




MASTER ENFORCEMENT TRAINING PROGRAM

# Enforcing Labor and Criminal Law to Address Child Labor, Forced Labor, and Human Trafficking

FACILITATOR'S GUIDE



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# List of Acronyms

CNA	Competent National Authorities
CSO	Civil Society Organizations
ETP	Enforcement Training Program
ILO	International Labor Organization
MLA	Mutual Legal Assistance
MOU	Memorandum of Understanding
NGO	Non-Governmental Organization
NRM	National Referral Mechanism
PEACE	Planning and preparation, Engage and explain, Account, Closure, Evaluation
PPT	PowerPoint
PTSD	Post-Traumatic Stress Disorder
SOP	Standard Operating Procedure
STD	Sexually Transmitted Disease
STV	Dutch Foundation against Trafficking in Women
UK	United Kingdom
UNODC	United Nations Office of Drugs and Crime
WFCL	Worst Forms of Child Labor



# Introduction

This facilitator's guide provides tips and guidance for trainers using the *Master Enforcement Training Program: Enforcing the Law to Address Child Labor, Forced Labor, and Human Trafficking* to train those involved at the different phases of a child labor, forced labor, or human trafficking case, including labor inspectors, police officers, immigration officers, prosecutors, judges, and civil society. The facilitator's guide explains the training's objectives; an overview of the training structure and modes of delivery; and provides examples of ice breakers, energizers, agendas, and evaluations. The training methodology is interactive, helping participants engage with the substantive material and use skills covered in the training material.

The training curriculum can be tailored to address the needs of the specific participants based on their role and the phase of a case process (identification, investigation, referral, prosecution, and sentencing). Determining the needs of participants before conducting a training can help ensure that the program is a success. Sample agendas for different audiences have been provided to assist in determining which lessons to use.



Photo Credit: GPE/ Kelley Lynch, 2016, Liberia

# Objectives of the Training

**At the conclusion of the training program, labor inspectors, law enforcement officers, immigration officers, prosecutors, judges, and other participants, should:**

- Understand the importance of addressing child labor, forced labor, and human trafficking.
- Have an increased understanding of how to identify, investigate, refer, prosecute, and sentence child labor, forced labor, and human trafficking cases.
- Understand their roles and responsibilities during child labor, forced labor, and human trafficking cases.
- Increase identification, investigative, referral-making, prosecutorial, and sentencing skills by participating in a series of interactive exercises.
- Learn how to use a victim /survivor-centered approach at each stage of the case process.



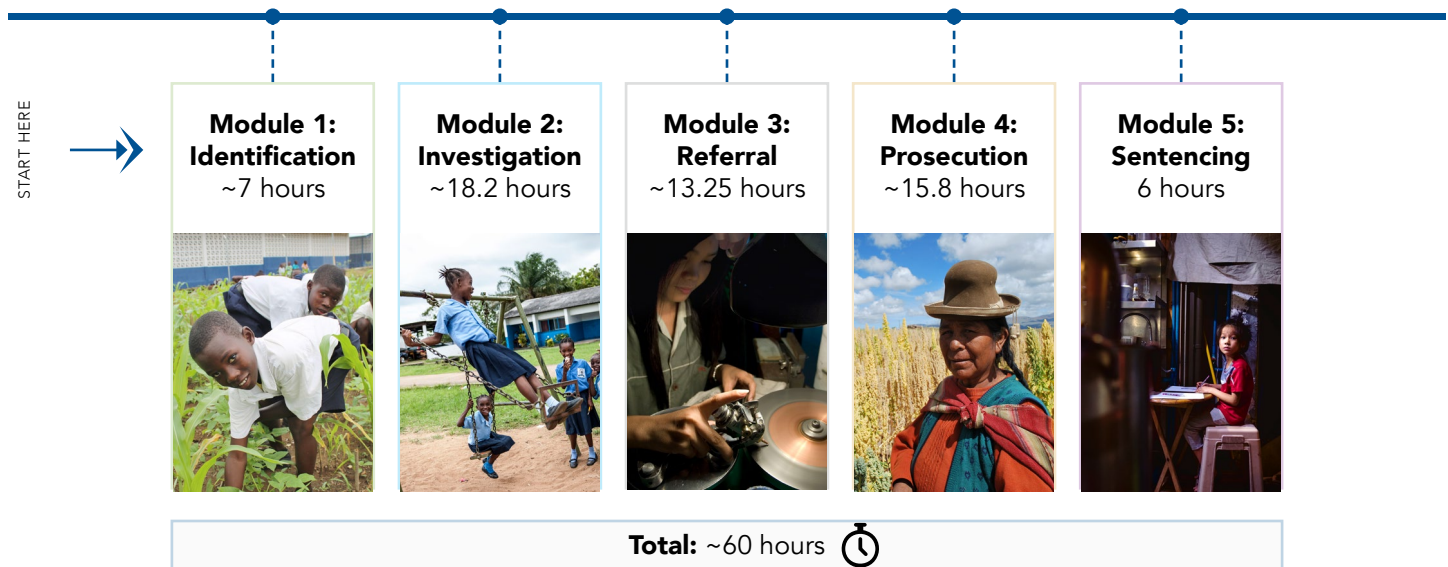
Photo Credit: Arcadiuș, 2011, Paraguay



# Curriculum Structure

The Enforcement Training Program (ETP) curriculum consists of five modules of lessons and interactive exercises designed to help participants engage with the material in real-life scenarios. The curriculum is designed to walk participants through the five phases of a child labor, forced labor, or human trafficking case: identification (Module 1), investigation (Module 2), referral (Module 3), prosecution (Module 4), and sentencing (Module 5). It is unlikely that all the material in the curriculum can be covered in a single training session, so before conducting a training, facilitators should identify the training goals and identify the lessons to use to achieve those goals. Modules and lessons can be presented separately, if needed, or completed in sequence to build off each other. Going sequentially through all of the material would take approximately two to three weeks (10 to 15 days). However, not all the content may be relevant for all audiences. In trainings for those unfamiliar with the concepts of child labor, forced labor, and human trafficking, introductory lessons in Module 1 should be selected. For those with more knowledge of these issues as well as in follow-up trainings, more advanced skills-based lessons should be used. The curriculum presents a menu of options that can be used in different ways to fit the training needs of a specific group. Not all topics will be relevant for each of the groups that use this manual. A comprehensive description of the lessons and exercises included in the ETP curriculum can be found in Annex A.

The curriculum is broken down as follows:



## Module 1: Identification

⌚ 6 hours and 45 minutes

- **Lesson 1.1: What is Child Labor, Forced Labor, and Human Trafficking?**
  - 2 hours and 10 minutes
- **Lesson 1.2: Indicators of Child Labor, Forced Labor, and Human Trafficking**
  - 2 hours and 50 minutes
- **Lesson 1.3: Distinguishing Child Labor, Forced Labor, and Human Trafficking from Other Crimes**
  - 1 hour and 45 minutes



## Module 2: Investigation

 18 hours and 10 minutes

- **Lesson 2.1: Types of Investigations**
  - 2 hours and 30 minutes
- **Lesson 2.2: Rescue Operations**
  - 2 hours
- **Lesson 2.3: Crime Scene Investigation**
  - 1 hour and 40 minutes
- **Lesson 2.4: Digital and Forensic Evidence**
  - 2 hours
- **Lesson 2.5: Interviewing Survivors**
  - 4 hours and 15 minutes
- **Lesson 2.6: Interviewing Suspects**
  - 1 hour and 50 minutes
- **Lesson 2.7: Charging**
  - 3 hours and 30 minutes
- **Lesson 2.8: Investigation Reports**
  - 25 minutes

## Module 3: Referral

 13 hours and 17 minutes

- **Lesson 3.1: Survivor Services**
  - 2 hours and 55 minutes
- **Lesson 3.2: Trauma-Informed Care**
  - 1 hour and 20 minutes
- **Lesson 3.3: Referral Mechanisms**
  - 1 hour and 45 minutes
- **Lesson 3.4: Process and Roles**
  - 2 hours and 20 minutes
- **Lesson 3.5: Mandatory Reporting**
  - 45 minutes
- **Lesson 3.6: Self-Care for Front Line Case Workers**
  - 1 hour and 10 minutes
- **Lesson 3.7: Working with Vulnerable Children**
  - 2 hours and 2 minutes
- **Lesson 3.8: Trauma-Informed Care Case Studies**
  - 1 hour



## Module 4: Prosecution

 15 hours and 50 minutes

- **Lesson 4.1: Case Evaluation**
  - 2 hours and 5 minutes
- **Lesson 4.2: Pre-Trial and Bail**
  - 2 hours and 15 minutes
- **Lesson 4.3: Considerations for Victims and Survivors in the Trial Process**
  - 2 hours
- **Lesson 4.4: Trial Practice**
  - 6 hours and 45 minutes
- **Lesson 4.5: Evidence**
  - 1 hour and 50 minutes
- **Lesson 4.6: Mutual Legal Assistance**
  - 55 minutes

## Module 5: Sentencing

 6 hours

- **Lesson 5.1: Sentencing Guidelines**
  - 1 hour and 40 minutes
- **Lesson 5.2: Restitution**
  - 1 hour and 15 minutes
- **Lesson 5.3: Plea Bargaining**
  - 1 hour and 15 minutes
- **Lesson 5.4: Judicial Ethics**
  - 1 hour and 50 minutes

The curriculum contains 58 interactive exercises that take 10 minutes to 1 hour and 40 minutes to complete. The timeframe of the exercises can be adjusted to accommodate scheduling needs. The exercises are placed throughout each module and are designed to be interactive and help participants engage with the material. The exercises give participants the chance to discuss the material and use real-life scenarios. As the circumstances on the ground are consistently changing, facilitators should feel free to update the details of the curriculum to keep pace with the new realities and challenges.

