

Further, during the realisation of a workshop, it is important for the facilitator not to wear clothes which could detract from what they have to say. Avoid t-shirts with eye-catching, or provoking prints, large pieces of jewelery, snazzy colours, strong make-up. It is important for the participants to be focused on what you have to say. Also, take into account that workshops are held in educational institutions, and that you represent an organisation which has been nurturing cooperation with institutions for two decades.

## ONCE THE WORKSHOP BEGINS...

Before the beginning of the workshop, explain why you are there and what you are going to talk about. Also, define a couple of rules, so that the course of the workshop would be undisturbed.

### Examples of how to start workshop and define rules:

- The workshop will last for 90 minutes without a pause, but then you'll have a long break, don't worry, you'll have all the breaks that you get according to the timetable.
- We kindly ask you not to speak all at once. It is highly important to us to hear every one of you. Also, we're sure that you have plenty of interesting answers and we'd like to discuss each of them.
- Today you won't have a typical lecture and so we hope that you'll be active. There are no wrong answers. This is not the subject which is discussed daily and no one expects you to be well- informed about it. That's why we are actually here today.
- Let the participants propose some rules of their own (phones in silent mode, **ne sedimo na svim potrebama**, we are not late...).

**It is important that you stand up while realising workshops.** Position yourself so that everyone can see you, and talk loud enough so that everyone can hear you clearly. Talk louder than you do in your everyday life. In case you are talking in a soft voice, the participants would not bother to hear you. You have to constantly animate them with your voice and with what you are saying, in order to keep them interested for the subject.

**Workshops are always realised by two facilitators.** This is important for a couple of reasons, inter alia, because changing facilitators make the workshop more dynamic. In case one of the facilitators loses concentration and is at loss for words, the other can take over and continue with the workshop. Thus the course of the workshop would not be changed and the participants would not notice that there have been any problems. Moreover, if the participants become restless, one of the facilitators can warn them quietly to keep silent while the other facilitator is talking.

Never introduce your colleague, but let everyone say her/his name. You are equal partners, so try to have each of you talking 50% of the time. Except for the fact that you will thus occupy your listeners' attention, you will have time to rest and be able to talk with focus to the very end of the workshop.

**Never turn your back to your workshop co-facilitator.** It is necessary for you to communicate all the time and to notice if she/he gestures that you should continue, or that there is a certain problem.

The sentences you may use include: "As Marko has mentioned, it is highly important for you to know..." or "I would just like to add, in

addition to everything that Marija have already said, that..." Then you can continue in line with the planned course of the workshop. da..." i nastavite po planiranom toku.

It is important that, before the beginning of the workshop, you divide units between you, i.e. to know which facilitator will deliver which part. However, **it is necessary for both facilitators to be familiar with the entire course of the workshop.**

In case workshop/lecture/forum is realised by three persons, while one person is talking, the remaining two should not talk to each other. Otherwise you could distract the person talking, or disturb the attention of the participants, while it simultaneously does not appear collegial, or polite. Also, the aforementioned rule is still on – it is possible that your colleague needs your help.

Use easily understood and simple language. Do not use too formal phrasing and make sure that your sentences are not too long. For example, instead of "exploitation" you may opt for "use".

In case you mention terms such as PTSD (post-traumatic stress disorder) make sure that you provide a short explanation for it. Even though the majority may say to you that they have heard of the term previously, you explain it anyway, or ask the participants who have said that they know, to explain it to others. It is enough for just one person in the room to be uncertain of what you are talking about, for your explanation to be useful.

Use examples that are connected to European states. Even though millions of people are exploited daily in Asian and African countries, there is a possibility that the participants would not be able to relate to your story in any way, so they would not bother to find out how to protect themselves, since they might associate human trafficking with China and Bangladesh only.<sup>5</sup>

Ask open-ended questions, as well as additional questions, in order to stimulate participants to talk:

- When I say "human trafficking", what is the first thing that goes through your mind?
- What does this problem reminds you of? Something must have crossed your mind when we told you the topic of our today's workshop.
- Who can be victims? Can men be victims? Why then there is such a small number of identified male victims of human trafficking?
- For what purposes can traffickers use children?<sup>6</sup>

It is necessary to reply to every question and each comment. In case someone mentioned at the beginning of the workshop something that you planned to address in the end, make sure to return later to it. ("This is something that we will talk about more later, but thank you for mentioning it, it was very observant of you to notice that" etc.). In case you said that you would explain something in later stages of the workshop, do not forget to actually do that. Also, if something is planned to be referred to later, make sure to mention that as soon as someone makes a reference to it.

Compliment every participant that provides comment, or responds to a question. It is important to stimulate them to participate, and you can turn every wrong answer into an introduction into further clarification of the terms.

Distribute leaflets/promo material at the very end of the workshop. In case you distribute them earlier, the participants would start to inspect them and read them, and they would not listen to you.

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<sup>5</sup> In case a participant mentions an example of alleged labour exploitation first, make sure to explain it to them why every case of labour exploitation does not also constitute human trafficking. Compliment them on their excellent remark and participation.

<sup>6</sup> Emphasise that we define children as all persons younger than 18, in accordance with the definition of the child in the Convention on the Rights of the Child.

In case you notice that one or a group of students laugh/talk/disturb the work, the facilitator not talking at that moment should go closer to those persons. There are great chances that they would be embarrassed to continue with the disturbance once the facilitator is near enough.

In case they continue anyway, warn them against it. Do not allow for those who are willing to hear you not to be able to due to a couple of undisciplined ones. Furthermore, even though you emphasised at the beginning of the workshop that you were not a teacher and that this was not their ordinary lecture, you must nevertheless have some authority. Your responsibility is for the participants to leave your workshop well-informed, and in case it is rowdy and majority of the attendees do not pay attention, you will not be able to achieve your goal.

- The sentences you may use to calm students down:
  - Please calm down, we are trying to hear each and every one of you, but we can't do that with all this noise.
  - We have xx minutes left, but it's up to you when we will finish. If we need to repeat everything twice, this would require more time.
  - We are here today to tell you how to protect yourself, that is how to avoid to become human trafficking victims. Please calm down, it's not fair towards your friends that want to hear this.

Try to keep the friendly attitude, but to affirm clearly that you have the role of the workshop facilitator and their school/teacher invited you.

## ***2.2. Challenges in realisation of workshops***

Even though you have planned your workshop well, rehearsed your lines and informed yourself, during the very realisation different unforeseen incidents and challenges may occur that you would need to overcome. These may have to do with the workshop facilitators themselves (stage fright), or these may be challenges caused by the participants.

**STAGE FRIGHT IS A NORMAL THING THAT EVERYONE MAY EXPERIENCE.** It may happen that one of the facilitators suddenly forgets what she/he wanted to say and is at loss for words, either at the beginning, or in the middle of her/his speech. In such situations it is important for the other facilitator to take over, so that the participants never notice that there was a problem in the first place. This of course implies that the facilitators actively listen to each other all the time and be ready to support their partners. They may agree on a sign which would mean that the other partner should continue. That sign can be eye contact, or anything else. It is therefore highly important for both facilitators to know the entire course of the workshop, including the parts spoken by their partner, so that they could take over at any given moment should the need arise.

**ALSO, IT MAY HAPPEN THAT ONE FACILITATOR FORGETS TO SAY SOMETHING WHICH IS IMPORTANT TO MENTION.** In that case, the other should not interrupt her/his currently talking partner, but wait for her/him to finish and if something was indeed omitted, to mention after the conclusion of her/his partner's speech "I would only add that..." and supply the missing information. In

that way, we have completed the unit, said everything that was necessary, yet without interrupting the flow of the talking facilitator.

**THE COURSE OF THE WORKSHOP IS HIGHLY IMPORTANT AND FACILITATORS/FACILITATORS SHOULD MAKE SURE THAT IT IS NOT DISTURBED.** It may happen that a participant asks you something completely unrelated to the topic of human trafficking, or tells a story which is off-topic. In that case, you should not interrupt the participant, but when he/she has finished, you say that this is not the topic which we are currently dealing with, and in line with our own assessment we decide whether what the participant has said requires additional information – if yes, we do that after the workshop. It is important to prevent the discussion from being diverted, since the remaining participants may take queues from what the first has said and lead the discussion in the entirely different direction.

In case someone asks something which is indeed related to human trafficking, yet is not currently on the agenda (the course is disturbed), it is important for us to remember the question and say that we shall address it later, that we shall return to the participant's question and clarify it. It is important to actually remember the question and for the participant not to be left without the answer. It would be great if the facilitator who is not speaking would write down the questions of the participants. At the end of the workshop you may leave some time to answer the collected questions which have not been answered during the very course of the workshop. Sometimes it can stimulate further discussion even after the completion of the official part of the presentation.

All this helps in following the course of the workshop, and for the entire presentation to become well-rounded.

