
	Constitution of the People's Republic of Bangladesh	Provisions include prevention of prostitution, prohibition of forced labor, freedom of movement, the right to life, and protection of individual liberty.
1	The Prevention and Suppression of the Human Trafficking Act, 2012	Special laws to prevent trafficking that cover all aspects of human trafficking, including rescue, investigation and trial, and rehabilitation of victims. http://bdlaws.minlaw.gov.bd/act-1086.html
2	National Anti-Human Trafficking Authority Rules, 2017	This law prevents human trafficking and directs the formation of a national body for the purpose of planning and implementing anti-human trafficking laws. https://mhapsd.gov.bd/site/view/law/%E0%A6%86%E0%A6%87%E0%A6%A8-%E0%A6%93-%E0%A6%AC%E0%A6%BF%E0%A6%A7%E0%A6%BF
3	The Prevention and Suppression of Human Trafficking Rules, 2017	These rules are made to enforce the Prevention and Suppression of the Human Trafficking Act to ensure prevention and suppression of trafficking, and rehabilitation of victims and witnesses through protection and preservation of their rights.
4	The Human Trafficking Prevention Fund Rules, 2017	The rules are intended to provide funds for shelters, re-socialization, protection, and rehabilitation of victims of trafficking.
5	The Overseas Employment and Immigration Act, 2013	This defines unlawful transfer of workers abroad and receiving money as a criminal offense. http://bdlaws.minlaw.gov.bd/act-1131.html
6	Repression to Women and Children (Special Provision) Act, 1995	Despite the absence of a special law on human trafficking, this law classifies trafficking of women and children as a punishable offense.
7	Prevention of Violence Against Women and Children Act, 2000	Sections 5, 6 and 7 make trafficking and abduction of women and children a punishable offense. http://bdlaws.minlaw.gov.bd/act-835.html
8	Penal Code, 1860	Kidnapping, abduction, slavery, human trafficking, forced labor, rape, fraudulent and illegal marriages are punishable as crimes. These crimes can be defined as types of human trafficking. http://bdlaws.minlaw.gov.bd/act-11.html?hl=1
9	Bangladesh Passport Order, 1973	Foreign travel without a passport is prohibited. http://bdlaws.minlaw.gov.bd/act-445.html?hl=1
10	The Immigration Ordinance, 1982	Illegal immigration is punishable. http://bdlaws.minlaw.gov.bd/act-628.html

International Charter/Laws on the Prevention and Suppression of the Human Trafficking:

Serial	Name of the law	Brief discussion
1	Universal Declaration of Human Rights, 1948	The purchase, sale, and enslavement of any human being is prohibited and considered as elements of the crime of human trafficking. https://www.un.org/en/universal-declaration-human-rights/
2	UN Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of other, 1949	This convention, which pledges to prevent human trafficking and slavery, was adopted by the UN General Assembly in 1949. https://www.ohchr.org/en/professionalinterest/pages/traffickingpersons.aspx
3	UN Protocol Against the Smuggling of Migrants by Land, Sea and Air, 2000	The State parties ban the illegal smuggling of people by land, sea, or air. https://www.ohchr.org/EN/ProfessionalInterest/Pages/TransnationalOrganizedCrime.aspx
4	Palermo Protocol, 2000	This addresses prevention of trafficking in women and children and enactment of laws against the trafficking of illegal immigrants by land, sea, or air. https://www.ohchr.org/en/professionalinterest/pages/protocoltraffickinginpersons.aspx
5	The Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW), 1979	State Parties have been asked to take appropriate steps, including legislation, to prevent all forms of exploitation through trafficking in women and prostitution. https://www.ohchr.org/en/professionalinterest/pages/cedaw.aspx
6	The United Nations Child Rights Convention, 1989	State Parties have been asked to take effective measures to prevent child abduction, trafficking, sexual exploitation, use of children in pornography and child prostitution. https://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx
7	Convention adopted by the International Labor Organization for Prompt Action to Prevent and Eliminate Worst Forms of Child Labor, 1999 (ILO Charter, 1999)	All forms of slavery, prostitution, pornography, drug trafficking and child labor have been prohibited. https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C182

Serial	Name of the law	Brief discussion
8	Beijing Platform for Action, 1995	<p>Regional and international organizations are asked to work together to prevent human trafficking and slavery. Emphasis is on enacting laws to prevent trafficking of women and children for sexual exploitation.</p> <p>https://www.un.org/womenwatch/daw/beijing/platform/</p>
9	SAARC Convention on Preventing and Combating Trafficking in Women and Children for Prostitution, 1997	<p>State parties are asked to take necessary steps to prevent any kind of trafficking and pledged to increase regional cooperation for the rehabilitation and repatriation of victims.</p> <p>https://www.jus.uio.no/english/services/library/treaties/02/2-04/saarc-traff-women-children.xml</p>
10	The protocol adopted by the South Asian Regional Initiative SARI-Q Victim- Witness Protection Protocol	<p>South Asian countries have emphasized the need to prevent human trafficking through regional cooperation and to take steps to protect victims and witnesses.</p> <p>https://childhub.org/en/child-protection-online-library/south-asia-regional-initiative-equity-support-program-sariequity-0</p>
11	International Convention on the Protection of the Rights of all Migrant Workers and Members of Their Families, General Assembly resolution 45/158 of 18 December 1990	<p>This convention prohibits slavery and forced labor and mentions protections under state law and the right to freedom.</p> <p>https://www.ohchr.org/_layouts/15/WopiFrame.aspx?sourcedoc=%2FDocuments%2FProfessionalInterest%2Fcmw%20Epdf&action=view</p>