Throughout the ETP, there are a series of exercises that use the same case studies. These case studies will allow participants to track the experience of survivors throughout the child labor, forced labor, and human trafficking case process. It is important that facilitators keep copies of notes on the survivors' outcomes at each stage of the process. At the end of the training, the facilitator will provide a recap of the experience of each survivor to highlight the human face of child labor, forced labor, and human trafficking, and to show the impact that enforcement and justice systems can have on survivors and their rehabilitation, reintegration, and recovery.

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**The four case studies tell the stories of Abdi, Ana, Kosal, and Mercy. The case studies can be found at the end of the Facilitator’s Guide as Case Studies 1–4.**

A more thorough description of each lesson and exercise, including the objectives, duration, and training method, is included as Annex A (Description of Lessons and Exercises) to this Facilitator’s Guide. Annex B (Sample Survey and Evaluation) can be used to create customized training evaluation forms and knowledge tests. Annex C (Sample Agendas) provides a sample training agenda to demonstrate how to structure a training. It can be used as a starting point to create your own training agenda.



# Adult Learning

Adults learn in a variety of ways that could be different from children, so training programs should incorporate a variety of learning styles. Adults can learn by hearing, seeing/reading, and by doing. Because of this, the ETP uses lectures and PowerPoint (PPT) slides that target auditory and visual learners and has many interactive exercises that will help those who learn best by doing. Additionally, skills-based activities help participants practice skills they use as part of their jobs, helping them apply and retain knowledge.

Adults are motivated to learn about things relevant to their experiences, including their work. Linking the training content to participants' work and life experiences can help them engage with the material and increase participation. It also enhances the training experience of other participants when participants share their knowledge and experience.

Focusing on a problem, such as challenges in identifying instances of child labor, forced labor, or forced labor, helps adults learn as they can work to identify solutions. Focusing on a problem can also give purpose to the training and make it clear to participants why the training program is important.

It can be hard for adults to focus for longer than 30 minutes. Try to have lectures last 30 minutes or less and use exercises to help engage participants. Make sure to schedule icebreakers, energizers, and regular breaks.



Photo Credit: Arcadiuș, 2011, Paraguay



# **Presentation Skills**

When facilitating a training program or presenting, trainers should be aware of their body language and voice, as both can impact participants' ability to understand and absorb the information. Presentation skills often develop over time, so it is important to practice presenting and public speaking while working on the skills and tips detailed below.

## **Speaking Tips:**

- Trainers should speak clearly and project their voices so they can be heard without shouting. Speaking from the diaphragm allows presenters to be heard without having to yell.
- Speak slowly enough to be understood. If participants cannot hear or understand what the presenter is saying, they will not benefit fully from the training program. While it may feel awkward to speak more slowly and clearly than normal, it will sound more natural to those listening and trying to take notes.
- Trainers should use their voice to emphasize points as needed and avoid speaking entirely in a monotone. Audiences may find it more difficult to concentrate on a presentation conducted entirely in one tone.
- Sound confident. If a trainer sounds like he or she believes in what he or she is saying, participants are more likely to take it seriously.

## **Body Language:**

- Trainers should try to appear relaxed, even if they feel nervous. Taking a few deep breaths can help trainers calm down.
- If standing, trainers should be aware of their hand placement. If they are not holding anything in their hands, trainers should place their hands together at the height of their belly buttons. Trainers can move their hands to gesture but should return their hands to the original position once they complete the gesture.
- If standing, presenters should stand with their feet roughly hip-distance apart. If appropriate, trainers can walk or move while presenting but should avoid looking like they are pacing.
- Whether sitting or standing, trainers should avoid hunching over and maintain good posture, as this can help project confidence.
- Trainers should try to look up at the audience instead of looking down or reading note cards or slides. Looking at the audience will also help engage participants.

## **General Tips:**

- Take time to prepare before the training. Make sure to review the material, locate any needed supplies, and practice giving the presentation.
- Structure the training program based on the training needs of the participants. Make sure the topics covered are relevant to their work.
- Let participants know at the beginning of the presentation if they can ask questions during the presentation or if they should save questions until the end of the presentation.
- Have a timekeeper to ensure that the training stays on schedule.

# Icebreakers and Energizers

At the beginning of a session, it is helpful to have participants get to know each other. This can help participants relax and feel comfortable engaging in discussions. Icebreakers provide a way for people to introduce themselves and interact. Energizers play an important role in trainings to help participants take a break from focused learning and recharge in a fun way that encourages them to move, laugh, and perk up. Energizers can be included in a training agenda at different points, such as after lunch when energy levels are likely to be low, or worked in throughout the day as needed. Examples of icebreakers and energizers are provided below.

## Icebreaker 1: Pairs

 20 minutes

1. Prepare sets of note cards that each have half of a pair, or things that go together, such as peanut butter and jelly, Batman and Robin, or salt and pepper. *Do not repeat pairs.*
2. Distribute the note cards, giving each participant one note card. *[5 minutes]*
3. Tell the participants that they are each part of a pair and need to find their partner. Once they have found their partners, instruct them to find one thing they have in common with their partner. *[5 minutes]*
4. Once each pair has found each other and completed the instructions, have each pair introduce their partners and give their names, read their note cards, and share what they have in common. *[10 minutes]*

## Icebreaker 2: When I Grow Up

 15 minutes

Have each participant introduce themselves, saying their name, where they work, and what job they wanted when they were in primary school.

## Energizer 1: My Name Is

 15 minutes

Have each participant stand up one at a time and say their name. After saying their name, have each participant spell their name using a body part (such as an elbow, head, or foot) to “write” each letter as they say it. The facilitator should demonstrate, saying each letter out loud as they “write,” and should then choose which body part the first participant should use to write his or her name. Once a participant is done, he or she should choose the body part that the next participant should use to write their name.

## Energizer 2: Hidden Talents

 20 minutes

1. Give each participant a notecard. Instruct them each to write a secret talent they have on it. These talents can be big or small (such as being able to play violin solos or being able to wiggle their ears). *[5 minutes]*
2. Collect all the cards and bring them to the front of the room. Read each card in turn and have participants guess who has the secret talent on each card. Share the correct answer after people have guessed. *[15 minutes]*

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# Opening a Successful Training

## **On the first day of a training program, facilitators should:**

- Welcome participants and introduce the training team.
- Have participants introduce themselves.
- Explain the objectives of the training.
- Review the agenda with participants and explain what will be addressed.
- Provide an overview of the training methodology, including lectures, different types of activities, discussion questions, and question and answer sessions.
- Explain the importance of active engagement by participating in exercises, asking questions, sharing experiences, and providing feedback in evaluations.
- Ask participants to share their expectations for the training.
- Explain house rules, which may include things such as turning phones to silent, remaining in the room until a scheduled break, and whether having coffee, tea, or snacks at your seat is permitted, etc.
- Explain the role and importance of evaluations.
- Explain that the learning environment should be open and inclusive. All opinions are welcome, provided no one is being disrespectful of others in the room. All ages, genders, and cultural groups should be treated with respect.

# Continuing a Successful Training

## **When conducting a multi-day training, facilitators should do the following:**

- At the end of each day, review the key points covered that day and provide an overview of what will be addressed the following day.
- At the end of each day, provide participants with a survey that asks about the physical environment (room, food, temperature, etc.) and questions about what they found most helpful and least helpful. This feedback can be used to make adjustments in future training days.
- At the beginning of each day of training, provide a summary of the previous day's session and an overview of the current day's agenda.

# Understanding Expectations

It is important that facilitators understand participants' expectations at the beginning of the training so the trainer or training team can work to meet those expectations. When participants share their expectations, facilitators should acknowledge that it may not be possible to meet all expectations. Some participants may want an official certification at the end of the training, which may not be possible. **To discuss expectations, the facilitator should write each of the following questions on a different sheet of flipchart paper:**

- What do I expect from the training?
- What do I expect from other participants?
- What do I expect from the facilitators?