**TECHNICAL PROBLEMS CAN NEGATIVELY INFLUENCE THE COURSE OF THE WORKSHOP AND INCITE THE PARTICIPANTS' MISTRUST.** The technical equipment which is used during the course of the workshop (laptop, projector) must always be checked before the workshop has started. This is why it is necessary to arrive 10 minutes before the workshop's beginning and check whether everything is in order before the start. In case school equipment is used, it is necessary to remind the teachers to timely check its working order, so that the facilitators could find an alternative solution in case of its failure.

In case it happens that technical equipment malfunctions for whatever reason, the time needs to be filled with stories, or examples that participants always find interesting, to save the presentation from becoming monotonous, and secure that the workshop is not turned into a lecture. Examples also need to be offered when video clips are being played, but in the lack thereof it is advisable to fill this time with as many stories from the practice as possible, in order to communicate the actual situation in the field to the participants as best as you can.

**DURING THE REALISATION OF THE WORKSHOPS, THE MOST IMPORTANT THING IS TO SIMULATE THE ATTENDEES TO ACTIVELY PARTICIPATE IN THE WORKSHOP.** One of the main challenges is to find an adequate response to potential disinterest of the workshop participants. Disinterest can be manifested in a number of ways.

*The participants may be disinterested but quiet, so as not to disturb the facilitators.*

The participants may be disinterested for the topic, but follow the workshop quietly, without interruptions. Such an audience is more challenging for the facilitators themselves and such workshops are often harder to facilitate. It is advisable in such situations to ask as many questions as you can in order to motivate and involve them, for example, recount a situation which can be interpreted in a number of ways and then ask them for their opinion, whether this is the case of human trafficking, or not. This can spark the dialogue, as some of the participants are bound to think that it is, and others that it is not human trafficking. In this case this could result in a dialogue between the participants, as they might state the arguments to support their attitudes.

Sometimes this is not effective either, so in the beginning, the facilitators need to talk more. Through their presentation, the facilitators should try to make the topic as close as possible to the participants and to make it interesting through their approach. Some participants would relax at some later point, not at the very beginning of the workshop. This is why questions are always advisable and they need to be asked constantly. In addition, you can spark interest in your listeners through different videos, examples, and film cut ins. After each video clip, ask them for their opinion, what is their perception, whether it seems realistic, and try to make them interested in that way.

Sometimes none of the above yields the desired result, as the attendees refuse to participate, and then it is up to the facilitators to communicate as much valuable data as possible through their presentation, so that at least some of the attendees could remember something that they might find useful.

*In some of the cases, the attendees disturb the course of the workshop with their behaviour – mutual talk, inappropriate comments, by leaving the room during the workshop.*

Facilitators are peer educators. You need to let them know that you are not teachers, so you are not there to give them marks and punish them. You approach them as your peers. However, this does not mean that you will allow inappropriate behaviour and that you will keep not an ounce of authority. You need to use friendly approach towards the participants, but not allow for a few of them to disturb others in their participation.

If some of the participants talk during the workshop, you need to warn them against it. When someone is making racket, and interrupts the workshop in different ways, it might be good to emphasise that you understand that someone is maybe not interested in the topic, that you would not mind if he/she does not listen to you, but that he/she must not be noisy and interrupt the work. Ask him/her to have respect for you and the others who may want to hear what you have to say. Sometimes this is enough, and sometimes the participants continue to interrupt anyway. In that case the facilitator which does not talk at the moment may stand by the student or students who interrupt the workshop. This might make them feel uncomfortable and calm them down.

In the beginning it may be advisable to involve the very students who interrupt and ask them questions. Sometimes this may make them interested in participating the dialogue, even if just to respond with some witty remark, but even this could make them interested in the subject.

**THE PARTICIPANTS WOULD SOMETIMES HAVE INAPPROPRIATE REMARKS AND USE PEJORATIVE LANGUAGE.** If some of the participants have inappropriate comments, you should not judge them. Even though it is clear that each and every one of us may react differently to inappropriate comments, it is important that we do not have a judgemental attitude. These are usually comments in the vein of women being stupid and naïve and personally to blame, deserving of what have happened to them, the Roma are referred to as Gipsies, they are insulted... In these situations, it is necessary to explain it calmly and slowly to the participants why it is not ok for them to use such language and that such words may hurt someone, as well as that to qualify the victims as stupid is not true. You can show through examples that anyone can become a victim. Show that the very participant who has had the inappropriate remark may found him/herself in the same situation and that he/she would not like anyone to talk about him/her in that way. At all times you must bear in mind that the participants are there to learn and that you need to make them use appropriate language through your positive example and tolerance. **It is highly important that the facilitators themselves do not use discriminatory language, and that they do not discriminate against the participants in any way.**



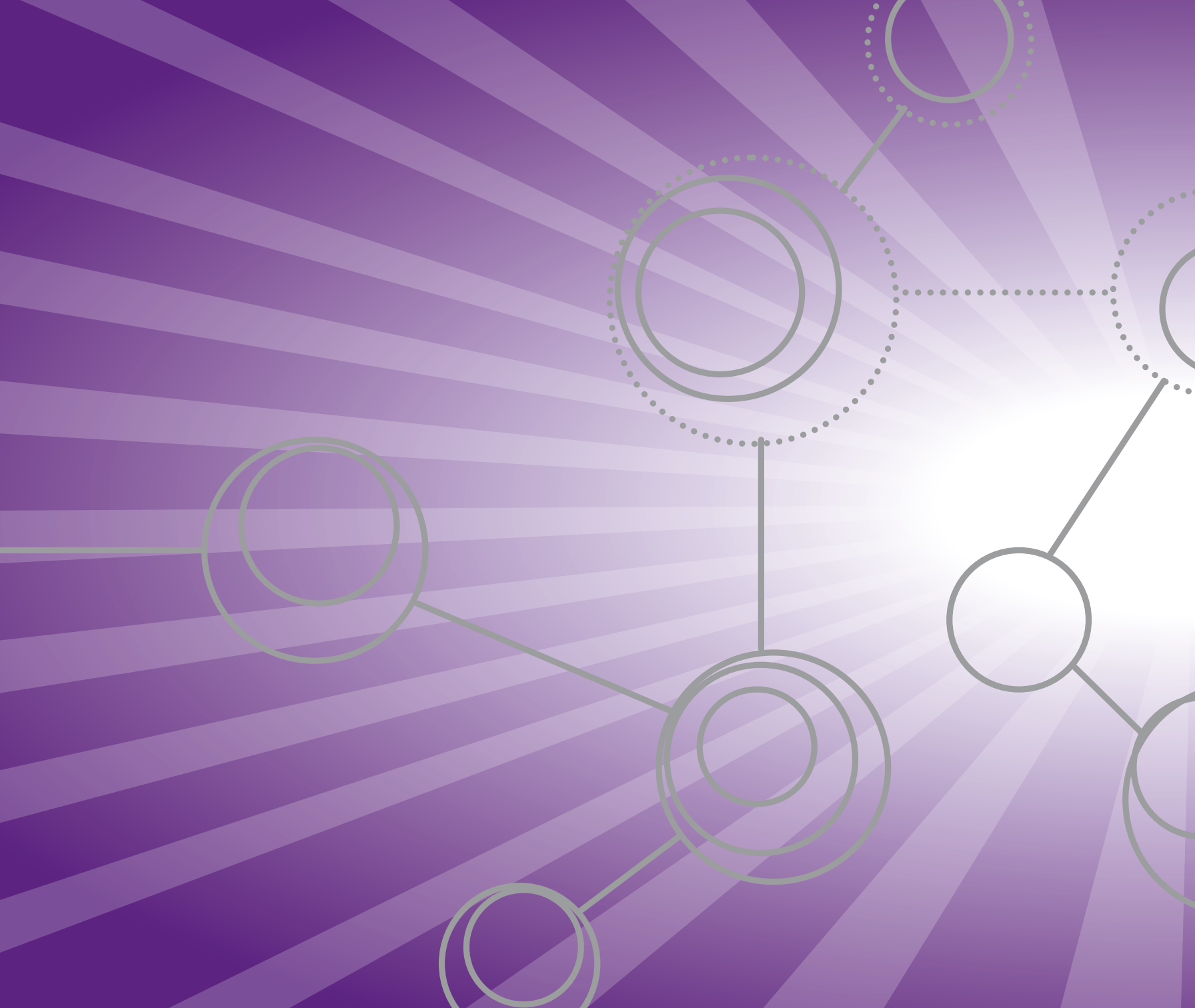
### **SOMETIMES THE VERY MANNER OF THE WORKSHOP ORGANISATION MAY PROVOKE A BAD REACTION BY THE PARTICIPANTS.**

Before the workshop's beginning, it is necessary to remind the teachers to inform the kids that they would have the workshop that day, how long it would last, what topic it would deal with and how many regular classes the children would lose.