Exit, reunification, and follow-up

Preparation of the facilitator

In addition to the attached lesson materials, study the relevant issues in depth from reliable sources to clearly know the strategies to facilitate their removal from service activities and enable their reintegration into society.

Prepare and arrange the required lesson materials and other necessary things in advance.

The process of conducting the session should be well studied.

Prepare the quiz in advance.

Purpose

Participants at the end of this session will be able to:

- explain exit strategies
- clearly identify the objectives of the reunification aspect of the exit plan with the participation of survivors

Time

90 minutes

Method

Quiz

Learning materials

Table of Quiz results

Materials

Paper, pens, poster paper, markers, masking tape

Lesson materials

Legal rights and legal assistance

Session management process

Step 1: Lessons on exit, reunification, and follow-up

- Say, "In the case of human trafficking survivors, exit means to leave the shelter to return to the normal course of society." However, the process of returning or leaving the shelter can be started only when the other components of the exit are ready. In addition to medical and legal assistance, rehabilitation, re-socialization and reintegration, or normalization of economic and social status are important aspects of survival services. To ensure these services, an exit has to be planned. In this session, I will try to make these issues clearer by asking you to complete a quiz, while divided into small groups."
- Divide the participants into 4 small groups.
- Ask the four groups to sit in circles in the four corners of the room.
- Provide the written lessons on exit, reunification, and follow-up to each group.
- Ask them to find out the information through consecutive group lessons.

Step 2: Questions to the subject matter

- Provide paper and pen to each group at the end of the first step.
- Ask each group to prepare at least five quiz questions after reading the exit, reunification, and follow-up materials.
- Instruct by saying that everyone on the team must know the correct answers to the questions created.

Step 3: Quiz

- Invite each group to participate in the quiz and tell them to follow the instructions given:
 - The game will be in five rounds.
 - Each team will have the opportunity to ask five questions.
 - Each team will have the opportunity to answer five questions.
 - If one team fails to answer, another team will have an opportunity to answer as a bonus.
 - If the answer is not correct, the asking group has to provide the correct answer, but they will not get any points for this.
 - 10 points shall be given for each correct answer.
 - No points shall be deducted for a wrong answer.
 - Questions asked once cannot be asked again in another round.
- Conduct the quiz after explaining the abovementioned instructions well.
- Stay neutral.
- If needed, provide the correct answer with the necessary explanation.

Quiz results table

Round	Group 1	Group 2	Group 3	Group 4
1.				
2.				
3.				
4.				
5.				
Total number				

Exit, reunification, and follow-up

What we mean by exit:

By emission/departure/exit, we usually mean to leave a place or situation. In the case of survivors of human trafficking, exit refers to getting out of the shelter and returning to the normal course of society. However, in the case of such an exit or departure, it is only possible to start the process of returning or leaving the shelter when the other components of the exit are ready. In addition to medical and legal assistance, rehabilitation, re-socialization and reintegration, or normalization of economic and social status are the important components of survivor services. An exit plan is needed to ensure these services.

Exit and exit strategies:

The exit strategy in survivor services is not effective as a single method. Reunification and follow-up are closely associated with exit strategies. Issues to consider in planning an exit strategy: what was the goal and purpose of the survivor while in the shelter? How long did they plan to stay in the shelter before returning to the mainstream of society? If they think and want to go because of the environmental conditions and their mental, financial, and physical abilities, then exit is their preferred output. It is advisable to make a detailed plan for survivors' reintegration into society. The plan must include preparing the survivor's family. The reunification plan should include the steps to prepare the family and society for the survivor to survive. Subsequent follow-up should check on progress on implementation of the plan, so that outreach staff regularly meets with the survivor and makes sure that the integration work is going well. At this time, they can delete some actions or add new actions to the plan, if necessary.

Exit strategies and detailed planning:

First of all, it must be said that getting out of the survivor shelter is not the main topic of our discussion. A survivor can only go back to the mainstream of society if they are fully prepared to lead a normal life again. And so, it is very important to have a detailed plan to exit the service center.

An exit strategy will be attached to each initial verification. The purpose of this strategic plan is to identify what the survivor's initial goal was and how and when the goal will be achieved based on the exact circumstances under which the survivor will exit the service. The plan will specify the estimated time for each stage, where the survivors want to go next, i.e. the preferred place of residence and the scheduled date for leaving the shelter. Since the survivor is the main decision maker in this case, they should be given the opportunity to manage the planning process. But before that, the survivor has gain confidence in their exit from the service activities. How much confidence they have in managing this process and how willing they are to do it are important factors.