The facilitator should then give three notecards to each participant, asking them to write answers to the three questions on their cards. Participants should stick their answers on the corresponding flipchart pages. Once the answers have been collected, the facilitator should review the responses, summarizing the answers for the group. During the training, facilitators should remember to review the expectations periodically to help ensure that expectations can be met as much as possible.

**Facilitators should also share their expectations for the training with participants. These expectations should include:**

- Arriving on time
- Treating all present with respect
- Participating actively in discussions and exercises
- Being open to learning and new ideas
- Sharing feedback
- Establishing parameters for phone and laptop use
- Asking participants to keep their video on if the training is virtual (unless there are connectivity issues) and to mute their microphones unless they are talking.



# Evaluations

Facilitators should collect feedback from participants at the close of each training day. **This can be done by having participants complete evaluations to provide feedback about:**

- How well the training is meeting their training needs and expectations.
- Gains in knowledge, understanding, and skills.
- Suggestions for improvement.

Remember to reserve time at the end of each day for participants to complete their evaluation forms and/or post-tests. At the end of each day, the facilitators should review the evaluations and discuss what is going well and where there is room for improvement. When possible, suggestions for improvement should be incorporated into the following day's program. Trainers should also include questions about follow-up training needs on the final day of training. See Annex B for some sample surveys, an evaluation form, and a knowledge test.



Photo Credit: Cameron Zohoori, 2011, Monrovia, Liberia

# Annex A: Description of Lessons and Exercises

	Lessons/Exercises/Topics	Objectives	Methods	Duration
MODULE 1: IDENTIFICATION	<b>Lesson 1.1: What Is Child Labor, Forced Labor, and Human Trafficking?</b> <ul style="list-style-type: none"> <li>Definitions</li> <li>International Statistics</li> <li>Overview of Types of Child Labor, Forced Labor, and Human Trafficking</li> <li>Impact on Victims and Survivors</li> <li>Impact on Society</li> </ul>	Understand the definitions of key terms related to child labor, forced labor, facts and figures about child labor, and what these crimes look like in practice.	PowerPoint presentation of materials in the curriculum followed by a Q&A session.	45 minutes for presentation, 2 hours and 10 minutes with exercises
	<b>Exercise 1.1.1: Impact Icebreaker</b>	To have participants approach child labor, forced labor, and human trafficking from a victim/survivor-centered lens.	Participants write down responses on note cards and share with the group.	25 minutes
	<b>Exercise 1.1.2: Definitions of Child Labor, Forced Labor and Human Trafficking</b>	To ensure participants have a thorough knowledge of the crimes of child labor, forced labor, and human trafficking and the international laws surrounding them.	Small group activity to answer questions before and after Lesson 1.1; group discussion and explanation of correct answers followed by Q&A.	1 hour
	<b>Lesson 1.2: Indicators of Child Labor, Forced Labor, and Human Trafficking</b> <ul style="list-style-type: none"> <li>Child Labor Indicators</li> <li>Forced Labor Indicators</li> <li>Human Trafficking Indicators</li> <li>Push-and-Pull Factors</li> </ul>	Learn to recognize child labor, forced labor, and human trafficking.	PowerPoint presentation of materials in the curriculum followed by a Q&A session.	40 minutes for presentation, 2 hours and 50 minutes with exercises
	<b>Exercise 1.2.1: Indicators Energizer</b>	To help participants start thinking about indicators of child labor, forced labor, and human trafficking.	Energizer that has participants share indicators and each react to a "tip".	15 minutes
	<b>Exercise 1.2.2: Recognizing Cases of Child Labor, Forced Labor, and Human Trafficking</b>	To ensure participants have a thorough knowledge of the crimes of child labor, forced labor, and human trafficking and the international laws surrounding them.	Small group activity to analyze a series of short scenarios and determine which definition applies, followed by a full group discussion, review of answers, and Q&A.	1 hour and 5 minutes
	<b>Exercise 1.2.3: Push and Pull Factors</b>	To ensure participants understand push and pull factors and are able to recognize indicators of child labor, forced labor, and human trafficking.	Using the Enforcement Training Program (ETP) case studies, identify push-and-pull factors and indicators.	50 minutes
	<b>Lesson 1.3: Distinguishing Child Labor, Forced Labor, and Human Trafficking from Other Crimes</b> <ul style="list-style-type: none"> <li>Distinguishing Child Labor, Forced Labor, and Human Trafficking from Each Other</li> <li>Distinguishing Human Trafficking and Smuggling</li> <li>Distinguishing Child Labor from Child Work</li> <li>Myths and Misconceptions</li> </ul>	<p>Learn to distinguish between child labor, forced labor, and human trafficking; human trafficking from migrant smuggling; and child labor from child work.</p> <p>Learn to recognize common myths and misconceptions about child labor, forced labor, and human trafficking so that more cases of child labor, forced labor, and human trafficking can be properly identified.</p>	PowerPoint presentation of materials in the curriculum followed by a Q&A session.	30 minutes for presentation, 1 hour and 45 minutes with exercise
	<b>Exercise 1.3.1: Myths and Facts about Child Labor, Forced Labor, and Human Trafficking</b>	To identify common myths about child labor, forced labor, and human trafficking, identify sources of misconceptions and clarify information about child labor, forced labor, and human trafficking to better understand the reality of child labor, forced labor, and human trafficking. Ideally, this exercise will be completed in two parts, as a preview to Lesson 1.3 and as a closing activity for the lesson.	Quiz conducted before the start of the lesson; answers are reviewed by participants after the lecture and then reviewed by the full group, with explanations.	1 hour (15 minutes at the beginning of the lesson and 45 minutes at the end)

	Lessons/Exercises/Topics	Objectives	Methods	Duration
MODULE 2: INVESTIGATION	<b>Lesson 2.1: Types of Investigations</b> <ul style="list-style-type: none"> <li>Reactive Investigations</li> <li>Proactive Investigations</li> <li>Disruptive Investigations</li> <li>Overview of Gender Considerations in Investigations</li> </ul>	Learn about reactive, proactive, and disruptive investigations. Learn how to map risk, identifying areas with a high likelihood of child labor, forced labor, or human trafficking occurring; and practice using this skill during an activity.	PowerPoint presentation of materials in the curriculum followed by a Q&A session.	30 minutes for presentation, 2 hours and 30 minutes with exercises
	<b>Exercise 2.1.1: Investigation Discussion</b>	To have participants start thinking about different types of investigations to begin training on investigations.	Full group discussion answering questions.	10 minutes
	<b>Exercise 2.1.2: Risk Mapping</b>	To identify what economic activities and industries are at risk for child labor, forced labor, and human trafficking.	Small group activity to discuss issues and practice risk mapping after Lesson 2.1, followed by group discussion, Q&A, and key messages.	1 hour and 50 minutes
	<b>Lesson 2.2: Rescue Operations</b> <ul style="list-style-type: none"> <li>Identifying the Need for a Raid or Rescue</li> <li>Pre-Rescue</li> <li>Rescue</li> <li>Post Rescue</li> </ul>	Learn how to plan and conduct a child labor, forced labor, or human trafficking raid or rescue operation. During an activity, plan a rescue operation using case studies.	PowerPoint presentation of materials in the curriculum followed by a Q&A session.	30 minutes for presentation, 2 hours with exercises
	<b>Exercise 2.2.1: Rescue Operations Discussion</b>	To have participants begin considering when rescue operations may be needed.	Full group discussion answering questions.	15 minutes
	<b>Exercise 2.2.2: Planning a Rescue</b>	Practice preparing for a rescue operation and identifying the steps that need to be taken. Determine the groups needed to carry out a rescue operation. Ensure that victim needs are anticipated and planned for.	In small groups, develop a rescue plan using a scenario. Each group presents its plan to the full group and discuss. Q&A to close the session.	1 hour and 15 minutes
	<b>Lesson 2.3: Crime Scene Investigation</b> <ul style="list-style-type: none"> <li>Securing the Crime Scene</li> <li>Documenting the Crime Scene</li> <li>Collecting Evidence</li> <li>Special Challenges in Collecting Evidence from Humans</li> <li>Witnesses, Victims/Survivors, and Suspects</li> <li>Note Taking</li> </ul>	Learn how crime scenes are processed and about common investigative issues. Practice documenting a crime scene and collecting evidence.	PowerPoint presentation of materials in the curriculum followed by a Q&A session.	30 minutes for presentation, 1 hour and 40 minutes with exercises
	<b>Exercise 2.3.1: Crime Scene Discussion</b>	To have participants start thinking about crime scene investigation and processing a crime scene.	Full group discussion answering questions.	10 minutes
	<b>Exercise 2.3.2: Processing a Crime Scene</b>	To practice the skills needed to process a crime scene properly.	Using mock crime scene(s), document and process the scene; include evidence collection.	1 hour
	<b>Lesson 2.4: Forensic and Digital Evidence</b> <ul style="list-style-type: none"> <li>Forensic Evidence</li> <li>Digital Evidence</li> </ul>	Learn about different types of digital and forensic evidence and how to use them effectively in child labor, forced labor, and human trafficking cases.	PowerPoint presentation of materials in the curriculum followed by a Q&A session.	30 minutes for presentation, 2 hours with exercises
<b>Exercise 2.4.1: Evidence Alphabet Energizer</b>	To have participants start thinking about different types of digital and forensic evidence.	Plenary activity where participants give examples of evidence.	10 minutes	