It may happen that the facilitators are already in the school, and the students have not been informed that they would have the workshop. This may lead to the student's outcry, and make them interrupt the workshop on purpose, since no one has informed them. In that case, you should explain it to the students that the prearrangement *was* made, that it was not up to you to inform them and that it is in their interest to attend the workshop now that you are there. In order to grab their attention, explain it to them who you are, where you come from and why you are there, i.e. what subject you will talk to them about, and emphasise that this would not be a lecture, but rather an interactive discussion, that you will play different video-clips to them which concern the topic of trafficking in human beings and then you will have a joint discussion about it. Students usually think that this would be another dull lecture, and in case they were not informed about it, they tend to react negatively. This is why it is important for the facilitators to familiarise them with what will be done and thus attempt to interest them in the subject. **By no means may the facilitators order the participants to leave the classroom.** In case some student prevents the others in participation, you may ask their teachers for help.

**PRESENCE OF TEACHERS AND OTHER ADULTS AT THE WORKSHOP IS NOT COMMON.** According to the facilitators' experience, the participants are mainly more relaxed and active when their teachers are not present and they are less afraid of saying something inappropriate, or incorrect. In case the teachers insist on staying, they may stay, but it is recommended in that case for them to sit with the students and participate together with them in the work. In the cases when the facilitators are aware that the discipline and students' attention are hard to keep in certain schools, they may ask teachers to attend in order to secure good working atmosphere.

In case during the workshop a student with the experience of human trafficking steps out, the facilitator should ask him/her whether they want to talk to them in private, and in that case one of the facilitators may leave the classroom with the participant. The facilitator should empower and support the victim through conversation and refer her/him to ASTRA SOS hotline.



The background features a series of diagonal purple rays emanating from a bright white light source on the left. Overlaid on this are several geometric elements: a central circle connected by lines to other circles, and several concentric circles, some with solid outlines and others with dotted outlines. The text is centered in a bold, italicized, black serif font.

# ***chapter three***

***ASTRA Workshop Adjusted to  
High School Students***



Workshops can have different duration, depending on the concrete situation. A workshop for high school students usually lasts for 90 minutes (two school classes). Due to the seriousness of the topic and attention span of the young participants, workshops for primary school students last 45 minutes and some more difficult subjects are avoided. ASTRA workshop adjusted to primary school students is presented in Chapter 4.

Workshops can also be prolonged to 180 minutes, with a detailed presentation for every aspect of the topic. These 180 minute workshops are intended for older audience, mainly university students.

## **INTRODUCTION OF FACILITATORS/FACILITATORS**

Facilitators introduce themselves.

## **INTRODUCTION OF ASTRA**

After each of the workshop facilitators have introduced themselves, you should say a few sentences about ASTRA. What is ASTRA's occupation, when it was founded, the role of the SOS Hotline, the types of support that ASTRA offers to human trafficking victims – it is sufficient only to list them, since in the final part of the workshop you would say something more about it.

*Video Clip 1: ASTRA's Campaign Trafficking in Human Beings<sup>7</sup>.*

## **INTRODUCTION OF THE WORKSHOP**

You need to acquaint the participants with the workshop, what it would look like, what it would be its duration, mention that it would not be a lecture, that the workshop is interactive, and it would be more interesting to them if they are active.

## **1. HUMAN TRAFFICKING – GENERAL TERMS**

In order to start the workshop it is the best to first ask "What is human trafficking? What is the first thing that crosses your mind when you hear for human trafficking?"

After you have heard all the answers, commend the students for their reasoning, reflect back on each of the answers and additionally clarify what has been correct in those answers, and correct the mistakes.

Then you explain one by one the different forms of human trafficking.

### **1. An example of sexual exploitation, prostitution vs. sexual exploitation**

Participants often recognise prostitution as a form of human trafficking. You need to explain the difference between voluntary and forced prostitution.

*Video Clip 2. MTV Campaign with Angelina Jolie*

*Alternative Video Clip: Girls going wild on red light district*

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<sup>7</sup> All the video clips, pictures and games referred to in this Manual are available in ASTRA Workshop Toolkit ([www.astra.rs/](http://www.astra.rs/)).

**2. Forced labour, forced labour vs. violation of labour rights/work in difficult conditions**

After you have explained this type of human trafficking, it is advisable to quote an example of violation of workers' rights and ask the participants whether that is a case of human trafficking. After you hear their answers, explain once again why it is not and in what cases it is human trafficking.

**3. Forced beggary, forced beggary vs. voluntary beggary**

Ask the participants whether they have ever seen children begging in the street, whether every form of beggary is human trafficking, why not, when it is. Listen to all the answers and comment on them.

**4. Coercion to crime**

Ask the participants for their opinion on what this form of human trafficking actually represents, what acts traffickers usually coerce from their victims. Listen to all the answers and comment on them.

**5. A forced marriage example, underage/of age**

Explain the difference between a marriage of convenience, for example in order to obtain green card, and a forced marriage. Providing that Roma families are usually mentioned here, explain that, even though it might be perceived as a custom, this does not mean that it is not punishable by law, since customs are not above the law.

**6. Trafficking in organs**

Explain in what way a person can donate an organ, or organs, that human trafficking is illegal and what dangers may be encountered by a person who decides to sell an organ illegally.

After you have finished with the forms of trafficking, use a couple of sentences to explain that it is a form of organised crime which generates enormous profit for the traffickers.

*Video Clip 3: The Policeman*

*Alternative Video Clip: Human Trafficking*

Before embarking on the following section, ask the participants whether they think that human trafficking exists in our country – if exploitation occurs here and whether our citizens are victims. Listen to all the answers and comment on them.

## 2. HOW DOES ONE BECOME A VICTIM? IN WHAT WAYS DO THE TRAFFICKERS FIND THEIR VICTIMS?

After you have asked them about the ways of the traffickers in finding their victims and listened to all the answers, play them the video clip planned for this section.

*Video Clip 4: Two Little Girls*

*Alternative Video Clip: Elena and Frederico or Ljilja 4ever*

This clip (Two Little Girls) is played depending on the age of the participants. It is more suitable for younger audiences. Facilitators would sometimes decide on the spur of the moment whether to play it or not. After the clip has finished, ask for their impressions and whether someone wants to list the forms of recruitment that he/she has recognised in the clip. Listen to all the answers and comment on them.

Ask for the impressions: whether what they have seen seemed realistic to them, if not, why not. Explain false love relationship scheme in more detail and quote an example from ASTRA's practice.

When talking about the internet as a mean for the traffickers to find victims, show the picture of "the fatty"<sup>8</sup> to the participants and tell them about the dangers of the internet. Always bear in mind that the purpose is not for you to scare the participants, or to dissuade them from travelling, having relationships, or using the internet, but you need to explain it to them that different unpleasant things may happen to them, and what they can do to protect themselves.

Providing that human traffickers usually recruit their victims via job offers, it is important to explain in what ways it may happen. You should bear in mind that the participants are primary and high school students, and they might not know much about job ads (where they could be found, what they look like, what an ad should include).

It is advisable for you to show them a couple of examples of the ads that do not contain enough detail, and look suspicious, and to have conversation with the participants – what do they think about the ad, does it seem as a legitimate job offer and would they respond to that ad? In the end, once you have listened to all the answers, make it clear what the problem with the ad is, and why it may be a tool of human trafficking.

Also, you need to emphasise that job ads which actually do front for human trafficking, might appear entirely fine and do not seem false in any way. You need to explain that it is thus always important, before responding to an ad, to check as many details as possible concerning the advertising company.

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## 3. WHO THE HUMAN TRAFFICKERS AND THEIR VICTIMS ARE

After the story about the ways of entering human trafficking rings, ask the participants who they think could become a human trafficking victim. If everyone agree that anyone could, you should explain in more detail why then someone becomes one, while someone does not. List the push and pull factors along with additional explanations.

If the participants do not agree that anyone can become a victim, explain, preferably using some examples, why this is not true and that anyone can become a victim providing the right conditions.

Here you should use ASTRA's PowerPoint presentation.

<sup>8</sup> This is a picture of a man, who is overweight and much older than the girl he is chatting to, while he presents himself as a young fitness enthusiast. The picture shows that on the internet we can never be entirely sure that people are really what they say they are.

#### **4. WHY THE VICTIMS DO NOT ESCAPE, WHAT THEIR LIFE IS LIKE, WHAT HAPPENS TO THEM DURING THE EXPLOITATION**

*Video Clip 5: The Victims*

*Alternative Video Clip: Human trafficking or Ljilja 4ever*

After you have watched the clip, ask for their impressions. Mention that you understand that some of the scenes may have been hard to watch for them. After you have listened to their answers and questions, explain in more detail the circumstances that human trafficking victims live and work in, and about the mechanisms of control used by traffickers to prevent the victims from fleeing and seeking help.