A written plan should be made considering all the components of service and care described in this guide. The plan also calls for connecting survivors to creative alternative services, where applicable. As the strategy for completing service acceptance involves initial integration and follow-up planning, it is expected that new programs will need to be added to the exit plan to keep pace with changing circumstances. A survivor may want to extend their stay in a shelter for various reasons. For example, the shelter may be a safe haven for them as per the court order; or their family address is still unknown; or the family refuses to accept the survivor; the survivor is a foreign national (not Bangladeshi); the survivor has language/communication barriers (not Bengali speaking); or the trafficker may be threatening the survivor. At all times we need to consider that the plan is not just a matter of leaving the shelter, but rather helping the survivor to exit service activities with proper preparation to integrate into the mainstream of society.

Reunification

In this guide, we understand that reunification means bringing the survivor of human trafficking into line with their family, society, and the mainstream environment and situation. Reunification is not an isolated concept. There are several steps to starting it, including involving a survivor in their family, society, and economic activities at the reunification stage with dignity.

Reunification Objectives:

- Helping the survivor return to their family and society
- Strengthening the survivor's rehabilitation process to help them lead a normal life;
- helping them get out of temporary shelters and into the mainstream of society, resume their studies or return to a normal pace of life by engaging in income generating activities or occupation;
- empowering survivors financially;
- helping survivors return to a healthy and normal life by creating a respected position for them in their family and society;
- making arrangements so they cannot be trafficked again.

Analysis and planning

The factors to consider for reunification are the condition of the survivor's home, their preferred place of residence and accommodation, and the risk factors associated with different locations. After a comprehensive review of these, the reunification plan is introduced. The overall exit strategy (exit) is accompanied by a written plan consolidating comparative figures and deadlines at different stages. It is important to ensure that a reasonable and necessary length of time is set out in this plan for the development of education and livelihood. If a new need arises later, the plan will be changed accordingly, considering the welfare of the survivor. Adult survivors will make the final decision on reunification. However, child survivors need to consider their opinions and preferences as seriously as possible. Their safety, education and relationship with their family will be paramount in the decision-making process.

Economic and social reunification:

Economic reunification is important because it is economic capacity that increases a person's self-confidence.

In the case of survivors of human trafficking, there can be a collaboration with organizations that create earning opportunities, so survivors can receive necessary and focused training. These organizations can assist in economic reunification. Only with economic reintegration can survivors be able to participate in all levels of society, contribute to the development of society.

Therefore, awareness should be raised at all levels of society. In order for society to accept the return of survivors as normal, organizations need to conduct long-term awareness activities. The initial verification of a survivor is to plan for exit and reunification following service activities, where the appropriate environment can be created by regular meetings with local leaders in the family and community of a particular survivor. This will facilitate the re-socialization of survivors.

Reunification preparation plan and overall preparation

The success of the reunification effort depends on how well the society and the family accept the survivor. Survivors cannot be said to be reunited with society, until this acceptance is achieved. It is important to involve the community, families, and service providers in the reunification planning process. When preparing for reunification, the service provider operating in the designated area for reunification will provide outreach counseling services to survivors' families, communities, workplaces, extended families and/or government centers. The purpose is to create such an environment for survivors, where everyone will understand their situation and welcome them. The service provider will remain engaged, until everyone sincerely accepts the survivor, or they decide on an alternative location for themselves.

Creative samples and options for reunification

There is some need for reunification even for those who live with families. The service provider should come up with practical alternatives for the integration of survivors that include non-formal education, transfer, and some job opportunities. The service provider will work in coordination with other service providers (government and NGO) to ensure that the survivor's choice is being acted upon and supported in a realistic manner. Many times, the survivor's first choice may be to go abroad. In this case they should be given assistance.

A detailed reunification plan is very effective because it makes it possible to verify whether the survivor is ready for reunification. The balance between the survivor's preparation and their dependence on the organization needs to be carefully verified. It is the responsibility of the survivor to lead the reunification process. However, the survivor must be confident enough to take responsibility.

Follow-up

Follow-up means following the actions and steps regarding a decision about an event or subject by keeping it under observation for a certain period of time. The purpose of follow-up is to normalize activities undertaken as a normal or casual event.

Follow-up steps and procedures:

We follow-up on any incident or lawsuit for a permanent solution. In the case of a follow-up, some steps and procedures can be followed, such as:

- Record detailed information about the goals, objectives, and results of the previous work should be recorded. The plan should mention where, when, and how the work was completed;
- Prepare a list of who to follow up with;
- Determine the method of a follow-up, inamely, direct observation, meeting with neighbors and community leaders, or determining if the next stage of the problem can be solved via telephone;
- Prepare a list of members of the follow-up group, consisting of colleagues, superiors, or subordinates;
- Prepare a questionnaire for those who can provide an idea of the progress or deterioration of the situation;
- Above all, make a checklist to see if the steps are being followed properly.

We will now learn about the possible follow-up steps for the reunification of human trafficking survivors.