	Lessons/Exercises/Topics	Objectives	Methods	Duration
<b>MODULE 2: INVESTIGATION</b>	<b>Exercise 2.4.2: Digital and Forensic Evidence</b>	To identify types of digital and forensic evidence that might be used in child labor, forced labor, and human trafficking cases.	Plenary brainstorm session to identify types of digital and forensic evidence that could be used in a child labor, forced labor, or human trafficking case.	1 hour and 20 minutes
	<b>Lesson 2.5: Interviewing Survivors</b> <ul style="list-style-type: none"> <li>Survivor Screening</li> <li>The Planning and Preparation, Engage and Explain, Account, Closure, and Evaluation (PEACE) Model</li> <li>Interviewing Survivors</li> <li>Interviewing Children</li> <li>Gender Considerations</li> </ul>	Understand the interview methods, roles, and perspectives that will encourage best practices for assessing, interacting with, and identifying individuals involved in child labor, forced labor, and human trafficking.  Practice using interviewing skills and increase skills and confidence to conduct interviews that respect survivors' rights and dignity.	PowerPoint presentation of materials in the curriculum followed by a Q&A session.	40 minutes for presentation, 4 hours and 15 minutes with exercises
	<b>Exercise 2.5.1: Survivor Interview Discussion</b>	To have participants begin thinking about special considerations for interviewing survivors, including child survivors.	Full group discussion answering questions.	15 minutes
	<b>Exercise 2.5.2: Interviewing a Survivor</b>	To observe best practices for interviewing survivors and then practice using those skills by conducting mock interviews based on scenarios.	Facilitators demonstrate a survivor interview, and then participants practice interviews in small groups before reconvening for a discussion and Q&A.	1 hour
	<b>Exercise 2.5.3: Setting up an Interview</b>	Practice considering the needs of different survivors during interviews.  Think about the survivor's needs before an interview to make the interviews productive and prevent re-traumatization.  Revisit the Enforcement Training Program (ETP) case studies as the survivors move through the case process.	In small groups, identify vulnerabilities and facts from ETP case studies that indicate special considerations for a survivor interview and develop an interview plan.  Each group presents their plan, followed by discussion and Q&A.	1 hour and 10 minutes
	<b>Exercise 2.5.4: Interviewing Children</b>	To observe best practices for interviewing children and then practice using those skills by conducting mock interviews based on scenarios.	Facilitators demonstrate a child interview, and then participants practice interviews in small groups before reconvening for a discussion and Q&A.	1 hour and 10 minutes
	<b>Lesson 2.6: Interviewing Suspects</b>	Understand how to interview suspects in a way that respects and protects their rights and helps gain information that can help build a child labor, forced labor, or human trafficking case.	PowerPoint presentation of materials in the curriculum followed by a Q&A session.	20 minutes for presentation, 1 hour and 50 minutes with exercises
	<b>Exercise 2.6.1: Interviewing Suspects Discussion</b>	To have participants start thinking about interviewing suspects and how those interviews might be similar and different from interviewing a survivor.	Full group discussion answering questions.	15 minutes
	<b>Exercise 2.6.2: Interviewing Suspects</b>	To observe best practices for interviewing suspects and then practice using those skills by conducting mock interviews based on scenarios interviewing suspects in a way that respects their rights and can help gain information useful to a child labor, forced labor, or human trafficking case.	Facilitators demonstrate a suspect interview, and then participants practice interviews in small groups before reconvening for a discussion and Q&A.	1 hour and 15 minutes



	Lessons/Exercises/Topics	Objectives	Methods	Duration
<b>MODULE 2: INVESTIGATION</b>	<b>Lesson 2.7: Charging</b> <ul style="list-style-type: none"> <li>• Elements of Child Labor Offenses</li> <li>• Elements of Forced Labor</li> <li>• Elements of Human Trafficking</li> <li>• Charging Child Labor, Forced Labor, and Human Trafficking Offenses</li> <li>• Charging Exemptions</li> <li>• Other Related Crimes and Multiple Charges</li> <li>• Forced Labor and Human Trafficking</li> </ul>	<p>Understand the elements that make up child labor, forced labor, and human trafficking offenses.</p> <p>Learn about charging child labor, forced labor, and human trafficking offenses, and other related crimes.</p> <p>Learn about who may be exempt from prosecution.</p> <p>Using case studies, practice determining charges for offenders.</p>	PowerPoint presentation of materials in the curriculum followed by a Q&A session.	1 hour and 5 minutes for presentation, 3 hours and 30 minutes with exercises
	<b>Exercise 2.7.1: Charging Discussion</b>	To have participants start thinking about different offenses that can be charged in child labor, forced labor, and human trafficking.	Full group discussion answering questions.	15 minutes
	<b>Exercise 2.7.2: Charging in the Best Interests of Children</b>	To have participants think about different offenses that can be charged and whether to charge them in light of the children's specific situations.	In small groups, have participants read the case study in a handout and discuss answers to the questions there.	1 hour
	<b>Exercise 2.7.3: Charging Offenses in the Enforcement Training Program (ETP) Case Studies</b>	<p>To have participants practice identifying charges that can be brought in different scenarios.</p> <p>Continue engaging with the Enforcement Training Program (ETP) case studies to see how the case process is continuing for the survivors.</p>	<p>In small groups, have participants identify charges that can be brought for the Enforcement Training Program (ETP) case studies and additional evidence that is needed.</p> <p>Each group presents their charging recommendations, followed by discussion and Q&amp;A.</p>	1 hour and 10 minutes
	<b>Lesson 2.8: Investigation Reports</b> <ul style="list-style-type: none"> <li>• Role of Investigation Reports</li> <li>• Information to include in investigation reports</li> </ul>	Participants learn about the types of information that should be included in a child labor, forced labor, or human trafficking investigation report made by a labor inspector or police officer.	Small group discussion to begin thinking about the role of investigation reports and information to be included followed by a PowerPoint presentation of the materials in the curriculum.	15 minutes for presentation, 25 minutes with exercise
	<b>Exercise 2.8.1: Investigation Report Discussion</b>	To have participants start thinking about investigation reports and what should be included in them as well as their role in preparing the reports.	Whole group engaging in 2 discussion questions.	10 minutes

	Lessons/Exercises/Topics	Objectives	Methods	Duration
<b>MODULE 3: REFERRAL</b>	<b>Lesson 3.1: Survivor Services</b> <ul style="list-style-type: none"> <li>Survivor Needs</li> <li>Types of Services</li> <li>Non-Criminalization of Survivors</li> </ul>	Understand the impact of child labor, forced labor, and human trafficking on individuals and survivors' need for assistance once rescued and identified as survivors.  Learn to identify the appropriate services necessary to meet those needs and how those services should be provided to assist the survivors most effectively.  Understand the specific needs and services needed by adult as well as child survivors.	PowerPoint presentation of materials in the curriculum followed by a Q&A session.	1 hour for presentation, 2 hours and 55 minutes with exercises
	<b>Exercise 3.1.1: Survivor Services Case Study Energizer</b>	To start thinking about the needs of child labor, forced labor, and human trafficking survivors by using an Enforcement Training Program (ETP) case study.	Participants each identify a survivor need and then group themselves by need before returning as a plenary to present the identified needs and the services that could address them.	35 minutes
	<b>Exercise 3.1.2: Determining the Needs of Survivors</b>	To identify the needs of survivors of trafficking and the potential risks that create those needs.	Using a case study and working in small groups, identify the needs of survivors, present to plenary and discuss, then Q&A.	1 hour and 20 minutes
	<b>Lesson 3.2: Trauma-Informed Care</b> <ul style="list-style-type: none"> <li>Impact of Child Labor, Forced Labor, and Human Trafficking on Mental Health</li> <li>Survivor Assessment</li> <li>Empowering Survivors</li> <li>Sharing the Trauma Story</li> <li>Reintegration</li> </ul>	Understand the differences between stress and trauma.  Understand the impact of child labor, forced labor, and human trafficking on the mental health of victimssurvivors.  Understand how to empower victimssurvivors and to avoid re-traumatization.	PowerPoint presentation of materials in the curriculum followed by a Q&A session.	20 minutes for presentation, 1 hour and 20 minutes with exercises
	<b>Exercise 3.2.1: Trauma Discussion</b>	To begin thinking about trauma and its impacts on survivors.	Full group discussion answering questions.	15 minutes
	<b>Exercise 3.2.2: Trauma-Informed Care Using Enforcement Training Program (ETP) Case Studies</b>	To incorporate trauma-informed care principles into interactions with and plans for a survivor.	Small group work using Enforcement Training Program (ETP) case studies to develop trauma-informed care plans.  Each group presents plans to plenary and discusses.	45 minutes
	<b>Lesson 3.3: Referral Mechanisms</b> <ul style="list-style-type: none"> <li>Role of Referral Mechanisms</li> <li>Sub-National Referral Mechanisms and NRMs: Benefits of a Localized Approach and a National Approach</li> <li>Components of Referral Mechanisms</li> <li>Examples of NRMs and Sub-National Referral Mechanisms</li> </ul>	Learn about the role of National Referral Mechanisms and sub-national referral mechanisms and how they operate.	PowerPoint presentation of materials in the curriculum followed by a Q&A session.	30 minutes for presentation, 1 hour and 45 minutes with exercises
	<b>Exercise 3.3.1: Referral Mechanisms Discussion</b>	Discuss experiences with and perceptions of referral mechanisms to begin thinking about child labor, forced labor, and human trafficking mechanisms.	Full group discussion answering questions.	15 minutes