#### **5. THE WAYS TO EXIT HUMAN TRAFFICKING RINGS AND CONSEQUENCES THAT THE VICTIMS LIVE WITH**

Ask the participants for their opinion concerning the possibility of exiting a human trafficking ring, and about potential ways to do so. Listen to all the answers and comment on them.

*Video Clip 6: Human Trafficking*

*Slide: I did not know who to believe*

Assistance that ASTRA provides to victims. Emphasise the importance of support by the family, community, institutions.

#### **6. THE WAYS TO PROTECT OURSELVES AND PREVENT SOMETHING LIKE THIS HAPPENING TO US**

*Ways of Recruitment from the slide*

Protective measures against each of the listed ways of recruitment – discussion with the participants.

In case participants are not acquainted with precautionary measures, the facilitators should present each of the recruitment ways.

When participants are acquainted with precautionary measures, start a more comprehensive discussion with them, and do so in a way which would make it interesting for all the participants, since some of them may be acquainted, with some others not knowing anything about the measures, while the aim is for all the participants to hear about the steps that may be undertaken.

Here is when you could once again display the suspicious job ad, to ask them if they would be able to check about the ad, how they would do that, what things they could check, what job ad should include.

*ASTRA contacts*



The background is a vibrant yellow with diagonal stripes. On the left side, there is a network of circles and lines. A central circle is connected by solid lines to three other circles: one above it, one to its right, and one below it. Each of these three circles is further enclosed by a larger dotted circle. A horizontal dotted line extends from the right side of the circle to the right of the page. The text 'chapter four' is written in a large, bold, black, italicized serif font, positioned to the right of the central circle and overlapping the dotted line.

# ***chapter four***

***ASTRA Workshop Adjusted to  
Primary School Students***



The workshop for primary school students is not much different from the workshop for high school students, but it certainly needs to be adjusted to their age and capability of receiving and processing the information received in the workshop. A particular emphasis needs to be put on the subject of special relevance for primary school children (e.g. dangers and prevention on the internet).

The duration of the workshop also needs to be shorter, 45 or 60 minutes is recommended, in order not to lose the attention of the participants. In line with that, the topics that would be covered must be carefully chosen in order to provide the most important information which would be useful to primary school kids. Particular attention needs to be paid to leaving enough time for the presentation of prevention measures, a section which must not be left unfinished.

The very course of the workshop has to remain the same:

- 1.What is human trafficking?
- 2.The ways of recruitment
- 3.Who are the victims and who the traffickers?
- 4.The conditions in which the victims live and work and mechanisms of control
- 5.The ways to exit human trafficking rings
- 6.Prevention.

**The basic principle of working in the primary school workshops is information, rather than intimidation of children.** Workshop facilitators must pay special attention to their approach and speech, so that they would not instil in children the fear of meeting new people or exploring the world, but rather teach them to follow simple principles and guidelines and thus largely protect themselves from danger. Dramatic speech (“Never trust a boy that you’ve met on the internet, he will sell you to human traffickers”, etc.), the stories and pictures that are too painful, or moving need to be avoided.

The workshop structure is somewhat different than that of the high school workshop, especially when it comes to the video-clips being played. The PowerPoint presentation remains the same.

### **1. What is human trafficking?**

We first ask the participants if they have heard of human trafficking, and whether they know what that is. We listen to all their answers and we comment on them together. It is important for every form of human trafficking to be explained and for the facilitators to provide practical examples, in order for the children to better understand the concepts that might be somewhat abstract. However, during these explanations, the facilitators need to make sure that they do not sound overly dramatic, so as not to frighten the kids, since that is not the purpose of the workshop.

### **2. The Ways of Recruitment**

In this section, you should pay special attention to the internet as a mean used by human traffickers to access their victims, and delve less on job ads. The job ads should certainly be mentioned, but not elaborated on too much, since we are talking to young students who would not be in the position to apply for jobs in the near future.

Today, most of the primary school children use the internet and social networks, so this is what should be in the focus of conversations with these children (especially the measures of protection on the internet).

### **3. Who are the Victims and Who the Traffickers?**

In this part of the workshop we show the participants the slide containing the contact data of ASTRA and their SOS Hotline, simultaneously explaining what these contact data are. It is of utmost importance to explain in a couple of sentences that anyone can become a victim, that there is no special profile of the victim and to try with this explanation to start breaking at this young age the prejudices concerning human trafficking victims. The same applies to human traffickers.

The photos of traffickers, and of the facilities and conditions in which the victims lived and worked are not shown here, as they may frighten the participants.

To illustrate the fact that anyone can be a trafficker regardless of their appearance, we may use the game “What do the Eyes Tell You?” Description: distribute the cut out cards with eyes to the participants, so that everyone receives at least one card. Then you remind the participants that it is often said that “eyes are the soul’s mirror” and that “you can find what kind of a person someone is by looking into their eyes”. Discuss these statements with the participants, and then ask them to try to guess what kind of a person hides behind the pair of eyes that they got and to explain their reasoning. Once they have finished, show them the pictures of the persons that these eyes belong to. You can find the materials for this exercise in *Appendix 5*.

### **The Conditions in which Victims Live and Work and Control Mechanisms**

In presenting this part of the workshop, you must be particularly careful, due to potentially heavy and disturbing pictures that may be intimidating for the participants. The video clips that facilitators usually play at high school workshops, should be avoided here due to the effect that they may have on the participants.

It is important to explain what it means for a person not to have freedom of movement and freedom of choice and to emphasise that this is the kind of situation that human trafficking victims often have to endure. You should certainly mention the control mechanisms, but in a language and terms that are adjusted to the children’s age and that they can accept.

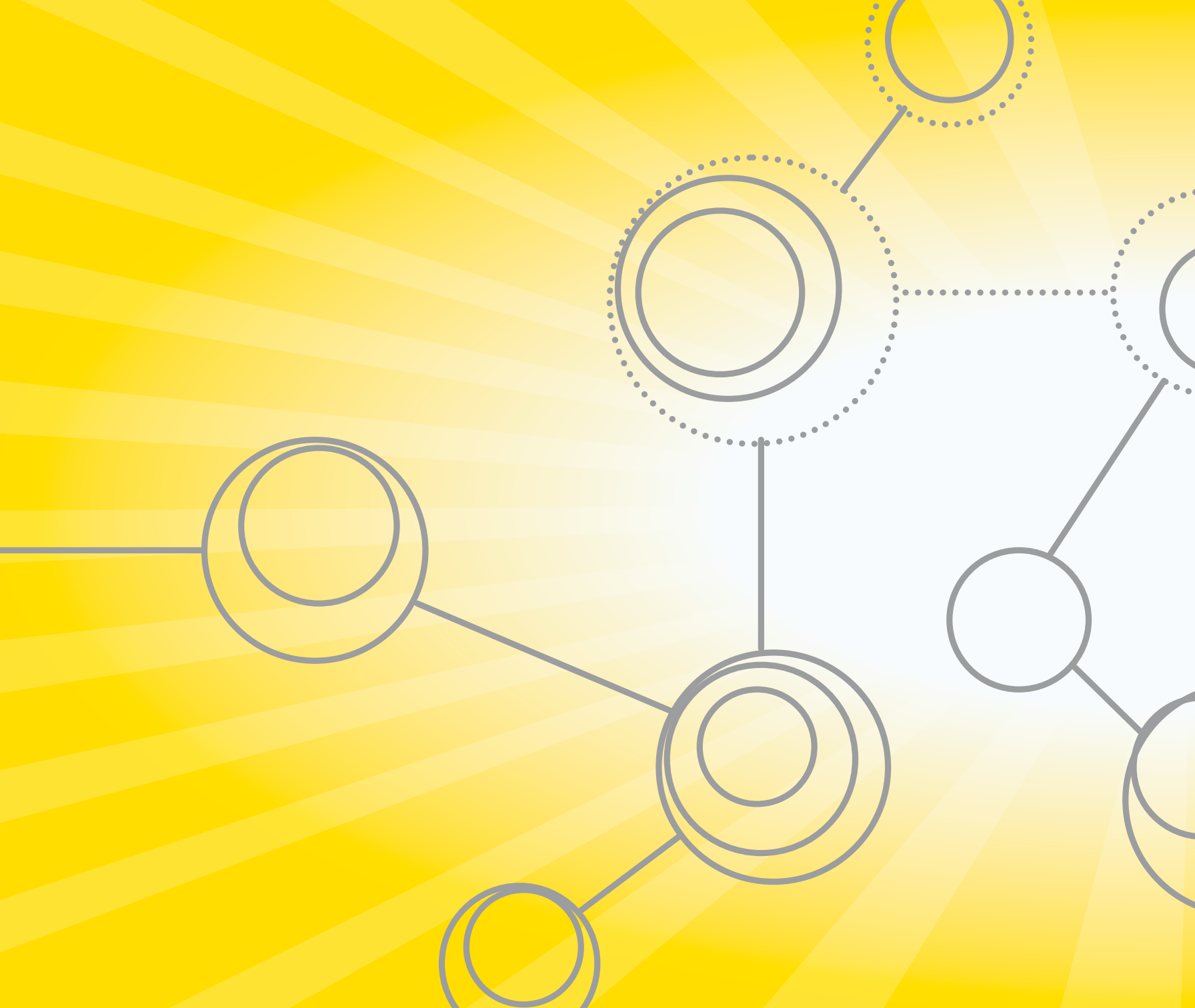
### **4. The Ways to Exit Human Trafficking Rings**

When we organise workshops for primary school students, the focus should be on the most fundamental and important consequences and types of support. It is sufficient to say in what way a victim can leave human trafficking ring and list the most important types of support she/he may need. You should also mention the types of support that ASTRA provides.