This follow-up plan should be implemented for up to one year after a survivor leaves the shelter and reintegrates into society. At least four follow-up reviews need to be completed. This review can be done by someone from the center visiting, by phone, by an affiliate, or by a responsible group in the community. The survivor's progress can be determined through this observation.

Follow-up monitoring will include information on the survivor's mental health, the services provided, and the progress of their case. It may be effective to inform the village chairman and members about the reunification work and follow-up, but care must be taken not to violate the survivor's privacy. If the survivor's physical, mental, and socio-economic status deteriorates after reunification, back-up action needs to be taken as per planning and the situation needs to be improved.

The feedback gained from this observation will be conducive to continuous positive change in the shelter center and in society. It should be run in such a way that, as a result, the survivor and this activity can gain more acceptance from the individuals, leading the family and society and other people.

Basic skills of assistant

Preparation of the facilitator

Have enough time to present enough examples, experiences, and ideas to encourage everyone to participate.

Advise the groups to use different types of materials, including written posters, cards, and props during the role play.

Make and arrange the required number of copies of the lesson materials.

Purpose	: Participants at the end of this session will be able to: - analyze the five basic skills of the assistant. - identify the separate characteristics of teachers and assistants.
Time	: 90 minutes
Method	: Role play
Learning materials	: Technical skills of presentation, observation skills, listening Skills, questioning skills and discussion summary and 5 cards with the paraphrasing content.
Materials	: Pens, sign pens, markers, scissors, colored fabric
Lesson materials	: Basic skills of assistant/trainer

Session management process

Step 1: Taking lessons and ideas

- Say, “Conducting workshops or training sessions requires skill. On the one hand, it is rich in artistic qualities. On the other, it is also a science. This is because the participants’ mindfulness and speed of learning depend on well prepared and organized, consistent presentation of the content. A skilled trainer must pay a close attention to this issue. The trainer is the embodiment of human knowledge, consciousness, and learning development. We will try to verify and clarify our ideas about the basic skills of a facilitator/trainer through role playing. So let us divide into five groups.”
- Divide the participants into five small groups.
- Ask the groups to sit in circles in separate places inside and outside the room.
- Hand out the lesson materials on basic skills of the facilitator/trainer to everyone in each group.
- Tell them that at the end of the lesson, each group should summarize the subject topic and then have one person present for about 3-4 minutes.
- Ask them to find out the information through periodic group lessons.
- Allow 15 minutes.

Step 2: Create a playlist on the content read

- At the end of the first step, decide the content of each group's play through a lottery with five large cards of learning materials.
- Ask them to create a play by combining their experiences with the reading material.
- Explain that the main points of the subject matter must be present in the play so that the participants of the other groups can understand the summary of the subject matter by watching.

- Visit the teams during the creation and rehearsals of the plays and help them if needed.
- Make sure everyone on the team participates in the performance and discussion.
- Let them know that the team needs to make the majority of their content visible in their presentation.
- Say that each team will have 3-4 minutes to present.
- Allow 25 minutes for drama preparation and rehearsal

Step 3: Group presentation

- At the end of the preparation, give each group an opportunity to present.
- At the end of each group presentation, get the other groups' opinions and help the presenter group to add them to their material.
- If necessary, present your reasoning and opinions in accordance with the lesson materials.
- Encourage groups by praising them for their participation.
- At the end of all group presentations, ask what the characteristic differences are between a teacher and a facilitator/trainer. Listen to the answers.
- If necessary, give the correct answer and provide the necessary explanation.
- Draw the conclusion in accordance with the lesson materials and the purpose of the session.

5 cards with the title of the services provided

Presentation Art Strategic Skills

Observation skills

Listening skills

Ability to ask questions

Summarizing and paraphrasing skill

Basic/support skills

Conducting workshops or training sessions is a matter of intense skill. On one hand, it is a practice rich in artistic qualities. On the other, it is also a science. To make this difficult task easier, a facilitator needs to particularly emphasize the following five points:

A. Presentation Art and Strategic Skills:

- Talk face to face and be spontaneous and smart.
- Maintain eye contact with everyone.
- Move around, while speaking, rather than standing still.
- Stay relevant and not to disrupt attention by suddenly change the context or subject.
- Highlight the content step-by-step in a consistent manner.
- Change the tone of voice.
- Use relevant and appropriate humor.
- Provide advice and guidance clearly and precisely.

B. Observation skills:

- If participants become bored or tired:
Offer a game activity, tell a story, take a break or re-engage everyone in other ways.
(If there is only one, do not do anything or tell them something during a break)
- If participants are hesitant/confused:
Try to eliminate their doubts by explaining the content with examples or questions, or by having subject matter experts present on the topic.
- If participants are satisfied:
Continue the session and finish it at the appropriate time.
- Observation cycle:
Observe---> infer ---> act
Observe -> change -> act accordingly
Observation skills help the trainer to stop and move on time. This allows them to immediately change or refine the lesson plan according to the needs.

C. Listening skills:

- Listen carefully and actively to the participants at first, to be able to reply later.
- Demonstrate trust and respect to the speaker while listening.
- Never engage in other activities while listening to someone. Summarize at the end of the session to demonstrate that you have a clear understanding of the participants' presentation.
- Practice re-confirmation with participants.