	Lessons/Exercises/Topics	Objectives	Methods	Duration
<b>MODULE 3: REFERRAL</b>	<b>Exercise 3.3.2: Using the Referral Mechanism with the Enforcement Training Program (ETP) Case Studies</b>	To understand how to use the local/national child labor, forced labor, and/or human trafficking referral mechanism (if one exists).  Practice using the referral mechanism.  Discuss how to improve the use of a referral mechanism.  Discuss the benefits and challenges of a referral mechanism.	In small groups, practice using the referral mechanism with Enforcement Training Program (ETP) case studies.  Groups present to the plenary and then discuss using the referral mechanism.	1 hour
	<b>Lesson 3.4: Process and Roles</b> <ul style="list-style-type: none"> <li>• Roles and Responsibilities</li> <li>• Mapping the Referral Process</li> </ul>	Learn about the roles and responsibilities of the different agencies, offices, and organizations that play a role in building child labor, forced labor, and human trafficking cases, including providing services to survivors.  Learn how to map the coordination and referral process.	PowerPoint presentation of materials in the curriculum followed by a Q&A session.	20 minutes for presentation, 2 hours and 20 minutes with exercises
	<b>Exercise 3.4.1: Telephone Energizer</b>	Begin thinking about the importance of ensuring information is properly recorded and referred.	Plenary activity with participants first passing along a message verbally before using printed copies.	30 minutes
	<b>Exercise 3.4.2: Referral Mapping</b>	To map the referral process for child labor, forced labor, and/or human trafficking cases.	Identify roles and responsibilities at each stage of the case process; identify when referrals should be made.	1 hour and 30 minutes
	<b>Lesson 3.5: Mandatory Reporting</b> <ul style="list-style-type: none"> <li>• Benefits of Mandatory Reporting</li> <li>• Challenges of Mandatory Reporting</li> </ul>	Understand the benefits and challenges of mandatory reporting  Understand how mandatory reporting can work in practice	PowerPoint presentation of materials in the curriculum followed by a Q&A session.	15 minutes for presentation, 45 minutes with exercise
	<b>Exercise 3.5.1: Mandatory Reporting Discussion</b>	Discuss the benefits and challenges of mandatory reporting	Plenary discussion about mandatory reporting and its benefits and challenges.	30 minutes
	<b>Lesson 3.6: Self-Care for Front Line Case Workers</b> <ul style="list-style-type: none"> <li>• Risk Factors</li> <li>• Strategies to Reduce Vicarious Trauma</li> <li>• Steps Organizations Can Take</li> </ul>	Participants learn about vicarious trauma and how to recognize it. They also learn about self-care strategies.	Breathing exercise followed by a PowerPoint presentation. Concludes with an exercise focusing on identifying self-care strategies.	30 minutes for presentation, 1 hour and 10 minutes with exercise
	<b>Exercise 3.6.1: Breathing Exercise</b>	To have participants practice a breathing and mindfulness exercise as a way to practice self-care.	Group follows instructor who leads them through a breathing exercise.	10 minutes
	<b>Exercise 3.6.2: Identifying Self-Care Strategies</b>	To have participants identify self-care strategies they can use.	In small groups, participants share 3 activities they enjoy and why they are enjoyable as well as follow a series of discussion questions.	30 minutes

	Lessons/Exercises/Topics	Objectives	Methods	Duration
<b>MODULE 3: REFERRAL</b>	<b>Lesson 3.7: Working with Vulnerable Children</b> <ul style="list-style-type: none"> <li>• What Makes Children Vulnerable?</li> <li>• Working with Migrant Children</li> <li>• Working with Children in Situations of Poverty</li> <li>• Working with Minority Children</li> <li>• Working with Children Subjected to Displacement/Conflict</li> <li>• Working with Children Who Have Lost A Parent</li> <li>• Working with LGBTQ/I Children</li> <li>• Working with Children Who Have Run Away from Home/Are Homeless</li> <li>• Working with Children Who Use Drugs</li> <li>• Working with Disabled Children</li> <li>• Working with Orphaned and Adopted Children</li> </ul>	Participants learn about factors that increase children’s vulnerability to child labor, forced labor, and human trafficking. They also learn about best practices for working with vulnerable children.	Warm up discussion followed by a PowerPoint presentation and concluding with case study exercises.	30 minutes for presentation, 2 hours and 2 minutes with exercises
	<b>Exercise 3.7.1: Working with Vulnerable Children Discussion</b>	To have participants begin thinking about what can make children vulnerable to child labor, forced labor, and human trafficking.	Full group discussion answering questions.	25 minutes
	<b>Exercise 3.7.2: Vulnerable Children Case Studies</b>	To have participants identify best practices for working with vulnerable children.	In small groups, participants evaluate case studies and engage in a discussion guided by questions.	1 hour and 7 minutes
	<b>Lesson 3.8: Trauma-Informed Care Case Studies</b> <ul style="list-style-type: none"> <li>• Case Study 1: The Clothing Factory</li> <li>• Case Study 2: The Girlfriend</li> </ul>	Participants can learn about how front-line workers can work with survivors in a trauma-informed way. They learn about the best practices for trauma-informed care using case studies.	Energizer followed by interactive PowerPoint presentation.	45 minutes, 1 hour with exercise
	<b>Exercise 3.8.1: Trauma-informed care energizer</b>	To have participants identify trauma-informed best practices for working with survivors of child labor, forced labor, and human trafficking.	Plenary group brainstorms different ways front-line workers can work with survivors.	15 minutes



	Lessons/Exercises/Topics	Objectives	Methods	Duration
MODULE 4: PROSECUTION	<b>Lesson 4.1: Case Evaluation</b>	To learn how to evaluate a case, including whether or not to bring child labor, forced labor, or human trafficking charges.	PowerPoint presentation of materials in the curriculum followed by a Q&A session.	20 minutes for presentation, 90 minutes with exercises
	<b>Exercise 4.1.1: Case Evaluation Discussion</b>	To begin thinking about how to evaluate child labor, forced labor, and human trafficking cases.	Full group discussion answering questions.	15 minutes
	<b>Exercise 4.1.2: Case Evaluation Scenario</b>	To familiarize participants with the concepts relevant to case evaluation.	In small groups, participants evaluate a case study to determine if the suspect should be charged. Present to the full group and discuss, followed by Q&A.	1 hour and 30 minutes
	<b>Lesson 4.2: Pre-Trial and Bail</b> <ul style="list-style-type: none"> <li>Restrictions on the Right to Bail</li> <li>Bail Pending Appeal</li> </ul>	Learn the basics about the right to bail and considerations for whether it is granted.	PowerPoint presentation of materials in the curriculum followed by a Q&A session.	20 minutes for presentation, 2 hours and 15 minutes with exercises
	<b>Exercise 4.2.1: Bail Discussion</b>	To begin thinking about bail in child labor, forced labor, and human trafficking cases.	Full group discussion answering questions.	15 minutes
	<b>Exercise 4.2.2: Bail Scenarios</b>	To become familiar with the considerations relevant to determining whether to grant bail to a defendant before trial.	Small group work using scenarios to argue for or against granting bail; present arguments to the full group for determination and discussion, followed by Q&A.	1 hour and 40 minutes
	<b>Lesson 4.3: Considerations for Victims and Survivors in the Trial Process</b> <ul style="list-style-type: none"> <li>Children: Special Considerations</li> <li>Before Trial</li> <li>During and Post-Trial</li> <li>Considering the Needs of Victims/Survivors</li> <li>Victim/Survivor Impact Statements</li> </ul>	Understand the things about the trial process that may be especially important to victims/survivors of child labor, forced labor, or human trafficking. This may include providing information to victims/survivors, protecting victims/survivors' rights, and using victim/survivor impact statements.	PowerPoint presentation of materials in the curriculum followed by a Q&A session.	30 minutes for presentation, 2 hours with exercises
	<b>Exercise 4.3.1: Enforcement Training Program, Survivor Needs During the Trial Process</b>	To begin thinking about victim/survivor needs during the trial process of child labor, forced labor, and/or human trafficking cases.  Revisit the Enforcement Training Program (ETP) case studies to think about the experience for victims/survivors during the next stage of the trial process.	Plenary discussion about the needs of the victims/survivors in the Enforcement Training Program (ETP) case study.	20 minutes
	<b>Exercise 4.3.2: Survivors' Rights Scenario</b>	To familiarize participants with the victims/survivors' rights concepts.	Plenary discussion about survivors' rights using a scenario and a series of questions.	1 hour and 10 minutes