### **5. Prevention**

This may be the most important part of the workshop, for both primary and secondary school students, and it requires due attention. In primary school workshops the emphasis should be on the internet, conversations with strangers and false love relationships. The parts concerning the checks of job ads and employment agencies should be skipped here. Facilitators could only mention that job ads could be checked, so as for the participants to have the basic knowledge, but this topic should not be dealt with in detail.

The focus of this part of the workshop is on the safe use of the internet, including the things that should and should not be shared with familiar persons and strangers on the internet, meeting people and communicating on social networks and persons to turn to in case of problems and inconveniences on the internet (not only when it comes to potential human trafficking).



The background features a series of parallel yellow diagonal stripes. Overlaid on this is a network of circles. A central circle is connected by solid lines to three other circles: one to the top-left, one to the bottom-left, and one to the right. Each of these three circles is further enclosed by a larger dotted circle. There are also two additional dotted circles: one in the top-left corner and one at the bottom center, each containing a smaller solid circle. The text 'chapter five' is written in a bold, italicized, black serif font, positioned to the right of the central circle.

# ***chapter five***

***Important Notes and Useful Tips***

- Inform yourself regularly on the problem of trafficking in human beings! Always keep up with the current trends, the cases mentioned in the media, the films made about it, legal amendments, etc.
- Avoid t-shirts with eye-catching, or provoking prints, large pieces of jewellery, snazzy colours, strong make-up. It is important for the participants to be focused on what you have to say.
- When scheduling the workshop, say that the optimal number of participants is one class, or 25 students. In case they cannot make appropriate arrangements, you say that you could do with more, or less.
- Ask whether the school owns a laptop, projector and speakers. If not (which is rare), say that you (ASTRA) would obtain them. The equipment is taken from and returned to the ASTRA office the very same day that the workshop is being held, unless agreed otherwise.
- Once you have arrived to the school, report to the porter, or the teacher with whom you scheduled the date for the workshop.
- USB flash drive with the entire workshop (its course, the video clips to be used, as well as some additional ones that you might decide to use in case your group is a mixed one and you assess that some of them are more appropriate than those you have originally planned to play) you should have on you.
- Before the workshop, check whether the projector and laptop are connected, whether the speakers are loud enough, as well as whether the laptop can reproduce the video clips and PowerPoint presentation from your USB drive.
- You should hold on your desk the paper with the course of the workshop, especially the first couple of times. Even though you have prepared the text and you know which clip to play, and what example to provide at which point, stage fright may make you forget what you have been certain of. Furthermore, having a reminder before you will make you more secure and your performance will become more self-assured.
- Leaflets and pamphlets/promo material should be distributed at the very end of the workshop. In case you distribute them earlier, the participants would start browsing through and reading them, and they would not listen to you.
- Do not address children with formality. In case they formally address you, say that there is no need, since you are not much older than them.
- In case the school teacher/ psychologist/ educationalist/ principal wish to attend your workshop, say that this is not your general practice, since children are more relaxed in their discussion when unsupervised, but in case this is the school rule, or their rule, then it would not be a problem. The only condition is for them to participate equally.
- Be polite to the teachers/principals. After the workshop have a short conversation with them, commend the kids, or comment on some interesting fact from the workshop.
- In case the teachers ask you for the next workshop, or want to schedule another date, say that it would be best for them to contact ASTRA, as they make monthly plans of activities.

- Carry with you some ASTRA SOS cards. Sometimes after a workshop, you would be approached by a child who wants to speak to you in private. In case she/he has a problem that she/he wants to report, or to be informed on, refer them to ASTRA SOS Hotline.
- You must not have a judgemental attitude when it comes to diversity.
- Use everyday language. Do not use the words without being certain of their meaning.
- Try to keep a friendly disposition.
- Do not recount examples that you do not know well. Someone could ask you a question that you might not be able to answer.
- In case you do not know the answer to a question, say that you will have a consultation with your team and let them know, and that they can write to ASTRA Facebook page or e-mail.
- Never offer your private contact, social network accounts, phone numbers, e-mails, or some highly personal pieces of information.
- In case some of the school children adds you as a Facebook friend, explain that the organisation's policy requires that you communicate via ASTRA webpages and contacts.



# Appendix 1: Precautionary Measures

## HOW TO CHECK A JOB OFFER ON YOUR OWN?

Always pay attention to where you saw a job offer or who gave it to you. Also, it is highly important what data it contains. For your own safety we recommend that you make a thorough check of the data you have received before deciding to accept any job.

- **Do not take into consideration the job offers signed with mobile phone numbers and e-mail addresses.** Serious companies do not send e-mails and job offers from public domains such as Gmail, Outlook, Hotmail or Yahoo. Serious companies usually have their own domains. This may be your first sign that there is something wrong with the offer. Of course, the fact that a company has its own domain does not mean that the job offer is not a fraudulent one, so pay attention to the things such as phone numbers. The companies that have their headquarters usually have a landline phone, in addition to mobile.

What you can also do, especially when it comes to foreign telephone numbers, is to check the phone number, or e-mail address quoted in the job ad with Google, or some other internet browser. It sometimes happens that the same phone number or e-mail address is used to advertise a number of mutually unrelated job offers, which may indicate a fraud. At <http://www.419scam.org/419-by-phone.htm> or <http://scamnumbers.info/> you can check whether any of the provided phone numbers has been used in a fraud.

Also, check on Google the names of the persons that you have been in contact with, since sometimes persons under identical names are already listed on websites with the possibility of reporting spam<sup>9</sup> and e-mails sent with the purpose of money frauds, etc. On the other hand, you can often find on LinkedIn the relevant data of persons actually working in the companies which advertised job offers. The internet domain of a website and information on the IP address user you can check at <https://who.is/> or <https://whois.net/>.

Furthermore, compare all the data of the company contained in their official page with the contacts you received. **Sometimes the company actually exists, while someone is misusing their data, while communicating with candidates via phone numbers, e-mails and Skype addresses not provided in the official internet presentations.** Sometimes the authors of false companies make effort to make everything appear pretty authentic, yet there are details that may reveal their scheme. For example, they often use pictures that they found on the internet, either for their Skype profile, or their web page and Facebook page.

When you search a picture, among the results you may find the websites which contain the picture, so you can see whether it was possibly taken from another source, or websites that offer photographs and illustrations for money, or free of charge, to be used for different purposes. Pictures can be searched in a number of ways, and we recommend that you get detailed info at:

<https://www.google.com/intl/sr/insidesearch/features/images/searchbyimage.html>.

- **Avoid ads for jobs abroad, in which workers are needed urgently,** since these are often frauds, or offers of illegal jobs, i.e. undeclared work. Employment abroad is a long lasting process and it usually assumes obtaining appropriate documentation before leaving.

<sup>9</sup> Abuse of electronic systems.

**Citizens of our country who wish to work abroad, may do so only if the work permit has been obtained.** It is important for you to be acquainted with the exact procedure of obtaining necessary permits, and involved in all the actions required for the obtainment thereof. You should personally apply for visa, no one can do it for you. Furthermore, **group visa for workers does not exist.**

You may find useful the information provided on the website of the Embassy of your country of destination.

Also, on the webpage of the Ministry of the Interior <http://www.mfa.gov.rs/sr/index.php/konzularni-poslovi/putovanja-u-inostranstvo/vize-za-inostranstvo-i-informacije-o-drzavama/100-spisak-zemalja-za-putovanje-u-inostranstvo/10570-uae?lang=lat> you can inform yourself on the documentation necessary for the obtainment of visa, and the countries for which visa is necessary.

Promises of working without visa, or work permit, or that they are issued in a couple of days are not true. In case of working without necessary permits, you could be deported in case you get into contact with immigration services.

**Useful information concerning the possibilities of employment in the context of legal migrations you can receive by contacting Migration Service Centre.** Contacts of the Network of Migration Service Centres are available at: <http://www.nsz.gov.rs/live/trazite-posao/dok-trazite-posao/programi/migracioni-servisni-centar.cid253>.