D. Questioning skills:

There are two types of questions:

- Closed questions that have only one answer, such 'yes' or 'no;' and
- Open questions that use words like 'why,', 'how,' etc. to get expanded answers.

We will use more open questions in training.

Participants can be asked questions in two ways:

- Directly to a specific person
- To the group

When applied directly

- A particular person may be asked if they are involved in a particular task. For example, asking the accountant about finances.

Group questions apply to

- topics that all or most participant can answer.

When training, we will ask more questions to the group.

Strategies for answering participants' questions:

- If the question is relevant and other participants do not know the answer to that question, provide the answer yourself.
- First, ask participants if they know any answers.
- You can express the opinion that the question may be discussed in another course or later, if it is not relevant.

When training, we will provide answers in most cases via referencing.

E. Summarizing and paraphrasing skills:

- At the end of the session, conduct a step-by-step discussion about acquiring the skills to summarize a topic by engaging with the objective.
- Reprint participants' scattered or incomplete discussions by translating their statements into simple words if necessary to keep the session objective.

Teacher and facilitator

Teacher	Facilitator
Provides information	Provides assistance in running the discussion
Provides the correct answer	Raises the right question
One-way	Two-way
Indicates the lesson	Coordinates writing
Determines the purpose	Integrates group objectives
Gives the idea	Collects ideas
Determines the result	Fixes the target together with participants
Plays a limited role	Plays the role of expert, director, researcher, leader
Provides teaching	Provides training

Session Presentation, Sequence, and Learning Policies

Preparation of the facilitator <p>In addition to the attached lesson materials, study the relevant topics in depth from reliable sources in order to clearly understand the learning principles, supporting terms, and session management steps.</p> <p>Prepare some relevant examples in advance to highlight key issues in a timely manner.</p> <p>Prepare some relevant examples in advance to highlight key issues in a timely manner.</p> <p>Study the process of conducting the session well.</p>	Purpose	: Participants at the end of this session will be able to: - describe the steps of conducting a continuous training session. - to know the Learning Principles and Supporting Conditions
	Time	: 90 minutes
	Method	: Study circle
	Learning materials	: The reading materials will be used as learning material
	Materials	: Poster paper, marker, masking tape
	Lesson materials	: Session presentation sequence, learning principles, and assistance

Session management process

Step 1: Reading

- Divide the participants into three small groups.
- Ask the three groups to sit in a circle in the three corners of the room.
- Give reading materials to each group.
- Ask the group to learn the information through the creation of lessons.

Step 2: Creating posters on the reviewed content

- Provide poster paper and markers to each group at the end of the first step.
- Ask to briefly write on the poster pointing out the sequence of the presentation, learning principles, and supporting terms from the reading section.
- When writing posters, approach the groups and assist them, if required.
- Make sure everyone in the group participates in the discussion.

Step 3: Group presentation

- Give each team a chance to present one by one.
- At the end of each group presentation, get feedback from the other groups and help the presenting team incorporate it.
- Add your own advice if needed.
- Conclude by circling back to the reading and the purpose of the session.

Session Presentation Sequence

Conducting workshops or training sessions requires sharp skills that combine artistic qualities and science. Participants' attention and speed of learning depends on well-prepared and organized, consistent presentation of the content.

The order of the presentation of a session varies depending on the place, time, format, and situation. We will review the order below, to consider the issue in greater depth.

Presentation Sequence:

Introduction: →

1. Introduction:

This step includes:

- Actions, speeches, or strategies that can be drawn from the participants' scattered thoughts to the session.
- Some steps include concentration and stimulation.
- Introductions and greetings in the case of a first session and reviewing the content of the previous session in case of subsequent sessions.
- Provide necessary input about the topics to be discussed and the session process.
- If there is any special preparation, highlight it.
- If there is an opportunity, strategically learn about the participants' current learning levels.
- Share expectations about everyone's level of participation.

Keep in mind that not all of the tasks mentioned will apply to all sessions, and it would not be wise to spend too much time in this episode. Usually, it is not reasonable to spend more than 2 to 5 minutes on this work.

2. Content development through key verbs

This is the essence of the session, around which other steps revolve.

This stage includes:

- A presentation full of relevant theories, information, and related topics on the prescribed topic, using applicable methods/techniques and materials to present.
- The advice and guidance necessary to complete the key tasks in stages in order to achieve learning by using the applicable methods/techniques and materials.

3. Explanation/Analysis:

This step of presentation is sometimes difficult to separate from the second step. But it exists and is necessary.

At this stage:

- Attempts are made to delve deeper into the subject through mutual dialogue, analysis, additional information, debate, etc.
- The instructor provides the necessary information and reasoning in the discussion.
- Debate, dialogue, and question and answer exchanges are encouraged.
- Participants' incomplete, partial, or deviated statements are transcribed verbatim by the instructor as needed.

4. Summarization:

At this stage, the trainer should conduct an in-depth discussion.