	Lessons/Exercises/Topics	Objectives	Methods	Duration
<b>MODULE 4: PROSECUTION</b>	<b>Lesson 4.4: Trial Practice</b> <ul style="list-style-type: none"> <li>Opening Statements</li> <li>Direct Examination (Examination-in-Chief)</li> <li>Cross-Examination</li> <li>Expert Witnesses</li> <li>Impeachment</li> <li>Closing Arguments</li> </ul>	To learn skills related to each part of a trial, including opening statements, direct examination, cross-examination, expert witnesses, impeachment, and closing arguments to ensure successful prosecution of child labor, forced labor, and human trafficking cases.	PowerPoint presentation of materials in the curriculum followed by a Q&A session.	1 hour and 15 minutes for presentation, 6 hours and 45 minutes with exercises
	<b>Exercise 4.4.1: Open and Closed Questions</b>	To practice asking open-ended and closed questions to improve questioning styles for direct examination and cross-examination, respectively.	In a plenary, practice asking open and closed questions on a familiar topic. Q&A session to close.	30 minutes
	<b>Exercise 4.4.2: Opening and Closing Statements</b>	To familiarize participants with opening statements and how to present them in court.	Participants work in groups and utilize case study testimonies to practice writing and presenting opening statements.	1 hour and 20 minutes
	<b>Exercise 4.4.3 Direct Examination</b>	To practice direct examination of each side's witnesses: prosecution witnesses and defense witnesses.	In small groups, groups are assigned to formulate direct examination questions for the defense or prosecution.	1 hour and 5 minutes
	<b>Exercise 4.4.4: Cross Examination</b>	To practice cross examination of a witness called by the other party.	In same small groups, exchange witness statements to practice for cross examination of the opposite side.	1 hour and 10 minutes
	<b>Exercise 4.4.5: Closing Arguments</b>	To familiarize participants with closing arguments and how to present them in court.	Participants practice writing and presenting closing arguments.	1 hour and 25 minutes
	<b>Lesson 4.5: Evidence</b> <ul style="list-style-type: none"> <li>Types of Evidence used in Child Labor, Forced Labor, and Human Trafficking Cases</li> <li>How to Introduce Evidence at Trial</li> </ul>	Learn the different types of evidence used in child labor, forced labor, and human trafficking cases and how to introduce such evidence at trial.	PowerPoint presentation of materials in the curriculum followed by a Q&A session.	45 minutes for presentation, 1 hour and 50 minutes with exercises
	<b>Exercise 4.5.1: Evidence Energizer</b>	To start thinking about evidence in child labor, forced labor, and human trafficking cases and how it can be useful during a prosecution.	Participants identify potential pieces of evidence in an Enforcement Training Program (ETP) scenario and work together to present what they think the evidence helps prove.	25 minutes
	<b>Exercise 4.5.2: Admitting Evidence Drill</b>	To practice the process of laying the foundation for introducing an exhibit into evidence at trial.	Participants practice admitting evidence one-by-one, followed by discussion.	40 minutes
	<b>Lesson 4.6: Mutual Legal Assistance</b>	Learn what mutual legal assistance (MLA) is and how to request MLA.	PowerPoint presentation of materials in the curriculum followed by a Q&A session.	15 minutes for presentation, 55 minutes with exercise
<b>Exercise 4.6.1: Mutual Legal Assistance Discussion</b>	To discuss prosecutors' experience with mutual legal assistance (MLA).	Plenary discussion about using mutual legal assistance.	40 minutes	

	Lessons/Exercises/Topics	Objectives	Methods	Duration
<b>MODULE 5: SENTENCING</b>	<b>Lesson 5.1: Sentencing Guidelines</b> <ul style="list-style-type: none"> <li>Sentencing Guidelines</li> <li>Sentencing Procedures</li> </ul>	To learn about sentencing guidelines and challenges. Practice child labor, forced labor, and human trafficking sentencing using scenarios.	PowerPoint presentation of materials in the curriculum followed by a Q&A session.	15 minutes for presentation, 1 hour and 40 minutes with exercises
	<b>Exercise 5.1.1: Sentencing Discussion</b>	To begin discussing sentencing and thinking about factors to consider when sentencing child labor, forced labor, and or human trafficking cases.	Full group discussion answering questions.	15 minutes
	<b>Exercise 5.1.2: Sentencing Scenarios</b>	To determine appropriate sentences for child labor, forced labor, and human trafficking offenses.	In small groups, participants review sentencing scenarios and determine an appropriate sentence; present to plenary for discussion and Q&A.	1 hour and 10 minutes
	<b>Lesson 5.2: Restitution</b> <ul style="list-style-type: none"> <li>Role of Restitution</li> <li>Considerations for Victims/Survivors</li> <li>Civil Procedures</li> <li>Criminal Procedures</li> </ul>	To learn about restitution and how to determine damages.	PowerPoint presentation of materials in the curriculum followed by a Q&A session.	15 minutes for presentation, 1 hour and 15 minutes with exercises
	<b>Exercise 5.2.1: Restitution Discussion</b>	To have participants start thinking about restitution, its different forms, and benefits for victims/survivors.	Full group discussion answering questions.	15 minutes
	<b>Exercise 5.2.2: Restitution and the Enforcement Training Program Case Studies</b>	To practice determining restitution for victims/survivors. Learn about the benefits that restitution could bring to the Enforcement Training Program (ETP) case study victims/survivors.	In small groups, create restitution recommendations using Enforcement Training Program (ETP) case studies; present to plenary for discussion and Q&A.	45 minutes
	<b>Lesson 5.3: Plea Bargaining</b> <ul style="list-style-type: none"> <li>Requirements for a Plea Bargain</li> <li>Roles and Responsibilities</li> <li>Arguments for Plea Bargaining</li> <li>Arguments Against Plea Bargaining</li> </ul>	To learn about plea bargaining and its benefits and challenges.	PowerPoint presentation of materials in the curriculum followed by a Q&A session.	30 minutes for presentation, 1 hour and 15 minutes with exercise
	<b>Exercise 5.3.1: Plea Bargaining Discussion</b>	To discuss the benefits and challenges of plea bargaining and when the use of plea bargains may be appropriate.	Plenary discussion about plea bargain and their benefits and challenges.	45 minutes
	<b>Lesson 5.4: Judicial Ethics</b> <ul style="list-style-type: none"> <li>The Bangalore Principles</li> <li>Considerations for Online Activities</li> </ul>	Learn about the Bangalore Principles and how to apply them. Put the ethical principles into practice using a series of scenarios.	PowerPoint presentation of materials in the curriculum followed by a Q&A session.	20 minutes for presentation, 1 hour and 50 minutes with exercises
	<b>Exercise 5.4.1: Judicial Ethics Discussion</b>	To begin discussing judicial ethics and start to consider what role ethical responsibilities play in and out of the courtroom.	Full group discussion answering questions.	15 minutes
<b>Exercise 5.4.2: Applying Ethics to Everyday Practice</b>	Practice applying the Bangalore Principles to everyday scenarios.	In small groups, review scenarios and determine what action to take, present to plenary for discussion and Q&A.	1 hour and 15 minutes	

# Annex B: Sample Survey and Evaluation

## Pre-Training Participant Survey




Your answers will be used to measure the impact and effectiveness of our programs and help develop future programming. We thank you for taking the time to answer these questions.