- **In case the offer does not require any particular professional profile, experience, or language knowledge, yet it promises exceptionally high payment,** be especially careful, since it usually entails a fraud, or an attempt at abuse or exploitation. Bear in mind that even when it comes to legal employment abroad, the employer is usually required to prove that he/she is unable to find an adequately qualified person in that country, before being able to employ a person from another country. In case you accept to work illegally, you have to be aware of the risk you are taking. This usually means that in case you encounter labour inspection, you will also be held responsible for your undeclared status, you will often be required to leave the country, and you will probably be banned from entering the EU for a period of time. Furthermore, it is highly likely that you will be required to pay usually a significant fee. Also, in case your employer does not respect the oral “agreement” that you have made prior to your arrival, you would not be able to file complaints with the competent authorities.
- **We recommend that you browse job offers via website/advertisements of the National Employment Agency, or of licensed employment mediation agencies in the country and abroad, as well as via specialised job-seeking web-portals.** Of course, this neither is the guarantee of an offer’s legality, but it is certainly a more secure and safe way to find employment than the offers advertised on different open portals or advertising sources, where no prior check of the company/agency is undertaken.
- **In case during your contact with the authorised person, you cannot obtain the basic data concerning the offer and it is not entirely clear what you would need to do,** you should also give up. Behind such offers, there are often physical persons or groups, “middle-men” whose aim is a financial fraud, or some other form of abuse, or exploitation of citizens.
- **In case a job ad has been put by a company with the head office in Serbia, you can find their data on the website of the Serbian Business Registers Agency:**  
<http://pretraga2.apr.gov.rs/ObjedinjenePretrage/Search/Search>.  
Search some information about the company/employer on their website, or Facebook page.

- **The list of the agencies licensed for mediation in employment you can find on the website of the National Employment Agency:**  
[http://www.nsz.gov.rs/live/nudite-posao/agencije-za-posredovanje-u-zaposljavanju/spisak\\_agencija\\_za\\_zapo\\_ljavanje\\_kojima\\_je\\_izdata\\_dozvola\\_za\\_rad.cid170](http://www.nsz.gov.rs/live/nudite-posao/agencije-za-posredovanje-u-zaposljavanju/spisak_agencija_za_zapo_ljavanje_kojima_je_izdata_dozvola_za_rad.cid170),  
**as well as on the website of the Ministry of Labour, Employment, Veteran and Social Affairs** <http://www.minrzs.gov.rs/cir/dokumenti/zaposljavanje/agencije-za-zaposljavanje>.

Additionally, you can contact the **Info-centre of the Ministry of Labour, Employment, Veteran and Social Affairs. Their hotline covering the fields of labour and employment is +381 11 303 86 77.** Also, you can contact the competent Ministry via their e-mail address [brziodgovori@minrzs.gov.rs](mailto:brziodgovori@minrzs.gov.rs) , and ask about the specific agency (e.g. whether they have the necessary license for mediation in employment), or employer (e.g. whether the specific company has received the authorisation to send workers abroad, or the procedure of their obtaining such authorisation is currently underway). The deadline for receiving answers is five business days.

*Possession of a license is not in itself a guarantee of a job offer's reliability, but it is certainly a precondition that an agency needs to fulfil.*

In case a company, i.e. business entity does not possess the license, i.e. authorisation issued by the Ministry of Labour, Employment, Veteran and Social Affairs to mediate in employment, then the activity of employment and mediation in employment abroad is performed contrary to the provisions of article 4 paragraph 2 of the Company Law. Similarly, the activity of mediation is advertised contrary to the provisions of article 13 of the Law on Advertising.

Just like the National Employment Agency does not charge for its services, other employment agencies should not do so either. **Candidate should not cover any costs pertaining to his/her employment.** Do not give money to or transfer it to the accounts of company representatives, or employment mediators..

## INFORMATION ON THE PRECAUTION MEASURES WHEN GOING ABROAD

- **Inform yourself** with the embassy of the country that you plan to go to pertaining to the relevant procedures and documents required for the stay/work in that country, as well as to the visa regime that may be applicable to Serbian nationals.
- **Participate** in preparation of all the documents that you need for the travel.
- **Check** whether the agency that mediates in your employment abroad is legal, i.e. whether it possesses the license for employment mediation.
- **Do not accept** oral agreements, and sign only contracts made in your own language, or a language that you know well, and those reviewed by a lawyer. **In case the contract in question is multilingual, make sure that the versions in different languages are entirely identical.**
- **Obtain contacts** of our embassy, consulate and NGOs in the country that you plan to go to, so that you could turn to them for help in case of an emergency.
- **Contact directly** your future employer or school/university before you embark on the trip, and make a detailed inquiry about all the information that you have found on the internet, received from your middleman, or from some other source, concerning the employer/school.
- **Forward the data** concerning the place where you are going to stay/work (address, phone number), as well as the name of the contact person and travelling details (date, time, flight number, etc.) to your family members or confidantes.
- **Leave a copy of all your documents** and your most recent photo to your family members or confidantes before you leave.
- **Keep your passport** with you and do not give it to anyone, except to the officials and the police.



## Appendix 2: Test/Questionnaire before the Workshop – What is Human Trafficking?

### How to fill in the Questionnaire:

If I circle **true** – I agree with the statement

If I circle **false** – I do not agree with the statement

If I circle **?** – I am not sure

School: Vocational school / Grammar school

### I should also fill in/circle these data:

Sex: muški ženski

Grade: I II III IV

Age: 14 15 16 17 18 19

City: \_\_\_\_\_

Human trafficking exists in our country . . . . .	..true	false	?
In some more developed and richer countries there is no human trafficking . . . . .	..true	false	?
Human trafficking is punishable in our legislation . . . . .	..true	false	?
Human trafficking victims are only young women and children . . . . .	..true	false	?
Human trafficking victim is as a rule naïve and gullible . . . . .	..true	false	?
It is human trafficking victims' fault that they are in such situation . . . . .	..true	false	?
Human traffickers are always men belonging to organised criminal groups (mafia) . . . . .	..true	false	?
Abduction is the most frequent method used by human traffickers to get to their victims . . . . .	..true	false	?
Forced labour and beggary are not forms of human trafficking . . . . .	..true	false	?
Human trafficking victims have grave physical consequences, while psychological ones are really somewhat less serious . . . . .	..true	false	?
Escape is the most frequent method of leaving human trafficking rings . . . . .	..true	false	?
Once they exit human trafficking rings, the victims find it easy to return to their regular life . . . . .	..true	false	?
This could not happen to me, or the people close to me, because we are not easily deceived. . . . .	..true	false	?
Human trafficking victims in Serbia are mostly foreign nationals just passing through our country, while domestic victims are quite rare . . . . .	..true	false	?

And finally,  
**Human trafficking is...**

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***THANK YOU FOR YOUR COOPERATION!!!***



# Appendix 3: Evaluation of the Participants after the Workshop

## TEST YOUR KNOWLEDGE AND EVALUATE THE WORKSHOP

Sex:    male    female  
Grade: I        II        III        IV  
Age:    14        15        16        17        18        19  
School: Vocational school        Grammar School  
City:        \_\_\_\_\_

Human trafficking is... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who can become a human trafficking victim (circle)?        Children        Women        Men        Anyone

List the most frequent ways to recruit victims:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List the forms of victims' exploitation:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Victims exit human trafficking ring by...

How can I protect myself?

Assess the workshop and facilitators	Mark*				
Facilitators were prepared	1	2	3	4	5
The workshop is interesting	1	2	3	4	5
The workshop is useful to me	1	2	3	4	5
The workshop was realised well technically	1	2	3	4	5
The amount of new information	1	2	3	4	5
The overall mark for the Workshop	1	2	3	4	5

Marks\* are like in school: 1 – unsatisfactory; 2 – barely satisfactory; 3 – mediocre; 4 – very good; 5 – excellent

The topics which were best covered in the workshop:

because

because

because

because

because

**The topics that could have been better covered in the workshop:**

because

because

because

because

because

**The things I liked the most at the workshop:**

because

because

because

because

because

**My suggestions to make the workshop better**

**My comments, suggestions, criticism...**

**THANK YOU FOR YOUR PARTICIPATION!!!**

## ***Appendix 4: Facilitator's Report after the Workshop***

We kindly ask you to fill in the evaluation sheet after the workshop. Analysis of the information collected in this way would be highly useful in improving the quality of facilitators' work in all our organisations, but also to achieve optimal standards in joint action in the field of primary prevention of human trafficking.