At this time:

- The instructor briefly describes the whole subject in a very concise manner.
- Participants are occasionally asked to make similar summaries.
- If necessary, they write the keynote on the board or hang it on a poster or flipchart.

5. Evaluation:

It is possible to perform the assessment at each step from the start. If not, an evaluation session must be conducted after completion.

At this stage:

- Instructors can verify learning in any way that recognizes the student.
- The assessment can be completed by applying any strategy like Q&A, open questioning, assessment table, etc.

6. Conclusion:

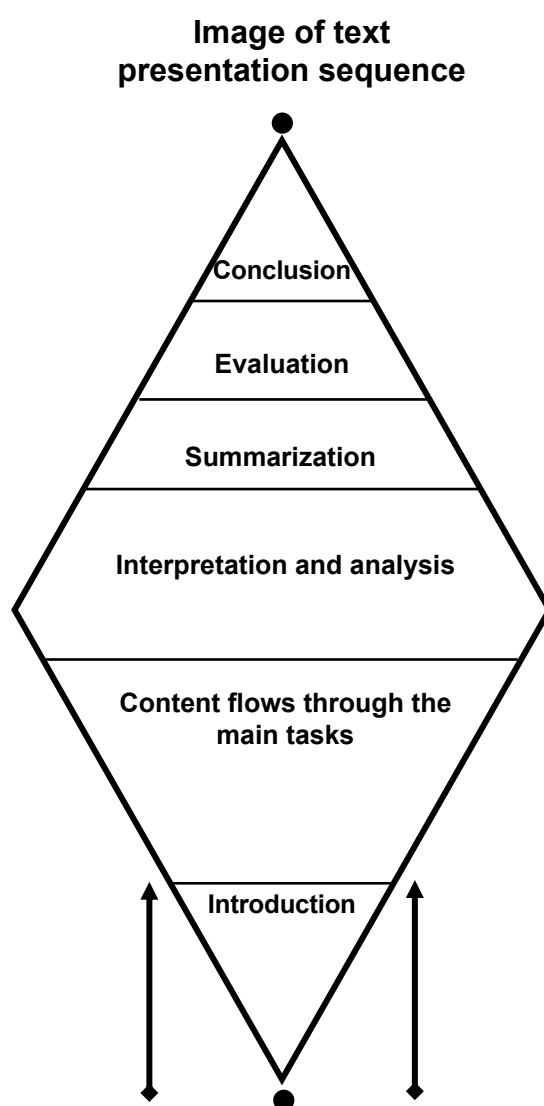
At this stage, the trainer concludes the session.

At this stage:

- Using the feedback received from the evaluation, the trainer adds any supplementary information as required.
- They distribute handouts (if not done before).
- They clean the board, arrange posters, whip cards, and other materials.
- They thank everyone for participating.

Remember, at the beginning of the session, the knowledge, skills, and way of thinking of the group on a particular topic are at a certain level. At the end of the session through work and analysis, the knowledge, skills, or way of thinking of the learning group about that particular subject reaches a new level. In this way, the student benefits from the continuous learning process.

Continue the session and finish it at the appropriate time.



Learning Principles

Learning is an experience that happens in the heart of a student and is activated by the student. The learning process is primarily controlled by the student, not by the teacher. People generally learn what they want to learn.

Principle 2: Appearance of personal meaning and the discovery of relevance

People can easily adapt and apply different ideas and concepts that are relevant to their needs and problems.

Policy 3: Joint process

Collaboration encourages learning. Just as people are encouraged to work independently, they also like to work on the basis of interdependence. It is through collaborative activities that people develop strong ideas about their existence.

Principle 4: Learning is sometimes a difficult and painful process

Behavioral change sometimes requires the abandonment of old or opportunistic beliefs, thoughts, and values. Adjusting to new behaviors is not easy. It is obviously an uncomfortable thing to be sharing one's uniqueness with someone else, expressing one's ideas for input of the whole group, and truly confronting the ideas of others.

Principle 5: Students are valuable assets

Each person can create new trends in experiences, ideas, feelings, and behaviors.

Principle 6: Learning is an emotional and intellectual process

Learning is impacted by the overall condition of the person. Just as people think about something, they also try to feel it. Whenever there is a consensus of these feelings and thoughts, the greatest learning is achieved.

Principle 7: Learning is a personal matter

Everyone has their own style and approach to solving problems and learning. If awareness of how to solve problems is increased and alternative models used by others are known, then people can modify, change, and grow their personal styles as needed. This increases their effectiveness.

Conditions conducive to learning

Condition 1: Where people are active

Where the trainer is less dominant and they talk less, the trainee has more confidence in themselves, and the learning process becomes more spontaneous.

Condition 2: Discovery of one's ideas

The trainer creates an environment where people can freely express their needs on their own.

Condition 3: Recognition of differences of opinion

If people view themselves and others and feel their own and others' ideas openly and logically, they have the opportunity to express their opinions without any hesitation. As there are differences between people, there are differences in thought, and such differences are acceptable.

Condition 4: Recognition of the right to make mistakes

Where the right to err is not permitted, human freedom and the desire to choose is severely limited. It is not right to punish mistakes.