I. BASIC INFORMATION	
a. Age	<input type="radio"/> Under 25 <input type="radio"/> 25-34 <input type="radio"/> 35-44 <input type="radio"/> 45-54 <input type="radio"/> 55+
b. Gender	<input type="radio"/> Male <input type="radio"/> Female
c. Home Region	_____ (where you were born)
d. Work Region	_____ (where you work)
II. CAREER INFORMATION	
a. What is your profession? _____	
b. How long have you been in this profession? <input type="radio"/> 0-1 year <input type="radio"/> 2-5 years <input type="radio"/> 6-10 years <input type="radio"/> 11+ years	
c. Have you been involved in any child labor cases? <input type="radio"/> None <input type="radio"/> 1-5 cases <input type="radio"/> 6-20 cases <input type="radio"/> 21+ years	
d. Have you been involved in any forced labor cases? <input type="radio"/> None <input type="radio"/> 1-5 cases <input type="radio"/> 6-20 cases <input type="radio"/> 21+ cases	
e. Have you been involved in any human trafficking cases? <input type="radio"/> None <input type="radio"/> 1-5 cases <input type="radio"/> 6-20 cases <input type="radio"/> 21+ cases	
f. Have you been involved in any other complex criminal cases? <input type="radio"/> None <input type="radio"/> 1-5 cases <input type="radio"/> 6-20 cases <input type="radio"/> 21+ cases	
g. Other specific questions that you can ask to gauge trainees' current level of knowledge. Below are some sample questions.	
Have you worked with forensic experts?	<input type="radio"/> Yes <input type="radio"/> No
Have you worked with child victims or survivors of human trafficking?	<input type="radio"/> Yes <input type="radio"/> No
Have you referred survivors or provided them with any support services (food, shelter, medical, etc.)?	<input type="radio"/> Yes <input type="radio"/> No
What are the three most important things you hope to gain from this training?	_____ _____ _____



# Daily Evaluation

## RATING OF SESSIONS

Please rate each session that you attended by marking the box that best applies	1 	2	3 	4	5 
[Name of Lesson/Exercise]					
[Name of Lesson/Exercise]					
[Name of Lesson/Exercise]					
[Name of Lesson/Exercise]					

Please describe something you learned during today's session




[Insert Response]

Please describe something that could have been improved about today's session

[Insert Response]

A general evaluation, covering the entire training, should be used in addition to a daily evaluation to gain feedback about the success of the entire training program.

## General Evaluation

Please indicate how much you agree with the following statements by marking the box that best applies		Disagree → Agree				
		1 	2	3 	4	5 
1	The objectives of the training were clear.					
2	The training objectives were achieved.					
3	I learned something new about child labor, forced labor, and/or human trafficking.					
4	I am committed to trying to eliminate child labor, forced labor, and human trafficking.					
5	The training was too long.					
6	The training was too short.					
7	This training was necessary.					
8	I would like more training on child labor, forced labor, and/or human trafficking.					

Please provide additional feedback to help us improve our training on child labor, forced labor, and human trafficking.

[Insert Response]

Post-training knowledge test can be used after each day's training or after the entire training program to gauge the effectiveness of the training. Below is a sample knowledge test. Please feel free to create your own tailored to your training needs.

## **Post-Training Knowledge Test**

**1. What are the four P's of Human Trafficking? (Choose all correct answer choices)**

A. Partnership   B. Predication   C. Protection   D. Prevention   E. Prosecution

**2. Forced labor is a Worst Form of Child Labor (WFCL)**

A. True   B. False

**3. Apprenticeship can never involve child labor, forced labor, or human trafficking**

A. True   B. False

**4. Men and boys can be victims of sexual trafficking**

A. True   B. False

**5. Which of the following would prevent the prosecution of human traffickers?**

- A. Rescuing victims from human traffickers
- B. Prosecuting victims/survivors for any crimes they have committed while being trafficked
- C. Interviewing victims/survivors of human trafficking
- D. Assisting in reintegrating victims/survivors into society

**6. Which of the following is always true?**

- A. Human trafficking always involves transporting someone across a border
- B. Human trafficking didn't occur if the victim agreed to travel with the trafficker
- C. Human trafficking didn't occur if the victim had a way to escape
- D. None of the above

**Answer Keys:**

1. A, C, D, E.   2. A.   3. B.   4. A.   5. B.   6. D.

# Annex C: Sample Agendas

## Training Agenda for Identifying Child Labor, Forced Labor, and Human Trafficking

### One Day Training

Time	Topic/Exercise	Objective
9:00–9:30 am	Registration	Participants arrive, register, collect training materials, and prepare for the training. Complete pre-training survey.
9:30–10:00 am	Introduction to the Training Program	Welcome participants to the training. Provide an overview of the training agenda and expectations; participants provide their expectations.
10:00–10:25 am	Impact Icebreaker	To have participants approach child labor, forced labor, and human trafficking from a victim/survivor-centered lens.
10:25–11:10 am	What are Child Labor, Forced Labor, and Human Trafficking?	Understand the definitions of key terms related to child labor and forced labor, facts and figures about child labor, and what these crimes look like in practice.
11:10 am–12:10 pm	Definitions of Child Labor, Forced Labor and Human Trafficking Exercise	To ensure participants have a thorough knowledge of the crimes of child labor, forced labor, and human trafficking and the international laws surrounding them.
12:10–12:20 pm	Break	
12:20–12:35 pm	Indicators Energizer	To help participants start thinking about indicators of child labor, forced labor, and human trafficking.
12:35–1:05 pm	Indicators of Child Labor, Forced Labor, and Human Trafficking, Part 1	Learn to recognize child labor, forced labor, and human trafficking.
1:05–2:10 pm	Recognizing Cases of Child Labor, Forced Labor, and Human Trafficking Exercise	To ensure participants have a thorough knowledge of the crimes of child labor, forced labor, and human trafficking and the international laws surrounding them.
2:10–3:10 pm	Lunch Break	
3:10–3:20 pm	Indicators of Child Labor, Forced Labor, and Human Trafficking, Part 2	Learn to recognize child labor, forced labor, and human trafficking.
3:20–4:10 pm	Push and Pull Factors Exercise	To ensure participants understand push and pull factors and are able to recognize indicators of child labor, forced labor, and human trafficking.
4:10–4:25 pm	Myths and Facts about Child Labor, Forced Labor, and Human Trafficking Exercise, Part 1	To identify common myths about child labor, forced labor, and human trafficking, identify sources of misconceptions, and clarify information about child labor, forced labor, and human trafficking to better understand the reality of child labor, forced labor, and human trafficking.



Time	Topic/Exercise	Objective
4:25–4:55 pm	Distinguishing Child Labor, Forced Labor, and Human Trafficking from Other Crimes	<p>Learn to distinguish between child labor, forced labor, and human trafficking while also being able to distinguish between human trafficking and migrant smuggling.</p> <p>Learn to recognize common myths and misconceptions about child labor, forced labor, and human trafficking so that more cases of child labor, forced labor, and human trafficking can be properly identified.</p>
4:55–5:40 pm	Myths and Facts about Child Labor, Forced Labor, and Human Trafficking Exercise Part 2	To identify common myths about child labor, forced labor, and human trafficking; identify sources of misconceptions; and clarify information about child labor, forced labor, and human trafficking to better understand the reality of child labor, forced labor, and human trafficking.
5:40–5:55 pm	Evaluations	Participants complete program post-tests and evaluations.
5:55–6:05 pm	Closing and Next Steps	Summary of the program and overview of the next training session.

# Training Agenda for Investigating Child Labor, Forced Labor, and Human Trafficking

## Three Day Training

### DAY 1

Time	Topic/Exercise	Objective
9:00–9:30 am	Registration	Participants arrive, register, collect training materials, and prepare for the training. Complete pre-training survey.
9:30–10:00 am	Introduction to the Training Program	Welcome participants to the training. Provide an overview of the training agenda and expectations; participants provide their expectations.
10:00–10:10 am	Icebreaker	Have participants introduce themselves.
10:10–10:20 am	Investigations Discussion	To have participants start thinking about different types of investigations to begin training on investigations.
10:20–10:50 am	Types of Investigations	Learn about reactive, proactive, and disruptive investigations. Learn how to map risk, identifying areas with a high likelihood of child labor, forced labor, or human trafficking occurring; and practice using this skill during an activity.
10:50–11:00 am	Break	
11:00 am–12:50 pm	Risk Mapping Exercise	To identify what economic activities and industries are at risk for child labor, forced labor, and human trafficking.
12:50–1:50 pm	Lunch Break	
1:50–2:05 pm	Rescue Operations Discussion	To have participants begin considering when rescue operations may be needed.
2:05–2:35 pm	Rescue Operations	Learn how to plan and conduct a child labor, forced labor, or human trafficking raid or rescue operation. During an activity, plan a rescue operation using case studies.
2:35–3:50 pm	Planning a Rescue	Practice preparing for a rescue operation and identifying the steps that need to be taken. Determine the groups needed to carry out a rescue operation. Ensure that victim/survivor needs are anticipated and planned for.
3:50–4:00 pm	Break	
4:00–4:10 pm	Crime Scene Discussion	Learn how crime scenes are processed and about common investigative issues. Practice documenting a crime scene and collecting evidence.
4:10–4:40 pm	Crime Scene Investigation	Learn how crime scenes are processed and about common investigative issues. Practice documenting a crime scene and collecting evidence.
4:40–4:55 pm	Evaluations	Participants complete daily post-tests and evaluations.
4:55–5:05 pm	Closing and Next Steps	Summary of the day's program, overview of the next training session.

## DAY 2

Time	Topic/Exercise	Objective
9:00–9:30 am	Registration	Participants arrive, register, and prepare for the training. Complete daily pre-training survey.
9:30–9:45 am	Training Overview	Welcome participants to the training. Provide a summary of the previous day's training and an overview of the current day's agenda.
9:45–10:45 am	Processing a Crime Scene	To practice the skills needed to properly process a crime scene.
10:45–10:55 am	Evidence Alphabet Energizer	To have participants start thinking about different types of digital and forensic evidence.
10:55–11:25 am	Digital and Forensic Evidence	Learn about different types of digital and forensic evidence and how to use them effectively in child labor, forced labor, and human trafficking cases.
11:25–11:35 am	Break	
11:35 am–12:55 pm	Digital and Forensic Evidence Exercise	To identify types of digital and forensic evidence that might be used in child labor, forced labor, and human trafficking cases.
12:35–12:50 pm 12:55–1:10 pm	Interviewing Survivors Discussion	To have participants begin thinking about special considerations for interviewing survivors, including child survivors.
12:50–1:50 pm 1:10–2:10 pm	Lunch Break	
1:50–2:20 pm 2:10–2:40 pm	Interviewing Survivors, Part 1	Understand the interview methods, roles, and perspectives that will encourage best practices for assessing, interacting with and identifying individuals involved in child labor, forced labor, and human trafficking. Practice using interviewing skills and increase skills and confidence to conduct interviews that respect survivors' rights and dignity.
2:20–3:10 pm 2:40–3:40 pm	Interviewing Survivors Exercise	To observe best practices for interviewing survivors and then practice using those skills by conducting mock interviews based on scenarios.
3:10–3:20 pm 3:40–3:50 pm	Break	
3:20–4:05 pm 3:50–5:00 pm	Setting up an Interview Exercise	Practice considering the needs of different survivors during interviews. Think about needs before an interview to make interviews productive and prevent re-traumatization. Revisit the Enforcement Training Program (ETP) case studies as the survivors move through the case process.
4:05–4:20 pm 5:00–5:15 pm	Evaluations	Participants complete daily post-tests and evaluations.
4:20–4:30 pm 5:15–5:25 pm	Closing and Next Steps	Summary of the day's program, overview of the next training session.

## DAY 3

Time	Topic/Exercise	Objective
9:00–9:30 am	Registration	Participants arrive, register, and prepare for the training. Complete daily pre-training survey.
9:30–9:45 am	Training Overview	Welcome participants to the training. Provide a summary of the previous day's training and an overview of the current day's agenda.
9:45–10:45 am 9:45–10:55 am	Interviewing Children Exercise	To observe best practices for interviewing children and then practice using those skills by conducting mock interviews based on scenarios.
10:45–11:00 am 10:55–11:10 am	Interviewing Suspects Discussion	To have participants start thinking about interviewing suspects and how those interviews might be similar and different from interviewing a victim/survivor.
11:00–11:20 am 11:10–11:30 am	Interviewing Suspects	Understand how to interview suspects in a way that respects and protects their rights and helps gain information that can help build a child labor, forced labor, or human trafficking case.
11:20–11:30 am 11:30–11:40 am	Break	
11:30 am–12:35 pm 11:40 am–12:55 pm	Interviewing Suspects Exercise	To observe best practices for interviewing suspects and then practice using those skills by conducting mock interviews based on scenarios.
12:35–12:50 pm 12:55–1:10 pm	Charging Discussion	To have participants start thinking about different offenses that can be charged in child labor, forced labor, and human trafficking.
12:50–1:50 pm 1:10–2:10 pm	Lunch Break	
2:10–3:15 pm	Charging	Understand the elements that make up child labor, forced labor, and human trafficking offenses. Learn about charging child labor, forced labor, and human trafficking offenses, and other related crimes. Learn about who may be exempt from prosecution. Use case studies to practice determining charges for offenders.
3:15–4:45 pm	Charging Offenses in the Enforcement Training Program Case Studies	To have participants practice identifying charges that can be brought in different scenarios. Continue engaging with the Enforcement Training Program (ETP) case studies to see how the case process is continuing for the survivors.
4:45–5:00 pm	Evaluations	Participants complete daily post-tests and evaluations.
5:00–5:15 pm	Closing and Next Steps	Summary of the training, review next steps for implementing the training content, and discuss upcoming trainings. Closing ceremony.



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# Case Study 1: Abdi

Abdi is 20 years old. He was found in a Gulf State where he was doing construction work. Abdi did not have copies of his identification or travel documents, which were found in his employer's possession. Abdi found his job through a posting on WhatsApp. The posting was for a job in construction that paid more than he could earn doing construction work in his home country. Abdi worked with a recruiter in his home country to secure the job. Abdi had to pay a fee of one month's salary to the recruiter to obtain the job; he took out a loan to pay the fee. The job Abdi secured required 45 hours of work per week. He was told he would be provided with travel documents, transportation to the country where he would be working, food, and accommodation.

When Abdi arrived, he had to sign a new contract written in a language he did not understand. Abdi discovered later that the new contract required him to work more hours for less pay: He averages 70 hours per week and is paid approximately 75% of the previously agreed-upon salary. He is being charged for his accommodation and food. He is housed in a large space with the other construction workers; no one has their own room or privacy.

Abdi and the others must work long hours in the sun and rarely have time for water breaks. Abdi has collapsed from heat exhaustion while working, as have other workers. Abdi has some minor injuries from work. He wants the job he was promised. He is exhausted all the time from overwork and is not earning enough money to pay off his debt within a year, as he had anticipated. He was going to try to support his family with his overseas work, but now he does not think he can go home because his family will have to pay his debt.

## Case Study 2: Ana

Ana is 13 years old. She was found working in a small garment factory with her mother and six other women and girls. A labor inspector conducted an inspection after receiving a tip from a teacher who said that Ana had stopped attending school because of her work. Ana's father was killed in a traffic accident two years ago, and Ana's mother now has to support her three children. Ana is the oldest.

Ana's mother has been working at the garment factory for over a year but has regularly been unable to meet her quota. Ana's mother is paid by the number of pieces of clothing she produces, and the number she must produce is higher than most workers can make in a day. Because of this, Ana's mother and several other women have their children assist them. The other two girls are 12 and 16 years old. Ana began helping her mother for a few hours a day around six months ago; she was still attending school when she started her work. Ana started working longer and longer hours because the rent for the sewing machines they are using was increased, and the family had some unexpected expenses when her little brother became very sick.

When Ana was found, she had back pain from sitting hunched over at her sewing machine and had some small cuts on her hands.



Photo Credit: Ben Burkland and Carolyn Cook, 2007, China



## Case Study 3: Kosal

Kosal is 13 years old. He and his family are migrants who fled violence in their community. They are from a marginalized group that was subjected to ethnic violence. Kosal's family migrated illegally to a neighboring country. Kosal has not attended school regularly because he lacks the correct legal status in the country and his parents' agricultural work requires the family to move to a different part of the country each season. Kosal's parents are paid very low wages because of their migrant status. They cannot access labor protections, and farm owners know that Kosal's parents will not want to alert the authorities to their irregular status.

Kosal started working on the farms with his parents to help them earn more money so that someday they can earn enough to rent a home. For now, they live in migrant camps that are crowded and unsafe. Because he is unable to attend school, he wanted to contribute. Kosal does the same work his parents do, which is a variety of tasks that include preparing fields, planting, and harvesting. He works long hours in very hot weather with few breaks. He has to carry heavy loads when harvesting and often uses sharp tools. Kosal has been hurt a few times at work but has not been able to get medical assistance because his parents are afraid to go to a medical clinic in case they are reported.

Kosal knows that the farm owner has seen him working because the owner complimented him on how strong he is for someone so small. Kosal wishes he could be paid more. He is paid even less than his parents but is glad he is no longer in his old village. He recently heard the village was burned to the ground, and he is sad that he can never return.



Photo Credit: Nahuel Berger for World Bank, 2007, Argentina

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## Case Study 4: Mercy

Mercy is 22 years old. She searched for work outside of her village because her parents, needing the bride price, had forced her to marry a violent man. Her husband beat her severely, and she had to be treated for injuries at a local hospital. When she was at the hospital, she met a woman who said she wanted to help; the woman offered to help Mercy get smuggled to another country where she could work as a cleaner in a hotel. Although she was nervous about sneaking into another country, Mercy was excited by the opportunity and made arrangements to leave quickly.

When Mercy arrived at her destination, she learned she had to work as a prostitute instead of working as a cleaner in the hotel. The smuggler said she had to do it to pay back the expense of being smuggled. Mercy was beaten when she tried to resist. In addition to working as a prostitute in the hotel, Mercy was forced to perform on a webcam. Mercy was told that if she went to the police, her family would be told she was working as a prostitute, and the police would deport her because she entered the country illegally.

Mercy has been forced into prostitution for almost two years and still has not paid back her debt because her exploiter keeps adding additional expenses to the total. Mercy does not think that she will ever be able to leave, and even if she could, she knows that she can never return home. She hopes to start a new life, maybe in her new country. She would like to be a nurse or in another career that could help girls who need assistance.