Organisation: \_\_\_\_\_

Facilitator: \_\_\_\_\_

Date of realisation: \_\_\_\_\_

Duration of the workshop: \_\_\_\_\_

Number of participants: \_\_\_\_\_

Participants' age: \_\_\_\_\_

School type: \_\_\_\_\_

No.	Topic	Covered/not covered topics			Note*
1	Human trafficking definition	Yes	No	Partially	
2	Human trafficking victims	Yes	No	Partially	
3	Human traffickers, recruitment and ways of recruitment	Yes	No	Partially	
4	Exploitation and forms of exploitation	Yes	No	Partially	
5	Psychological and physical consequences	Yes	No	Partially	
6	Exiting human trafficking rings	Yes	No	Partially	
7	Reintegration	Yes	No	Partially	
8	How to protect oneself?	Yes	No	Partially	
9	Situation in Serbia	Yes	No	Partially	

**Note\***

In case you circled **YES**

– List the subtopics that you covered

In case you circled **NO**

– Provide the reasons for not covering the topic

In case you circled **PARTIALLY**

– List the subtopics that you covered and those you did not, as well as the reasons that the subtopics remained uncovered.

**I used additional technical tools in realisation (list):**

---

---

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**The conditions for realisation of the workshop were:**      Unsatisfactory      Satisfactory      Exceptionally Good

Please explain your answer:

---

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**Activity of the participants:**      Not Active      Partially Active      Active      Exceptionally Active

Please explain your answer:

---

---

**Problems in realisation of the workshop:**

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**Conclusion concerning the success of workshop realisation**  
(taking into account technical conditions, covered contents, activity of the participants, one's own engagement)

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**Space for comments, suggestions, proposals...**

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## ***Appendix 5: What do the Eyes Tell You?***

01



02



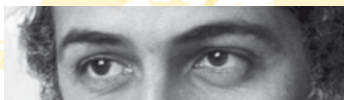
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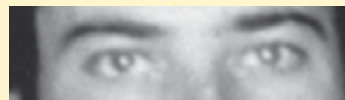
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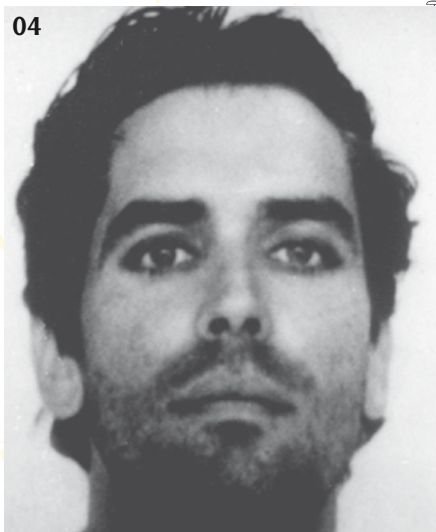
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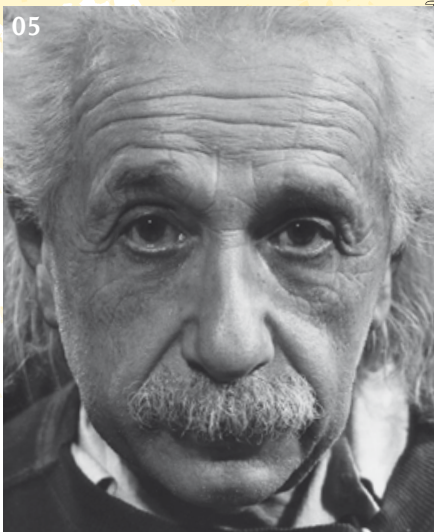
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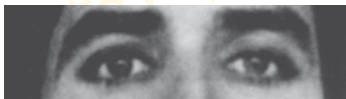
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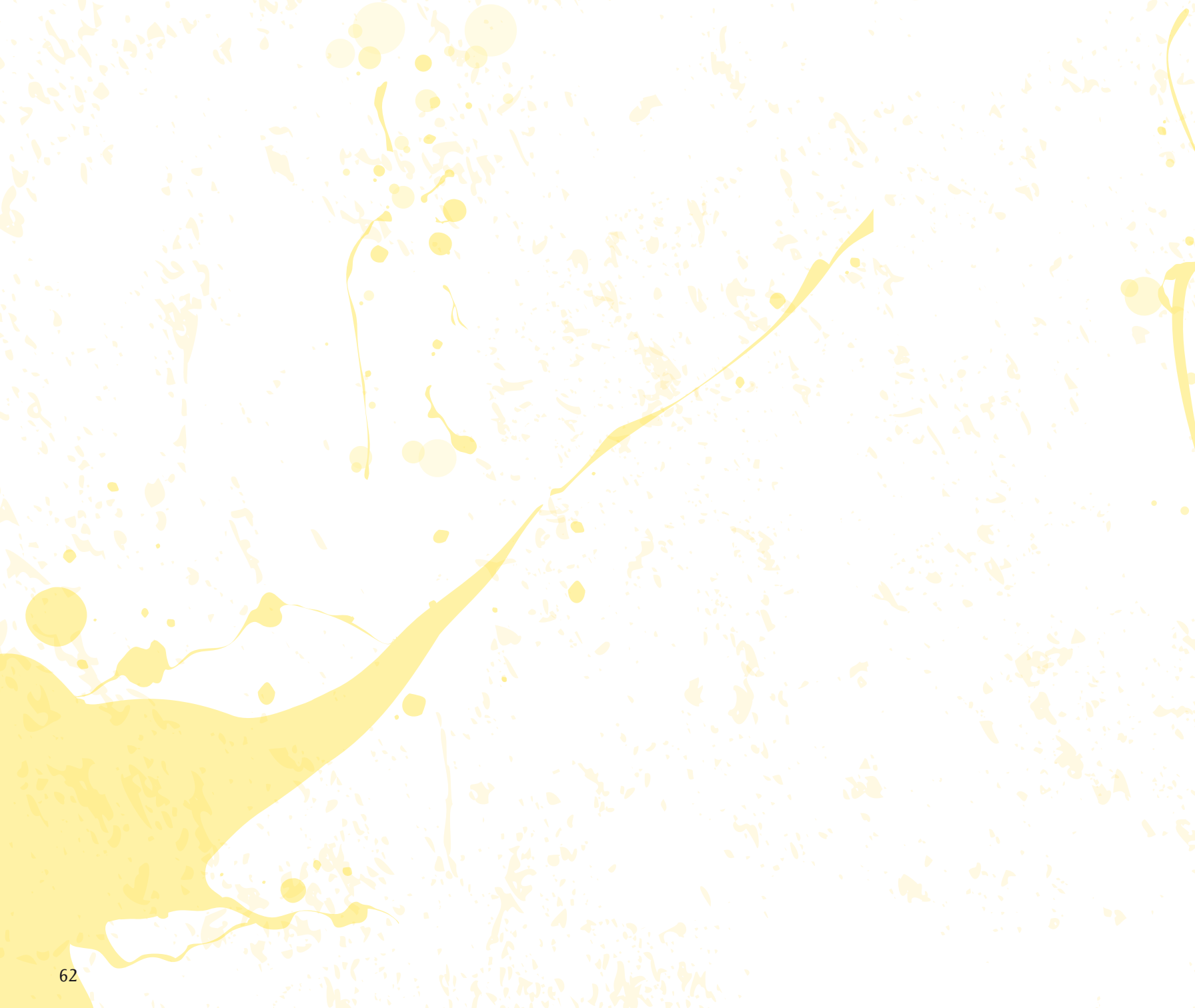


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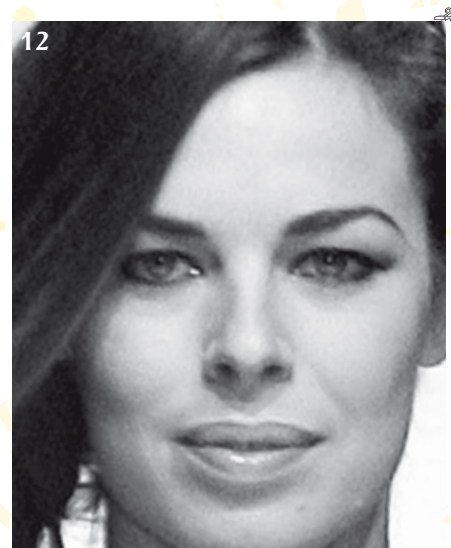
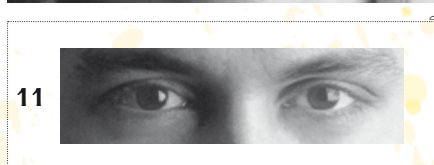
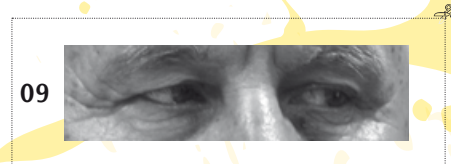
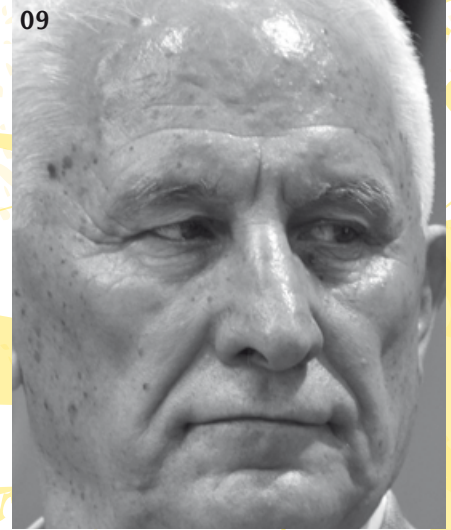
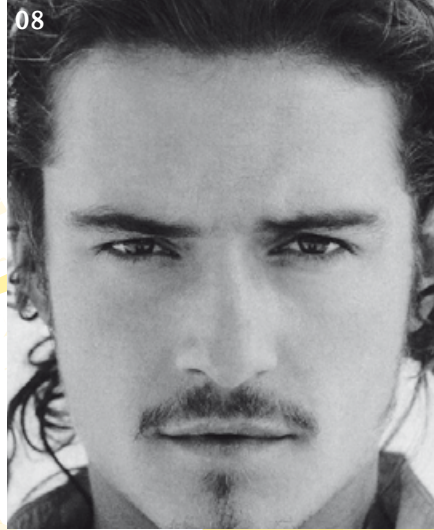
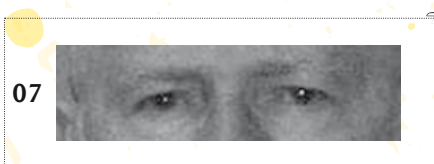
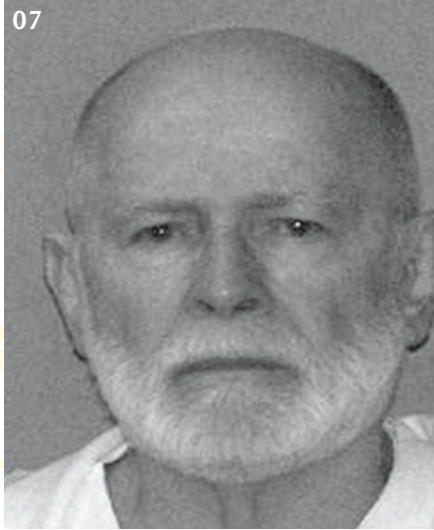


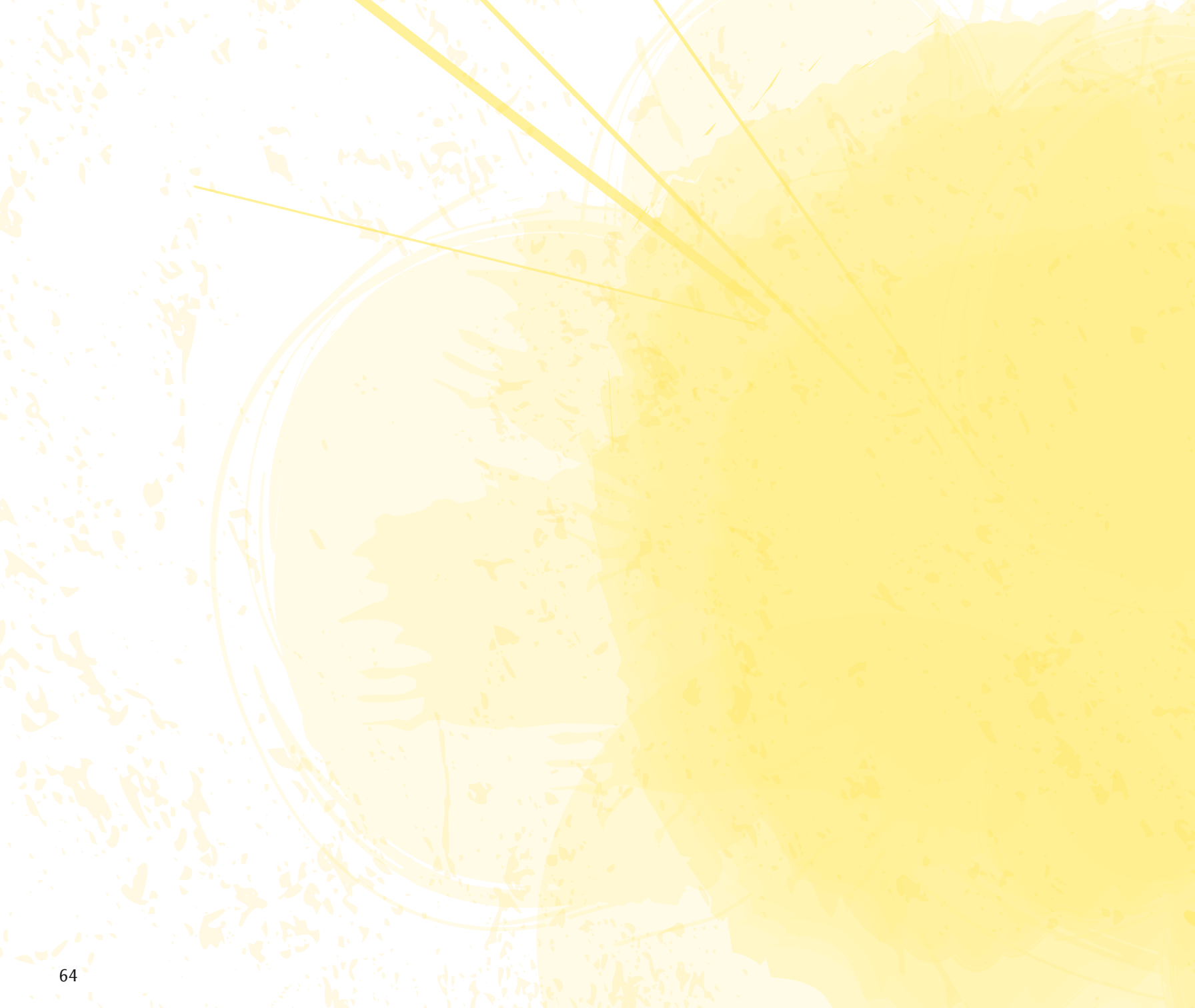
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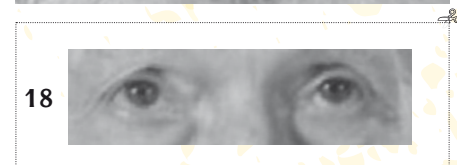
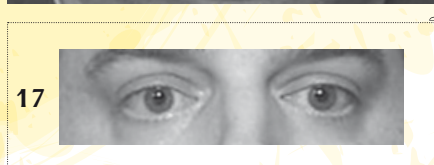
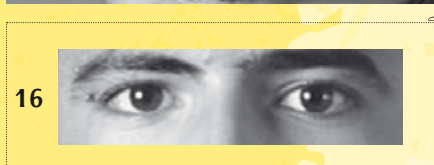
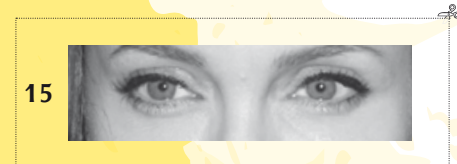
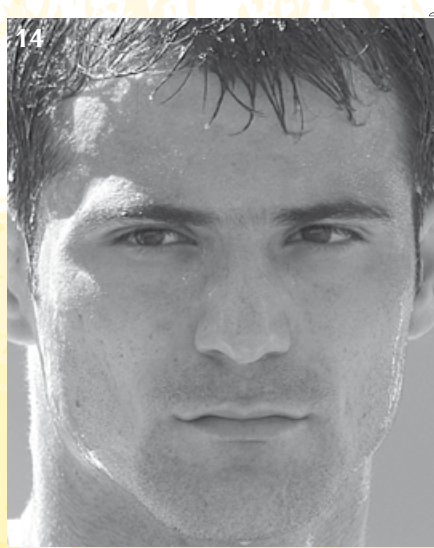
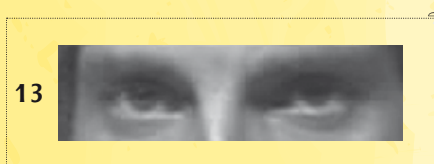
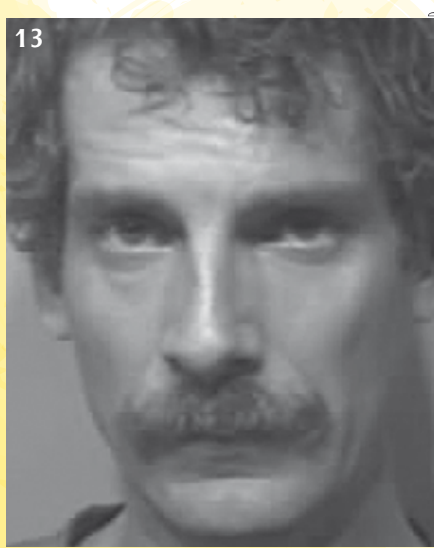














# ***Human Trafficking***

## ***Peer Education Manual - second changed and amended edition***

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