Condition 5: A tolerant environment

In a rigid and defensive environment, people feel they do not have enough time to reach a solution.

Condition 6: Self-assessment

Emphasis on self-assessment that views environmental assessment activities as a collaborative process is conducive to learning.

Condition 7: Superstition

The environment in which people feel confident in their external source as well as in themselves is conducive to learning. When human self-discovery occurs and people feel they have the most potential resources for learning, naturally, the dependence on the trainer decreases.

Condition 8: Respect

An environment where people feel that they are respected and accepted is extremely helpful for learning.

Reassessment and evaluation

<p>Preparation of the facilitator</p> <p>Through this session, participants will be reminded of learning continuities.</p> <p>Everything will be well prepared in advance according to the list of requirements.</p> <p>Make a spiral on the floor using masking tape.</p> <p>Make sure you have enough masking tape.</p> <p>Keep the spiral ready on the floor during the break.</p> <p>Make adequate assessment tables for everyone in advance.</p> <p>Some may need a pen. Arrange for that.</p>	<p>Purpose : At the end of this session, the participants</p> <ul style="list-style-type: none"> - will be able to revisit the main lessons of the training. - will be able to evaluate the success of the course. <p>Time : 75 minutes</p> <p>Method : Q&A, Spiral</p> <p>Learning materials : Cards with the title of all the sessions from day 1</p> <p>Materials : Masking tape, card, marker</p> <p>Lesson materials : Not applicable</p>
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Session management process

Step 1: Re-selection

- Ask everyone to stand in a circle.
- Invite everyone to stand with one of the cards written in the session title on the spiral.
- Ask everyone who is interested to take more than one card, if there are any left.
- Ask everyone to read their cards and memorize the key lessons. Give them 3 minutes.
- Ask everyone to remember how many days the title in their hand was discussed.
- This time mark the day: one card in the center of the circle and mark the border with a point on the revolving line, coming out of the center, so that all the headers of that day can stand comfortably in such a spread.
- Ask those who have the titles from the first day to come forward from the circle and stand at place specified for the first day in the center.
- When certain people stand up, ask them to show the cards one by one to everyone in the order of the first day's sessions and say it out loud.
- When everyone has finished showing their cards, ask others if the issues and the sequence are correct.
- Correct any mistakes.
- After the sequence and the titles have been corrected, invite the title holders one by one to summarize in 30 seconds the main lessons of each topic to the group.
- Give someone from outside the day group a chance to add.

- In this way, give opportunities to do 2nd, 3rd, 4th, and 5th day's presentations one by one.
- When all the group presentations are over, ask everyone to raise all the titles together.
- Ask everyone to say, "We will use this education for the benefit of society", "We will use this education for the country", "We will use this education for each other".
- Finish by thanking everyone.

Step 2: Complete the assessment table

- Ask everyone to sit separately in different parts of the room.
- Provide each with an evaluation table.
- Ask them to fill out the table without consulting anyone.
- Give them 40 minutes and collect the evaluations at the end of the time.

Step 3: Expressing personal feelings

- Ask everyone to sit in a circle.
- You also sit in the circle and let the person on your left start to express their feelings and let the person on your right end.
- Make the following points and tell everyone that learning will never be forgotten:
 - Make participants promise that they will never forget the education material or
 - The decision they have taken at the end of the course and
 - That they want to let everyone know the promise
 - Give 30 seconds to each person to speak.
- Express your feelings after everyone else has done so and conclude by thanking everyone.

Course evaluation table

1. Which three topics discussed in this training had the biggest impact on you?

a.

b.

c.

2. Give feedback by marking the appropriate cell in the table below

Sl.	Subject to evaluation	Evaluation			
		Not good	Good	Pretty good	Excellent
1.	Relevance of content				
2.	Training method/Strategy				
3.	Opportunity to participate in the learning process				
4.	Name of reading material				
5.	Presentation learning				
6.	Overall management				

3. Has the training changed your thinking or attitude? If so, in what way?

4. List the skills you have gained as a result of this training, if any.

Participant Name and Signature
(Optional) Date:

The beginning of the day

Recommendations on preparing

The beginning of the day is very important, so use the session to prepare everyone for the day.

Through this session you will learn about the physical and mental condition of the participants and take necessary steps accordingly.

Learning will awaken the group and engage and re-energize group awareness.

Purpose	: Throughout this session: <ul style="list-style-type: none">- Everyone will be included in the learning team.- Everyone will be attentive and alert during the day's learning journey.
Time	: 30 minutes
Method	: Check-in, music and breathing exercise
Learning materials	: Not necessary, but it is better to have the opportunity to use musical instruments.
Materials	: Flip chart, marker
Lesson materials	: Not applicable

Session management process

Step 1: Breathing practice 7 minutes

- Welcome everyone to the learning journey of the day and ask them to stand in a circle.
- Ask them to keep the circle straight and stand a little relaxed.
- Instruct everyone to stand with equal weight on both legs, while maintaining balance in the body.
- Take a deep breath and tell them to exhale slowly. Ask them to do this five times.
- Suggest the participants consider that, when we breathe in, we are drawing vitality, joy, and vigor, while exhaling all fatigue, anxiety, pain, and drowsiness.
- You can do this exercise with your eyes closed.
- At the end of the fifth exercise, ask everyone to breathe normally and laugh out loud for a minute.
- End the step with thanks.

Step 2: Entering the learning group, 18 minutes

- Ask everyone to stand up, keeping the circle straight, and instruct everyone to share the following information about themselves for everyone.
 - Name
 - How was yesterday and last night?
 - How am I at the moment?
 - How is the day going to go?

- Explain that everything has to be said, nothing can be omitted, and it has to be said in 25 seconds.
- When one of them finishes speaking, they should say 'pass' to the person on their right. Then they will begin to speak.
- In this way, everyone standing in the circle will include themselves in the learning team for today.
- You can start or share at the end.

Step 3: 5 minutes to start the day

- When everyone is done sharing, ask someone to perform the music.
- If solo music is not possible, sing in a group.
- It would be best if the national anthem could be performed correctly.
- At the end of the music, ask everyone to sit in their respective seats for the next session.

Ending the day

<p>Preparation of the facilitator</p> <p>This session will evaluate the quality of the teaching, environment, and presentation throughout the day, as well as summarizing the day. So, the session has to be conducted in a precise and planned manner.</p> <p>At the end of the day everyone will be tired, so the practical portion of the session will require enough creativity, to bring innovation by using colors, melodies, rhythms, etc.</p> <p>Materials should be planned in advance.</p> <p>Keep the wall prop in a suitable place in advance. If necessary, draw the outline.</p>	<p>Purpose : At the end of this session, participants</p> <ul style="list-style-type: none"> - will be able to evaluate the day's learning. - will be able to identify changes in their thinking as a result of learning. <p>Time : 30 minutes</p> <p>Method : Wall magazine for learning or expressing personal feelings</p> <p>Learning materials : 3 ft x 5 ft size paper or PVC paper texture 1 per day</p> <p>Materials : Round, rectangular, oval, triangular, corrugated, various</p> <p>Lesson materials : Not applicable</p>
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Option1: Learning Diary**Step 1: 20 minutes to make the diary**

- Welcome everyone to the end of the day session and ask them to stand in a circle.
- Match the items for everyone in the middle of the circle.
- Ask everyone to relax by practicing breathing for 1 minute with their eyes closed.
- Ask them to remember all the sessions of the day one by one.
- After two minutes, ask everyone to take a piece of paper and a pen from the middle and stand in their place.
- Say, "We will all write something on this beautiful paper. What shall we write? How about, today I will write about the three things that awoke and enriched me throughout the day.
- I will give you a title, writing each topic and a very brief description below it."
- Specifically, the description should be in the form of a two-line rhyme, slogan, picture or drawing.
- Give 15 minutes for this work. At this time you can turn music on to play songs or instruments.
- As soon as the work is completed, ask them to glue their paper to their specified place on the ground.
- Make sure the whole texture is evenly colored and filled, and if possible collaborate to bring the lessons closer together.

Step 2: Diary Lesson 10 minutes

- When the wall magazine is ready, ask the whole team to stand in a semicircle in front of it.
- Invite one or two members of the group to read aloud to everyone.
- Present your comments, arguments, and rationale relevantly during the lesson.
- Thank everyone for making the education journey a success by spending a long day relentlessly learning with dedication and sincerity.

Option 2: Expressing personal feelings

Step 1

- Welcome everyone to the end of the day session and ask them to sit in a circle.
- Ask everyone to relax by practicing breathing exercises for one minute with their eyes closed.
- Ask them to remember all the sessions of the day one by one.
- Instruct everyone to say the three things that have touched and enriched them the most throughout the day.
- When everyone has finished speaking, share your feelings.
- End the day by sincerely thanking everyone for making the learning

Training of trainers on the Human Trafficking Survivor Service Guidelines
Analysis of the pre- and post-training knowledge level

1. Read the following statements carefully and mark (√) in the appropriate box

Speech	Correct	Not correct
a. Human smuggling and human trafficking are the same things		
b. In a rights-based approach, the services received by citizens are not a gift of kindness but a responsibility of the state.		
c. The survivor-centered care approach emphasizes the dignity and rights of survivors, so it is a rights-based approach.		
d. Survivor and victim are the same things		
e. The principle of the survivor-centered approach is to treat child survivors and adult survivors equally.		
f. In the “empowerment” method used to solve mental health problems, qualification is given more importance than individual deficiency.		
g. The main job of a counselor is to advise the victim to follow the right path		
h. A good counselor considers the happiness and sorrow of the client as his own happiness and sorrow.		
i. There is a difference between life skills and livelihood skills		
j. Human trafficking survivors have the right to free legal aid.		

2. Write in a few words

A. What does the reunification of human trafficking survivors mean?

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B. What is meant by “self-awareness” and “interpersonal skills” when it comes to life skills?

C. What is the Do No Harm principle?

D. What would be the principles of a rights-based shelter?

E. What are the main steps of case management?

Signature:

Date:

Name: