



UNITED NATIONS  
*Office on Drugs and Crime*

Government of India



# Manual for Training Police

## On Anti Human Trafficking

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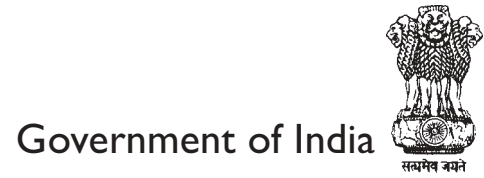
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# Manual for Training Police on Anti Human Trafficking

CSR



GTI

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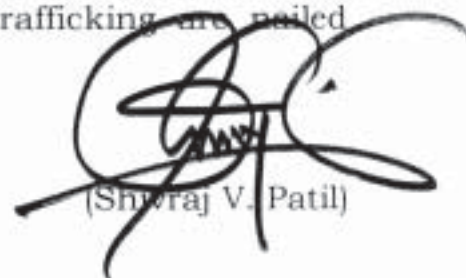
## FOREWORD

Human trafficking is one of the growing concerns of the Government.

Human trafficking is increasingly becoming a worldwide phenomenon with its presence at trans state, trans border and trans national level. In the current situation, the law enforcement agencies, with special focus on police personnel are experiencing difficulties in implementing the provisions of the law in spite of their determination towards combating this menace. Time has now come to concentrate all our efforts towards strengthening and sensitizing this machinery for effectively dealing with human trafficking, specially of women and children.

I am happy to know about the efforts put in by the Gender Training Institute at Centre for Social Research towards the gruesome cause. I congratulate Dr. Ranjana Kumari and her team at the Gender Training Institute, for taking up this challenging task, with special focus on trafficking in women and children and the interconnections between trafficking, migrations, gender violence, HIV/AIDs.

I sincerely hope that this manual combined with efforts of all the stakeholders would strive to empower police and prosecutors so that perpetrators of trafficking are nailed down for society's good.



(Shivraj V. Patil)

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## FOREWORD

I have always been concerned with the training of police officials, both as participants in capacity building programs and also as trainers themselves. I would like to congratulate the Gender Training Institute at the Centre for Social Research towards bringing out this manual for training the Police personnel on combating Human Trafficking. It is a road map with very clear laid down milestones with the how and 'why' of training. It has a distinct focus on dealing with the subject in a human rights framework, with an engendered perspective and a victim centric approach. It will not only give the user required information and build their knowledge, but would also empower them to combat this heinous crime.

My association with Dr. Ranjana Kumari and the Gender Training Institute at the Centre for Social Research goes back many- many years. She, her institute, and her team played a major role in facilitating gender sensitization workshops to Delhi Police men & women. The good news is that the programme sustained.

I do believe that the practical education detailed in the road map will also get sustained and achieve the desired goals for the service at large.



**Dr Kiran Bedi**

## ACKNOWLEDGEMENTS

Centre for Social Research (CSR) and its gender training wing, the Gender Training Institute (GTI) recognize the support provided by UNODC (United Nations Office On Drugs and Crime) in successfully bringing out this manual for training police on the issue of anti-human trafficking. Our sincere thanks to Mr. Gary Lewis (UNODC ROSA). CSR is extremely grateful to Dr. P. M. Nair for his immense support and experienced guidance in formulating this manual. We extend our gratitude to Dr. Kiran Bedi for her insightful inputs that helped during the formulation of this document. Our special thanks to Ms. Geeta Sekhon, Project Officer, UNODC for her immense patience and perseverance.

Valuable inputs were provided during the formulation of this manual by the esteemed Police Academies in Andhra Pradesh and West Bengal. We extend our sincere thanks to Mr. C. N. Gopi Natha Reddy IPS, Mr. M. V. Ramchandra Raju IPS, Mr. S. Umapathi IPS, Mr. Mahesh M. Bhagwat IPS, Mr. Sanjoy Mukherjee IPS and Ms. Neeloo Sherpa Chakraborty. Also I would like to acknowledge the efforts and support extended by other police officials at these Academies.

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We are grateful to the following organizations for collaborating with us and seeing us through this project: STOP, New Delhi, PRAJWALA, Andhra Pradesh; HELP, Andhra Pradesh, SANLAAP, West Bengal and Project AASARA, an initiative of Andhra Pradesh police.

Any endeavor at CSR-GTI has always been a collective effort with the team contributing to it in its own specialized way. I especially thank Ms. Anju Dubey Pandey, Head, Gender Training Institute and Project In-charge for her intellectual guidance in framing this manual. The contributions of Ms. K. B. Pooja Parwati, Mr. Manish Singh, Dr. Namita Anand, Ms. Annike Andre-Berrett and entire CSR family have brought this project to a successful conclusion.

Last, but not the least the support team of Mr. Balakrishnan, Mr. Anil Kumar Jha, Mr. Sandeep Gupta, Mr. Sanjay Bara, Mr. Pradeep and Mr. Mohd. Jameel Khan deserves a special 'thank you' for their constant assistance.

Also our special thanks to Ishtihaar for the symbolic illustrations, design and printing of this document.



Dr. Ranjana Kumari  
Director



## PREFACE

This Manual for training police on Anti Human Trafficking (AHT) is a part of the series of tools brought out by UNODC ROSA, in its anti human trafficking project (IND/S16), which is being run in partnership with the Government of India (Ministry of Home Affairs) and state government agencies as well as civil society partners and is fully funded by the US government. This Manual focusing on the needs of the police trainers has been supported by the UNODC, and prepared by the Gender Training Institute (GTI) of the Centre for Social Research (CSR), New Delhi.

Recognizing the tremendous challenges in policing especially on human trafficking, this Manual owes its existence to the understanding of the ground realities and an effort to address them in the best possible way. Finding its primary relevance in facilitating a change in perspective and attitude towards issues of human trafficking, this Manual endeavors to provide useful tips to the police trainer who can in turn enable the police personnel to better appreciate the nuances of the unique interface found in police-victim/survivor interactions. As such, this Manual is not intended to inform about standard procedures. Facilitators/participants seeking such guidance are advised to refer to the other tools brought out by UNODC. Especially the SOP on Investigation and the Legal Framework on Anti Human Trafficking underscores the importance of approaching human trafficking from a multi-disciplinary human rights perspective, with emphasis on issues of child rights as well as victim and gender sensitivity.

A word about terminology: while the commonly used word for a rescued person is 'victim', this AHT Manual encourages the use of word 'survivor' when referring to them, as it recognizes the hardship and trauma these persons have survived, instead of viewing them with pity and even inducing revictimization. Similarly, the word 'trainer' is replaced by the word 'facilitator' because the capacity building on AHT is a sharing and learning process that is inclusive of the participant; along those lines, 'trainee' too has therefore been replaced by 'participant'. The use of the word 'training' has been retained due to its prevalence and familiarity among the prospective users of this guidebook. However, it is advised to use the word 'capacity building' or 'learning program/workshop'.

## The Scope of the Manual

As has rightly been observed by Marcel Proust, French novelist, 'The real voyage of discovery consists not in seeking new lands, but in seeing with new eyes', this Manual is a means to facilitate understanding on existing and emerging issues related to Anti-Human Trafficking and the application of legal and other procedures. The 'new eyes' refer to a transformed attitude and perspective. This is made possible only if the facilitator is capable of guiding the trainee/participant along a roadmap of self-learning, instead of imposing a direction. This Manual provides this capability.

Training on AHT, no doubt is a synthesis of the 'knowledge' related to the legal and procedural aspects dealing with AHT; with the 'skills', of the officers who investigate cases of AHT, and 'attitude', of viewing the trafficked person as a victim/survivor of exploitation that gets translated in the manner of dealing with the victim/survivor. This Manual attempts to bring about this three-pronged change through its contents and via its application.

The manual highlights that police, as the upholder of human rights, have to claim their rightful opportunity vis-à-vis securing the trust and confidence of the victim/survivor. This casts a duty on police to prevent and combat human trafficking (HT). This Manual empowers the police agencies in this direction.

## Module Design

The Manual is organized into four modules that can either be used together or can be taken out and used separately. While the first three equip the facilitator with training on specific subjects, section four is dedicated to the facilitator. The sections are organized as follows: Module One presents an overview of what is trafficking and related concepts through easy-to-understand exercises and training tips; Module Two relates to police action in cases of trafficking and outlines specific dos and don'ts useful to the trainer in imparting the requisite information; Module Three is focused on aspects that can be changed in police conduct, such as behavior, attitude, and style of communication through the training workshop and finally Module Four guides the facilitator on tips related specifically to training and facilitation. It also has a set of one day and three days suggestive training schedules that can be used, if need be with modifications.

## Training Methodology

Any training is attempted with an objective to bring about some change. Change involves both learning and unlearning. While it is, at times, easier to 'accept' new information and practices, it has been found that the effort to 'reject' already existent values and expressions is that much more difficult and met with enormous resistance. The Manual positions itself in this niche and attempts to help 'shed' and 'reject' prevalent practices and 'gain' new insights. It is only expected that such an effort would not be smooth and keeping this in mind, the training methodology adopted is participant-oriented and a mix of both individual and group exercises. The training imparted is more in the nature of guidelines that are established through working on the exercises.

Moreover, the manual acts as a 'guide' and does not dictate or judge the participant on any count. It is also intended that the exercises and cases adopted to illustrate the issues be seen as merely indicative and open for modification keeping in mind the specific needs of the audience/trainee. The training techniques suggested include a mix of case study analysis, group work, audio-visual aids such as film and theatre presentations and questionnaire-based individual review as well as interactive sessions.

## MODULE ONE

# Basic Concepts on HT (Human Trafficking)

### OBJECTIVE

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- The objective of this module is to help the facilitator build clarity among their participants on some basic concepts related to human trafficking and to clarify some common misconceptions on human trafficking and related issues.
- It will also help to initiate training on the issue of human trafficking.

### CONTENT

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- Introduction to the training
- Human trafficking; its definition and related issues
- Human trafficking: a gendered perspective
- Human trafficking: a human rights issue

### STRUCTURE

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- Although information in this section is sequential and interlinked, you can, if you want, take out selective portions and use them independently.
- Each section has a brief write-up in the form of simple question/answer on conceptual issues, followed by some suggestive exercises and activities that you can use in your training session.
- These exercises and activities can be modified and adapted as per the needs of your participants.
- The suggested time in activities is only indicative and may vary depending on the group size/time constraints.
- At most places in this Training Manual on Anti-Human Trafficking, the reference is to 'she'/'her' and 'woman'. While this is done to highlight the preponderance of women in general as victims/survivors, the terms used also connote within them 'he'/'him' and 'man'.
- The cases, illustrations used in this Manual are merely indicative and similar cases, examples may be incorporated by the facilitator based on one's assessment of what would be best suited.


## 1. INTRODUCTION TO THE TRAINING

### Objectives


- With the help of icebreaker exercises, to foster leadership and teamwork by building a sense of mutual trust, cooperation and responsibility.
- To share the overall curriculum and duration of the AHT training program with the participants.
- To understand expectations and anxieties of the participants on AHT.
- To draw ground rules for the training program.
- To encourage course material appreciation.

#### ICEBREAKER EXERCISE

#### Trust Me

**Estimated time** : 10 mins 

**Material required** : Blindfolds. Recommended setting outdoors with no dangerous obstacles around

**Methodology** : This is a team-building exercise in which participants are given  instructions to guide a blindfolded partner with the objective of avoiding obstacles and maintaining their trust



#### Activity

- 1) Find a good location, such as an open spot outside. Pair off the participants, and designate one partner in each couple as the navigator (guide) and the other to be the blindfolded. The guide then slowly spins the blindfolded partner around so they lose their sense of direction.
- 2) The guide then proceeds to give the partner verbal clues to guide them, without ever touching their partner (e.g. “About five steps ahead, there is a branch. Step over it slowly.”) The guide alone is responsible for his/her partner’s safety and should therefore act as his/her partners’ ‘eyes’, navigating to avoid all obstacles.
- 3) It is imperative that the guide takes his/her role seriously, as solely s/he is responsible for his or her partner’s safety and must therefore navigate his/her partner to avoid all obstacles. Repeat the same game switching partner roles.
- 4) At the end of the icebreaker, you can ask the participants to reflect upon their experiences and share with one another how it felt to guide, or be guided (see sample questions).

**Expected outcome:** Participants learn how to cooperate as a team, and build relationships built on mutual trust and care for one another’s well-being. This game can be linked to the relationship developed in police-survivor interactions, whereby the police personnel are supposed to represent support and protection, and, ideally, the survivor is able to place their trust in the police. Another parallel that can be drawn between this icebreaker and AHT is that, upon being blindfolded, the participants lose their sense of security, orientation, and even confidence. These feelings of insecurities are common to the trafficked person, albeit on much deeper level, since they faced multiple traumas, both physically and psychologically. Furthermore, the blindfolded person will naturally experience some hesitation in ‘blindly following’ their guide’s directions – on a small scale, this reluctance is indicative of the strong sense of mistrust and doubt that has become engrained in the survivor after a long string of deceptions, betrayals and lies. For a better understanding of the psycho-social state of survivors of HT, refer to Module Three as well as UNODC’s Manual on Psychosocial Intervention.

● **Note to the facilitator**

**Sample Questions:**

- How did it feel to be in charge of someone's safety and well-being?
- As the guide, did you experience some frustration when your partner misinterpreted your cues? Did you have trouble restraining yourself from physically guiding your partner?
- As the person being guided, did you have any difficulty in trusting your partner while blindfolded? Why or why not? Did you ever doubt their capability of navigating you safely? Did you ever feel afraid or in danger? Discuss with each other how this exercise made you feel.

**ICEBREAKER EXERCISE**

**Taking Sides**

**Estimated time** : 10-15 mins



**Material required** : Pre-prepared contrasting options (e.g. salty/sweet, book/movie), and enough space for people to move from one side to another (designate parts of the room as N/S, E/W)

**Methodology** : Having participants move towards different parts of the room based on the various categories of interest/preferences



**Expected outcome** : Participants become more familiarized with each other through sharing their interests and preferences, based on the categories used in the icebreaker. Due to set up of the game (4 sides), the multiple choices and the increasing speed with which it takes place, the commotion and confusion caused by this icebreaker is a good way to shake off any tension that may be present. This icebreaker has direct relevance to AHT in that it reveals the dilemma caused by divisive and binary opposites – the differing/opposed format of the choices in this game is characteristic of most gender roles and stereotypes. The obligation to 'take a side', constrains the participants' movement within certain confines – just as the socially imposed dichotomies of 'male' and 'female' (gender roles and attributes) on men and women is a restrictive practice that limits the development and freedom of all people alike



**Activity**

- 1) The first part of the game is the "Sorts" game. You will announce two different options and the group has to move either East or West of the room according to their choice (e.g. "Do you prefer staying in or going out on a Sunday?").
- 2) Then you can throw out two or more choices that have them move South and North. This way, the participants are constantly having to move, and can't get "lost" or "stuck" in the crowd.
- 3) Choices that work well to stir up the group include such general preferences as: casual/dress-up; book/movie; sweet/salty; being on stage performing/watching from audience etc... or more specific options such as between the movies *Mughal-e-Azam/Sholay*, the celebrities Amitabh Bachchan/Shahrukh Khan, the sports cricket vs. hockey or the sweets Gulab Jamun/Ras Gulla. You will notice that with certain choices the participants will pick sides without hesitation; however, with others, the alternatives will attract them equally and they will have trouble choosing one over the other.

### ● *Note to the facilitator*


At the very beginning of the training program, welcome the participants and thank them for their interest in attending this training on AHT. Briefly introduce yourself. Try to find out if some one has previously attended a training program on AHT. If there are some experienced participants, let them know that while some of the course content may already be familiar to them, patience and cooperation with fellow participants is greatly appreciated. As the facilitator, by mentioning your own example, you can say something such as, “I am imparting this training for the last so many years, yet each time I find training a new learning opportunity and experience.”

### Expectations and Anxieties/ Curiosities on AHT


Participants may have come with various expectations and anxieties in the AHT training program. Those who have attended previously may share and show greater expectations and there may be some apprehensions too, depending on their previous experience. Be patient with them and during the course of the training you may want to encourage them to share their experience.

#### EXERCISE

### Expectations & Anxieties and Objectives of the Training

**Estimated time** : 30 mins 

**Material required** : Flip Chart, Markers, Presentation tool (OHP or LCD Projector)

**Methodology** : Presentation and interaction with the participants 

**Expected outcome** : Participants understand the AHT training curriculum and actively participate in the training



### Activity

- Ask the participants to share their expectations, one by one, from the AHT training program.
- Write down all the expectations on a chart paper.
- Put a mark on the expectations that are repeated, if any, so that the facilitator and the participant can see how many and what expectations they have in common.
- Similarly write down all the anxieties of the participants on the same chart paper or on a separate paper if required.
- Some of the participants may feel hesitant/shy while sharing their expectations. Give them time and assure them that their views can be added later as well.

### Sharing the objectives of the AHT training program

- After the expectation and anxiety exercise, present the objectives of the AHT training program by using a pre-prepared presentation.
- Each objective should be clearly communicated to the participants.
- If any of the participants need clarification on any objective, make it clear to them.
- Establish a co-relation and link between the objectives and expectations and anxieties of the participants. By showing the group that their input is appreciated it will give them a greater sense of involvement and create more interest in the issues at hand.
- If as a facilitator you feel that some of the issues/expectations are beyond the scope of the training program, you should inform them at the very outset that you will not be able to cover/address them.
- During this exercise if you feel that it is feasible that some of the expectations can be addressed with some modifications in the training program, let the participants know.

- If one or two participants are interested in knowing more about some specific issues on AHT that are under the purview of the training program but can't be addressed due to time constraints, you can suggest to them to ask these questions at tea or lunch time, so that the pace of the training doesn't get hampered.

#### Ground rules for the training:

##### You can either:

- Spell out the ground rules, which have been written previously on a large sheet of paper/an overhead transparency/power point presentation, and ask whether the participants agree with them or want to add anything new.
- Or you can ask them to suggest and jot them down, prompting some from your own side.

#### The ground rules may include:

- Punctuality in attending the training program.
- Sticking to the time allotted for tea/lunch/dinner and other refreshments.
- Switching off their mobile phones.
- Waiting for one's turn to speak/not interrupting others mid-speech.
- Respect for others' sentiments/opinions etc.
- Providing opportunity for others to speak and also listening to their opinions.
- Others.

#### ● *Note to the facilitator*

You can fix all three chart papers (expectations and objectives of the training program, anxieties/curiosities, and ground rules) on the wall of the training hall and refer to it during the training program. Upon completing a session, indicate which objective and expectation of the training program the just completed session was able to fulfill. This will give the participants a sense of satisfaction and clarity in recognizing these achievements.

#### Course Material Appreciation (CMA)

As previously mentioned under objectives, one of the desired outcomes of the facilitation process is that the participants benefit from the reading resource materials. To ensure that the participants partake fully in its benefits, promote active and responsive learning. This can be done by assigning individuals or pairs to present covered topics, to quiz fellow participants, or to have volunteers provide summaries/debriefings following the readings. Also, as the facilitator, it can be advantageous to a smooth and clear training to prompt questions from the group, especially after having addressed complicated and/or new subject matter. The facilitator may wish to forego CMA in the initial session before substantive topics are introduced. Even throughout the course of the training, when applicable to the topics/subjects at hand, the facilitator should make efforts to drive through the relevant course materials thereby making the participants involved in the undertaking and appreciation of the said resources. In order to ensure better appreciation by the participants, other techniques can also be undertaken as below:

- Making participants present on any issue based on course material and partaking a discussion thereon.
- Giving sample tests to the participants based on the course material.
- Asking participants to bring out a commentary on the plus and minus points of the course material.
- If the material is not in the local language, making a participant or resource person address the topic in the local language.



## 2. HUMAN TRAFFICKING

### Objectives

- To build clarity on the definition and elements of trafficking.
- To understand and identify the processes involved in trafficking.
- To understand, and to be able to discern between the different actors involved in the activity of trafficking – Who is a victim/survivor and who is an offender/trafficker?
- To help participants understand and distinguish between
  - HT vs. prostitution
  - HT vs. migration
  - HT vs. smuggling
- To identify other forms of trafficking apart from that for commercial sexual exploitation (CSE).
- To understand issues of vulnerability and the magnitude of the problem of human trafficking.
- To understand the varied dimensions of trafficking and to understand its ramifications as an 'organized crime'.
- To understand it from a gender perspective.
- To view it from a human rights standpoint.

You may want to begin your session with an ice breaking exercise to facilitate an assessment by the participants themselves of 'where do we begin from.'

#### ICEBREAKER EXERCISE

<b>Estimated time</b>	: 15-20 mins	
<b>Material required</b>	: Flip chart, marker pen	
<b>Methodology</b>	: Participatory discussion	
<b>Expected outcome</b>	: Participants are feeling comfortable and at ease and are ready to commence the facilitation session	



### Activity

1. Facilitator displays a chart with numbers 1 to 10 and gives the participants the following instructions:
  - Consider how much you know about the problem of trafficking in persons and the laws that address trafficking.
  - Rate your knowledge level about trafficking in persons on a scale from 1 to 10 where 1 means there is scant or rudimentary knowledge and 10 means you know everything there is to know about trafficking in persons.
2. Ask the participants to judge where they are on the scale and place a check under the appropriate number on the flipchart.
3. Lead a discussion using the following questions to guide the group:
  - What does the scale indicate about this group's awareness of the issue of trafficking in persons?
  - How much exposure have you had to information about trafficking in persons in the last year (through mass media or otherwise)? Have you been engaged in discussions about the issue before today's session?
  - What impact has this information or discussions had on you?

#### ● Note to the facilitator

Please ensure that this is done as a participatory introspection and not as a judgmental evaluation because that might result in participants closing up rather than opening up on the issue. You will therefore need to be very careful with your choice of words.



Many misconceptions and myths regarding human trafficking exist that need to be clarified. Very often “trafficking” is used as a synonym for “Prostitution” or it is often believed that trafficking takes place only for Prostitution. Building clarity on conceptual issues should therefore be addressed early on in the training/ learning interaction.

### a) What is trafficking?

In its dictionary meaning, the concept of trafficking denotes a trade in something that should not be traded in. Thus, we have terms like drug trafficking, arms trafficking and human trafficking. The concept of trafficking in people refers to the criminal practice of exploitation of human beings whereby humans are treated as commodities for profit, subjected to various forms of exploitation.

In India, sections of Immoral Traffic Prevention Act (ITPA 1956) explain the various activities involved in trafficking. Under Section 5, trafficking includes procuring, taking and even inducing a person for the sake of prostitution. Even attempt to procure and attempt to take or cause a person to carry on prostitution is an offence.

The definition of trafficking has also been provided through the Goa Children’s Act 2003<sup>1</sup>. Although it focuses on child trafficking and is applicable to the state of Goa only, the definition is comprehensive. Under Section 2(z), ‘child trafficking’ means “the procurement, recruitment, transportation, transfer, harbouring or receipt of persons, legally or illegally, within or across borders, by means of threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or a position of vulnerability or of giving or receiving payments or benefits to achieve the consent of a person having control over another person, for monetary gain or otherwise.”


The UN Protocol, 2000<sup>2</sup> to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children (Trafficking Protocol) which supplements the Convention against Transnational Organized Crime states that “Trafficking in persons” shall mean:

“the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.”


You may want to do the following exercise to build clarity on the main elements mentioned in the UN protocol.

#### EXERCISE

### UN Protocol on Trafficking<sup>3</sup>

**Estimated time** : 20 mins 

**Material required** : Flip chart, marker pen

**Methodology** : Presentation and participatory discussion 

**Expected outcome** : The important elements of the UN Protocol on Trafficking are clarified to the participants



#### Activity

1) Explain the definition of trafficking in persons highlighting the following ideas:

(Note: Though UN Protocol is being discussed, do orient them to ITPA, IPC and other legislations which the participant is used to and is called upon to implement.)

The definition contains three main elements that constitute trafficking:

**Acts:** recruitment, transportation, transfer, harbouring or receipt of a person.

**Means:** threat/use of force, other forms of coercion, abduction, fraud, deception or abuse of power or of a position of vulnerability.

**Purpose:** prostitution, forced labour or services, slavery, slavery-like practices; servitude, organ trade etc.

2) At this point, you may wish to ask participants for examples or information about specific cases from their practice, or which they have encountered through the media that illustrate the elements of trafficking found in the UN definition. (i.e. **Acts** = e.g. employment advertisements, housing women in a brothel. **Means** = e.g. using physical assault to control victims, threatened retaliation against family members, false employment contracts. **Purpose** = e.g. forced prostitution, domestic service, forced agricultural work).

3) The second part of the definition of trafficking focuses on the issue of consent. The UN Trafficking Protocol clarifies that the consent of a victim of trafficking in persons to the exploitation (the 'purpose') as described in the definition is irrelevant when any of the forms of coercion (the 'means') have been used against the victim. This statement is consistent with principles of both international and national laws that a person cannot legally consent when force, coercion, deception or abuse of power has been used.

4) Give an example from a typical trafficking case, to illustrate why the concept of consent is relevant: a woman's consent, if obtained by coercion, deception, lure or force, in such situation, even if she had consented, it is trafficking and such consent has no meaning.

5) The definition of trafficking from the UN Protocol deliberately does not define the terms "exploitation of the prostitution of others" or "other forms of sexual exploitation." This was done in order to reach a consensus among signatory governments and allow State Parties to address this issue through their domestic legislation. In some domestic legal systems prostitution is criminalized, while in others consensual adult sex work is de-criminalized and regulated.

However, it must be kept in mind that trafficking is different from migration and smuggling. There are important fundamental differences between migration, smuggling and trafficking:

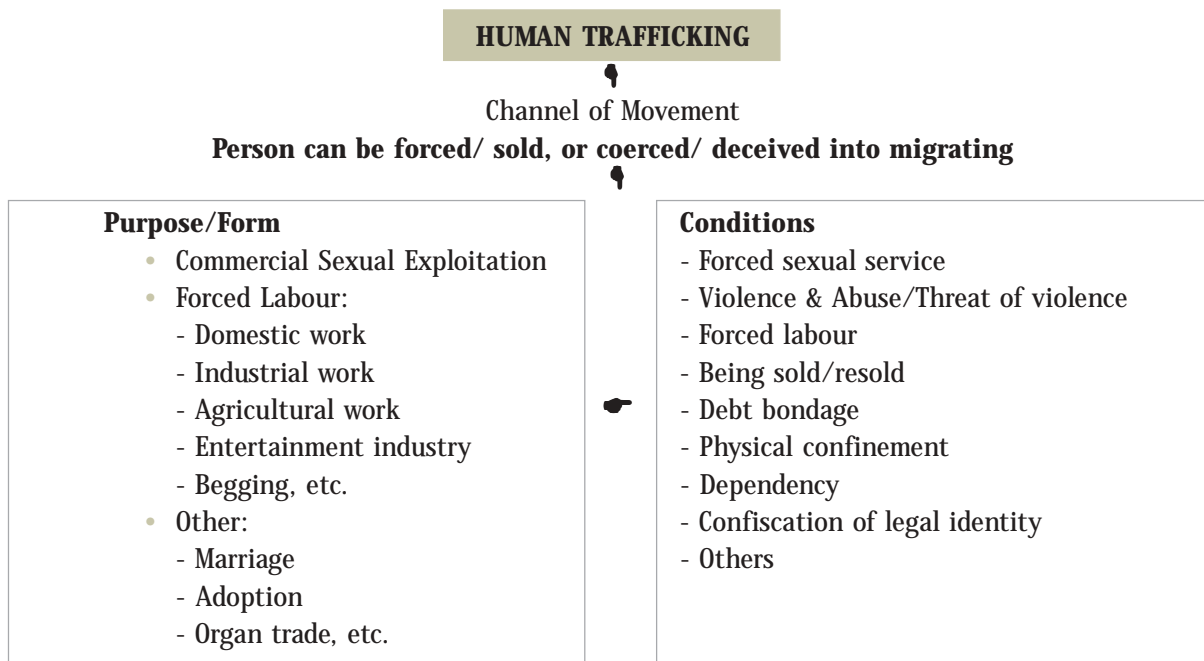
- **Migration** is a situation in which a person moves from one country to another or within one country. Migration can take place by legal or illegal means and it can be either voluntary (with the consent of the person migrating) or forced (without their consent). Usually, however, migration is voluntary.
- **Smuggling** is the transport of a person (with their consent) to another country through illegal means. Smuggling has to include crossing of an international border.
- **Trafficking** involves the following:
  - Movement of a person;
  - With deception or coercion;
  - Into a situation of forced labour, prostitution, servitude or slavery-like practices.

Trafficking can occur with or without crossing any international border. The exploitation of the migrant is one of the key factors determining 'trafficking', however, it is not relevant for the act of 'smuggling'; although, a case of smuggling can easily become a case of trafficking. A voluntary migrant, by placing himself/herself into the hands of smugglers, has put himself/herself into a situation of dependency on the smuggler and is therefore made vulnerable to subsequent trafficking.

Similarly, movement need not be physical; e.g., if a child is moved out of the community of the mother and pushed into the community of the brothel keeper, though it may take place in a room in a brothel, it amounts to human trafficking.

● **Note to the facilitator**

You may want to use the following flip chart to depict the activity of trafficking. You can also prepare handouts highlighting the relevant constitutional provisions to share with the participants:



**b) What are the varied elements of trafficking?**


Trafficking can be seen to have the following features:

- **Displacement of a person from one community to another:** While it is not necessary that the person is actually moved from one place to another to have been trafficked (displacement is also possible within the same building), usually victims are moved from one house to another, one village to another, one district to another, and so on.
- **Exploitation of the trafficked victim:** Displacement of the victim is followed by various forms of exploitation being meted out to the victim – using force, deceit and threats, as the case may be.
- **Commercialization of the exploitation and commodification of the victim:** Due to the portrayal of women as sex objects, and as property by patriarchal society, women have acquired a 'face-value' within the 'market' whereby their bodies have become commodities in a commerce based on the exploitation of sex (hence, CSE- Commercial Sexual Exploitation).


You can use the following exercise and below provided case study to build clarity on this issue.

**EXERCISE**

**Elements of Trafficking<sup>4</sup>**

**Estimated time** : 30 mins 

**Material required** : Printed case study (refer to Activity 1 below), flip chart, marker pens

**Methodology** : Individual or group work 

**Expected outcome** : By the end of the exercise participants understand various elements of trafficking. They will have acquired a working knowledge of trafficking in persons as it is defined in the UN Protocol on Trafficking



## Activity

1. Hand out the case study.

### CASE STUDY HAND OUT<sup>5</sup>

June 6, 2007

NEW DELHI, India (AP) — Meena discovered she had been sold by her boss while riding in an auto-rickshaw headed to New Delhi's red-light district. The 12-year-old was working as a domestic servant in Calcutta when the homeowner told her about a good-paying job at his sister's house in India's capital. But instead, she was sold to a brothel owner and forced into prostitution for little more than a place to sleep and the occasional meal. Her ordeal lasted four years and Meena, now 21, says it left her "a very angry person." "The anger comes suddenly," says Meena, who asked that her full name not be used because of the stigma associated with her past. Meena's childhood before being sold into prostitution was filled with long days of domestic work in the rural eastern state of Jharkhand. She received little or no pay, she said, but "I was so poor, I could not leave." At the urging of her mother, she moved to Calcutta for what she was told would be a paid maid's position. When her boss then sent her to New Delhi, Meena never found out the price she was bought for on the human trafficking market. She was rescued from the brothel by STOP, an anti-trafficking group founded in 1998. She lives in the group's shelter on the western edge of New Delhi, a large two-storey white house with long hallways situated amid the farm fields that spread out from the city's edge. There are vegetable gardens, and the women who live there embroider and cook for each other.

2. Ask the participants to go through it and point out all the elements of trafficking that they are able to identify.
3. List them against each of the following points:

#### Acts or attempted acts of:

- **Recruitment**

Many trafficking cases involve a process of recruitment through agencies that organize and "facilitate" the process of travel from one place to another. Some agencies are legitimate, while others use deceit to recruit persons for the purposes of trafficking. (In this case study, e.g. Meena's boss or the homeowner)

- **Transportation across borders**

Although it is not necessary that movement should take place for it to be called trafficking, sometimes trafficking may involve some form of physical movement or transportation. The movement can occur between different states, but can also occur without the crossing of state borders. In either case, the victims are moved to an unfamiliar place, far from home and under the control of the traffickers. (Meena is brought from Calcutta to Delhi)

- **Through legal or illegal channels of migration**

Trafficking can occur whether people are moved by legal or illegal means. Trafficking often happens to migrants who have come to a new place/state legally, but had been deceived and had not agreed to the conditions of work.

- **Purchase, sale, transfer, receipt or harbouring of a person**

Traffickers use one or more of these actions when they move the trafficked person from the place of origin to the place of destination. (Meena is sold by her boss)

- **Deception**

Trafficked persons are usually tricked into their vulnerable situation. People may be offered further education, marriage or a well-paid job and end up in forced labour or a forced marriage. Similarly, if a woman is trafficked into prostitution, she may not be aware of the fact that she is going to work in the sex industry, and that her liberty and earnings will be denied. In most cases traffickers deceive trafficked persons about the conditions under which they will be forced to live and/or work. (Her boss sent her to his sister's place for a well-paying job)

- **Coercion (including the use of threat of force or the abuse of authority)**

Some traffickers may use force to abduct a victim and others use violence or blackmail to keep a trafficked person under their control. Trafficked persons become dependent upon the traffickers for food, clothing and housing and must submit to the demands of their captors. Traffickers usually restrict the victim's freedom of movement or prohibit victims from leaving the premises without an escort. Coercion may also be psychological. Abuse of authority involves dependency situations in which a person who has power over another person (such as a relative or employer) denies the rights of the dependent person. ('Little more than a place to sleep and the occasional meal')

- **...Or debt bondage**

Many trafficked persons are forced into a debt-bondage situation, in which once at the destination they are told they will have to work to pay back a large and increasing sum for travel expenses, housing, clothing, medical and food expenses. Traffickers have full control over their victim's movement and their income. The victim is never able to pay back the exorbitant debt, but the trafficker leads him/ her to believe the debt will be paid back "soon". Trafficked persons, who are anxious to start earning money, take in the false promises, continue to submit to their conditions in the hope that the debt will soon be paid off and they will start earning their own money. However, the traffickers continually find new (fictitious) expenses to charge and the payoff date continues to be postponed.

- **Servitude (domestic, sexual or reproductive) in forced or bonded labour, or in slavery like conditions**

Many women are trafficked into situations not strictly involving forced labour or slavery (by legal definition). In some cases women are trafficked into forced or servile marriages where no money changes hands. Other women are held as household servants and others may simply be held captive.

The core element of trafficking is the coercive and abusive conditions into which the trafficker intends to place his/her victim. Forced labour, servitude and slavery are all crimes prohibited as human rights violations in law. They cover all situations into which people are trafficked. The kind of business or service into which a person is trafficked does not dictate whether or not trafficking occurred. People are trafficked for many types of situations, such as domestic, manual or industrial work in formal or informal sectors or marriage or other kinds of relationships. It is coercive conditions/relations in these situations that constitute 'trafficking'. (In this case study Meena is forced into CSE)

- **Community other than the one in which such person lived at the time of the original deception, coercion or debt bondage (concept included in the Trafficking Protocol)**

In the context of trafficking, trafficked persons are moved into wholly new communities. They are isolated from their families and sometimes their language, and thus, rendered even more dependent upon the traffickers for food, shelter, information and "protection" from authorities.

### ● *Note to the facilitator*

Please ensure that the participants are able to discern most or all of the above elements in the case study given. You may additionally want to have one or more of the participants share their own experience related to some of the aforementioned elements.

### c) What is the 'route' of trafficking?

Trafficking involves three focal points in spatial context:

- Source
- Transit
- Destination

Areas are identified on the trafficking map as being a source, transit or destination or a combination of any or all of these; however it is possible that all these may coexist. A girl child of a woman forced into CSE, living and also forced into CSE in the same brothel, for example, simultaneously depicts all three points on the trafficking map.

### ● *Note to the facilitator*

This too can be explained through the aforementioned case of Meena or similar case studies. You can also share an example to highlight this sequencing in cases of labour exploitation. The following two stories were developed to depict the various elements of trafficking and may be used here or in the preceding section.

#### The story of Satyam

Satyam, 8 years old, in Karimnagar was promised good clothes, food and education. His poor parents accepted. He was taken to Rajasthan by a construction company to do labour work carrying brick loads on his head. He does not know his salary, his work timings, where his workplace is located, cannot speak the local language nor can understand. The food that is given to him is neither adequate nor the type his mother used to serve back home. He finds that slowly his memories of his family, home, siblings and village are fading away. Life offers no hope, nothing to look forward to.

#### The story of Salim

Salim, 6 years old, is a camel jockey since past two years. With the discovery of oil and associated surge of wealth in the Gulf States, camel racing has been transformed from a traditional sports pastime to a multi million dollar activity. Salim is part of a huge group of



hundreds of boys, some as young as three or four years old. Salim does not know where he comes from originally although now he understands that children are sourced from Bangladesh, Pakistan and other poor countries. He lives in a very oppressive environment enduring harsh living conditions. Working for long hours, receiving very little food and deprived of sleep so that they do not put on weight and increase the camel's load. They are harassed and beaten by the handlers and even face

the threat of sexual abuse. Many have been seriously injured and some have been trampled to death by the camels. Those who survive the harsh conditions are disposed of once they reach their teenage years. Thus, having gained no productive skills or education, scarred with physical and psychological trauma that can last a lifetime, Salim faces dim prospects.

#### d) What is the difference between trafficking and prostitution?

Often, trafficking is confused with prostitution. These are not synonymous. Trafficking is the process / means while prostitution can be the result/end (of being trafficked).

*Meena* (refer to pp. 18) was forced into prostitution but she is a trafficked victim. How is that?

Meena was displaced and forcibly recruited into commercial sexual exploitation (CSE). While prostitution is a punishable offence when there is commercial sexual exploitation of a person and any other person who makes profit from the same [Section 2(f) of ITPA 1956], trafficking is the whole (or any point of the) process of recruiting, contracting, procuring or hiring a person for commercial sexual exploitation (CSE) or for any other purpose.

Trafficking is therefore the overall 'process' while prostitution/ commercial sexual exploitation/ forced labour is the 'result'.

Thus, Meena has been both trafficked and forced into prostitution as she has been:


- Sexually exploited.
- She has been abused by a person(s) for commercial purposes. Her consent is irrelevant.
- She is the victim and not a criminal.

It is possible that stereotyped notions of who constitutes a victim/ survivor and who a trafficker; who are more prone to being trafficked etc exist among the participants. It is therefore, significant that the participants are not merely able to discuss the varied actors/ persons in a situation and process of human trafficking, but are also able to clearly identify them.


As a facilitator you can build clarity on these too early on in the training.

#### EXERCISE

#### Some Basic Definitions<sup>6</sup>

**Estimated time** : 15 mins 

**Material required** : Pre-prepared flash cards

**Methodology** : Group work 

**Expected outcome** : Participants are able to identify who is a trafficker (offender) and who is a victim of trafficking (survivor)



#### Activity

- 1) Prepare flash cards prior to the session.
- 2) Write the words depicting a trafficker e.g. transporter, buyer, pimp, financier, parents etc. Choose some very obvious ones like 'pimp' but also include words like 'parent' to highlight the definition and its scope.
- 3) Similarly make flash cards to indicate a trafficked person.
- 4) You can make the exercise more interesting by replacing words with pictures or photos.
- 5) Start by prompting the participants to identify a trafficker and a trafficked person.
- 6) Show the flash cards and follow with a discussion.

#### ● Note to the facilitator

Ensure that the following elements are discussed and made clear to the participants:

### e) Who is a trafficker/offender?

A trafficker/offender in trafficking crimes includes all persons, agencies or institutions:

- Involved in any act in the process of trafficking
- Who gains/makes profit/exploits
  - As the trafficked person passes through a chain,
  - From the final point of source area through the transit area to the point of final destination, and
  - From any act involved in the process of exploitation of the trafficked person(s)

Ultimately, a person is guilty of a trafficking offence if he/she is knowingly involved in any act of commission and/or willful omission in the process of human trafficking (this can include parents/guardians who knowingly sell/cause to sell/traffic their children). Due to the clandestine nature of HT, the Investigating Officer (IO) must look into the process of trafficking and be aware of the multiple and various offenders that can be involved in HT.

Traffickers can be, but are not limited to, the following persons:

- Recruiter/Agent of Recruiter
- Seller of trafficked person
- Buyer of trafficked person
- Transporter
- Conspirator
- 'Customer'/clientele, who create/perpetuate demand
- Pimp
- Brothel madam
- Brothel managers
- Financier
- Parent(s)/guardian(s) who knowingly sell/cause to sell/traffic their children/ward



### f) Who is a 'victim' of trafficking for CSE?

It is crucial to note that all trafficked persons are victims, irrespective of their proclaimed/apparent voluntariness. A victim of trafficking for CSE is:

- Any person above the age of 18 who through force or threat of force, coercion, abuse of power, etc were/are required to perform sexual acts without their consent, by any person(s), for profit or gain of a third person.
- Children and minors who are found in places of CSE i.e. "children" who have not completed the age of 16 years and 'minors' who have completed the age of sixteen years but have not completed the age of eighteen years, who are found in places of CSE.<sup>7</sup>

### g) Are people trafficked only for CSE?

Commercial sexual exploitation is only one of the results of trafficking. Trafficking in human beings also results in non-sex based exploitation such as forced labour and other forms of exploitation.

Some manifested forms of exploitation (non-CSE) that may result from trafficking in persons include:

- workers in the unorganized sector
- slave trade/bondage
- child labour
- drug peddling
- organ trading
- forced marriages, mail order brides





- beggary
- adoption rackets
- entertainment and sports (camel racing, exotic dancing, circus, etc.)
- others

The problem of labour exploitation is widely prevalent in India. According to the Supreme Court of India, all those people who are paid less than the stipulated minimum wages are being exploited. Besides, there are 120 million children between six and fourteen years who are not going to schools. A study from India holds the number to be approximately 470 million people – nearly half the country's population – who are in a state of bondage in India.<sup>8</sup>

Non-CS exploitation comes in many forms: forced labour can be of the domestic, industrial or agricultural kind, and it can also take place in the way of begging, organ trade and false marriage. There are various factors which place persons at greater risk of being trafficked; however, among those at risk, women and children are the most vulnerable. With the below-listed in mind, of groups vulnerable to trafficking/conditions of vulnerability, it is plain to see why combinations such as poverty and physical disability make for an ideal combination for children to be trafficked<sup>9</sup>.

#### h) Who are more vulnerable to being trafficked and why?

The following are some groups of people that are more vulnerable to being trafficked for commercial sexual exploitation, forced labour and other forms of trafficking:

- Girl children from vulnerable families/places
- Women and girls who are illiterate and who are not aware of their rights
- Women and girls from disadvantaged and marginalized groups (scheduled castes and tribes, particularly girl children from communities such as Bedia, Kanjar, Gujjar, Devadasi, Nats, etc.)
- Women and girls from areas affected by natural disasters, political conflict, and other similar disabilities.
- Young girls trafficked for child marriage
- Young girls and young boys targeted for pedophilia
- Men and young boys are also trafficked for bonded/forced/exploitative labour

#### i) What makes people vulnerable to being trafficked?

Following are some of the reasons which are, illustrative and not exhaustive.

1. Lack of livelihood opportunities
2. Relative disparities of income, employment and livelihoods among societies.
3. Illiteracy
4. Lack of economic development
5. Increasing commodification of women.
6. Increase in demand for women and children for the purposes of sexual and labour exploitation.
7. Increase in demand for illegal labour.
8. Growth in crime syndicates.
9. Political unrest (as in the case of North East, Naxalite areas)
10. Poor law enforcement

#### j) Where can CSE take place?

The scene of crime<sup>10</sup> (SOC) includes the source, the transit and destination points. In fact, in the case of CSE, the SOC is not limited to the place of exploitation – or, for example, the brothel alone.

Therefore, for example, CSE can take place:

- On the streets
- In massage parlours
- At bars

- In the brothels
- In vehicles used for transfer
- In the form of escort service
- At places where the survivor of trafficking has been sent for the purpose of recording pornography, transport of the same, and where the pornographic material is stored, purchased, used etc.
- At other places


### k) Is trafficking a continuing crime?

Trafficking is an organized and continuing crime. Multiple crimes can be culled out under trafficking such as abduction, kidnapping, illegal detainment, illegal confinement, criminal intimidation, hurt, grievous hurt, sexual assault, outraging modesty, rape, unnatural offences, selling and buying of human beings, servitude, criminal conspiracy, abetment, etc. Therefore, multiple abuse and abusers located at different points of time and place together constitute the organized crime of trafficking.<sup>11</sup>


You can use the following exercise to build clarity on this issue.

#### EXERCISE

### Magnitude of the Problem

**Estimated time** : 15 mins 

**Material required** : Data on a chart/transparency/power point presentation

**Methodology** : Participatory discussion 

**Expected outcome** : The participants are aware of the magnitude of the problem of trafficking



#### Activity

- 1) Share the data with the participants through above mentioned medium of presentations.
- 2) Ask the participants to share what can be deduced from these figures.
- 3) In the discussion highlight the following points:
  - It is impossible to have universally agreed estimates that accurately reflect the numbers of trafficked persons, as well as numbers of traffickers, due to the clandestine nature of the activity.
  - As is the case with other forms of violence against women, victims are often reluctant to report or make the fact of the violence known publicly.

Here are a few commonly quoted statistics, which highlight the magnitude of the problem. You can supplement these by adding others:

### Magnitude of Trafficking

- Globally, trafficking for the purpose of CSE is reported more frequently than any other forms, including that of forced labour.<sup>12</sup>
- South Asian countries are origin, transit and destination for women, children and men being trafficked. India is ranked by UNODC as both a high source country and high destination country.<sup>13</sup>
- South Asia is estimated to be home to the second largest numbers of internationally trafficked persons, held to be around 150,000 annually.<sup>14</sup>
- Migration within and between countries in South Asia, is high. It is estimated that annually, more than 200 million<sup>15</sup> people are on the move within and between countries in the South Asian region.
- The human rights violation is three fold in the case of victims/survivors of human trafficking – sexual exploitation is a violation of their rights to freedom, dignity and autonomy.

Note: Remember that from a human rights paradigm, one crime is as bad as thousand crimes. One need not consider a crime grave only if thousands of people are violated. One should see from the perspective of the victim for whom everything is lost. The responder may think that s/he is just one person in the world but for the victim/ survivor, the responder is the entire world.

● **Note to the facilitator**

Prior to the exercise, prepare a flipchart/ transparency or power point presentation with statistical data on trafficking including sample global, regional and national facts. It is important for the facilitator to include statistical data from the country of training, where available.



### 3. HUMAN TRAFFICKING: A GENDERED PERSPECTIVE

It is important to highlight that because a preponderance of women are trafficked for CSE it may help not to consider the notion of ‘trafficking in women’ within the context of trafficking in persons in general, even though this broadens the concept and allows us to address a wider range of related issues. Since this gender-neutral generalization prevents us from discovering specific features of trafficking in women, adopting a gendered perspective on the issue of trafficking reveals the specific ways in which women’s experiences of trafficking are different from those of men.

You can use the following exercises to build clarity on gender concerns within the issue of human trafficking:

**EXERCISE**

#### Building a Gendered Perspective on Trafficking

- Estimated time** : 45 mins to 1 hr 
- Material required** : Presentation on a chart/transparency/power point presentation
- Methodology** : Presentation and participatory discussion 
- Expected outcome** : The participants will have basic understanding on gender concerns in human trafficking



#### Activity

- 1) Prepare a flipchart with the explanation of the gender perspective on trafficking prior to the exercise.
- 2) While presenting the information from the flipchart, ask questions to engage participants in a discussion and get feedback.
  - Distinguish between the terms “sex” (biological distinctions) and “gender” (social construct) – the different roles, attributes and conduct that society deems socially appropriate for men and women;
  - Refer to the relative status and position of men and women, and women’s greater disadvantage in most societies, as not just biologically but socially determined;
  - Recognize that women’s less valued roles marginalize them from ownership and control over material (land, income) and non-material (political participation, time) resources;
  - Consider the interaction between gender and the other social categories such as class, race and ethnicity; and
  - Hold that as gender inequities are socially conditioned, they can be changed at an individual and societal level in the direction of justice, equity, and partnership between men and women.

Subsequently, through examples, stress upon the following:

Gendered stereotypes that present men as powerful and in control and women as passive and mostly relegated to private or domestic roles feed into the perception that ‘men migrate’, but ‘women are trafficked’. **However, what is often not recognized is that men too are trafficked, and that women are not only trafficked, but also migrate.**

Stress upon and share the following components of a gendered perspective in contrast to only a women-centric or only a men-centric one.


A gender perspective on trafficking achieves change by<sup>16</sup>:

- Acknowledging that both men and women are trafficked;
- Addressing the shared and differed experiences undergone by women and men in trafficking with regards to their vulnerabilities, violations and consequences; and
- Addressing the divergent impact policies have on men and women in relation to the law, law enforcement, and human trafficking.


You can use the following exercise on some common prevalent myths/misconceptions to build gender sensitivity among your participants.

#### EXERCISE

### Myths about Victims of Trafficking

**Estimated time** : 20 mins 

**Material required** : Printed forms on ‘Myths and Facts’

**Methodology** : Individual or group work 

**Expected outcome** : Participants analyze and question some prevalent misconceptions



#### Activity

1. Prepare myth and facts form prior to the workshop.
2. You may want to just print the myths on one side and leave the other side blank for participants to give their response/opinion.
3. Distribute the forms and ask them to state whether they agree with the given statement and also give reasons for their answers.
4. Through a participatory discussion address each of the myths.

#### ● Note to the facilitator

Please keep in mind that perceptions and stereotypes take very long to break. Therefore you may want to raise a lot of issues, and not necessarily provide one single ‘correct answer’ to them.

### SOME MYTHS AND FACTS ABOUT VICTIMS OF TRAFFICKING

#### MYTH

Victims of trafficking are not just women. They are both men and women. There is a need to maintain neutrality and not become emotional about just women.

#### FACT

While it is true that men are also victims of trafficking, they are not at an equal risk. Historically, patriarchal values, deep-seated prejudices, socio-cultural customs and religious

	sanctions have played a major role in divesting women of their rightful share in the society. Trafficking and other forms of violence that women face are an expression of this discrimination.
Most women who enter prostitution do so voluntarily.	Most women are forced or induced or lured into prostitution using threat, coercion and other pressures/tactics.
Women choose prostitution as an easy way of earning money.	Trafficked women are not only sexually exploited but also economically deprived. The various exploiters commercially exploit them.

### MYTHS AND FACTS ABOUT BUYERS/ CUSTOMERS<sup>17</sup>

MYTH	FACT
A majority of the buyers are unmarried	Many of the buyers are married and they also mete out violence against their spouses. 82% of the buyers interviewed in three red light areas reported that they were violent with their wives at least once and did not think that this was wrong. <sup>18</sup>
If married, they are separated from their wives	Many of these men stay with their wives, negating the myth of 'going to prostitutes out of need'. In fact, the NHRC study shows that 45.5% of men who visit brothels are married men. <sup>19</sup>
Most of the times wives are not 'open' to new things and thus men need some 'outlet'	This is rooted in the patriarchal notions of women being servile and submitting to all demands of men. Women have been conditioned to be sexually submissive and taught never to express their needs; something that can lead them to being branded 'fast' and 'too expressive'.
Men look for 'mature love' in brothels	Ample evidence shows that the majority of men who go to brothels request a certain 'type' of girl/woman – there is a popular preference among clients for virgins or young girls (or those who 'look young') <sup>20</sup>
Most buyers are illiterate and uneducated.	The NHRC study shows that only 20% of the clientele who visit brothel are illiterate, while almost a quarter were in the graduate level or above.

#### 4. HUMAN TRAFFICKING: A HUMAN RIGHTS ISSUE

Fundamentally, trafficking in persons violates the universal human right to life, liberty, and freedom from slavery in all its forms. Trafficking of children violates the inherent right of a child to grow up in a protective environment and the right to be free from all forms of abuse and exploitation.

The Indian Constitution lays down clear guidelines with regard to basic human rights such as equality for all people. Trafficked victims are also human beings who have the basic inalienable right to live with dignity and equality. Some of the provisions under the Indian Constitution are listed as under. It becomes clear that the trafficked victims do not enjoy any of the following:

Article 14 provides for equality

Article 15 prohibits discrimination on the grounds of religion, race, caste, sex, or place of birth

Article 15 (3) provides for special protection in favor of women and children

Article 16 (1) covers equality of opportunity in matters of public employment

Article 21 provides right to life

Article 21(a) provides right to education

Article 23 prohibits trafficking in human beings and forced labour

Article 24 prohibits employment of children in hazardous employment

Article 39 (f) provides that children be given opportunities to develop in a healthy manner and in conditions of freedom and dignity, and that childhood be protected against exploitation

Article 42 protects against inhuman working conditions

Article 46 directs the state to promote the educational and economic interests of women and weaker sections of society and protect them from social injustice and all forms of exploitation.


To elucidate, the following is a list of some of **the human rights violations** that take place on a trafficked person<sup>21</sup>:

- Deprivation of the right to life
- Deprivation of the right to security
- Deprivation of dignity
- Deprivation of the right to access to justice and to having grievances redressed
- Denial of access to health services
- Denial of right to self determination
- Denial of right to return to own community
- Person is punished for two crimes (e.g. a person trafficked across a border is sometimes convicted for non-possession of passport/ visa, etc. and is simultaneously punished for 'soliciting')
- Denial of right to representation
- Denial of right to be heard before decision making.

You can use the following exercises to establish clarity on human rights violations in human trafficking:

##### EXERCISE

#### Human Rights Violations in Human Trafficking

**Estimated time** : 20 mins 

**Material required** : Printed case study

**Methodology** : Individual or group exercise



**Expected outcome** : Participants understand trafficking crimes as violations of human rights and would also be able to discern human rights violations in a given case of trafficking



### Activity

- 1) Distribute the following case study individually or in groups
- 2) Ask the participants to read it carefully and enlist all possible human rights violations that they can make out based on their understanding
- 3) Share the same with the group and highlight the key issues involved.

#### CASE STUDY<sup>22</sup>

PP used to lead a simple yet happy life with her mother and father-in-law, husband and son in the interiors of Nepal until her husband, the breadwinner of the family, died suddenly and she was left with no choice but to leave in search of work that would provide for her and the family. She moved to Kathmandu where she worked in a wine shop and fell in love with one of its regular customers, RR, who promised her a better job in Mumbai if she married him. PP realized soon after the marriage that she had been betrayed/cheated as she was sold to a brothel where she was consecutively raped by several men. She worked in the brothel for 25 years and her earnings decreased as she grew older yet she was never able to save more than Rs. 10,000 because over the years she had to draw on her earnings. She wonders about her son in Nepal, how he must be married and with children by now, but would not go back to visit even if she could afford it as she is afraid of the suspicion her re-appearance after all these years would raise and the embarrassment she may cause his family if they were to discover her story. She never met RR again but later learnt that he made profits off of regularly trafficking young girls, filling them with false hopes and luring them with empty promises as he had with her. PP was cheated and this deceit cost her more than money could ever buy back.



#### ● Note to the facilitator

It must be ensured that the group enlists as many possible violations before getting into a discussion on the critical issues concerned. You may either list out the same on the board for display or participants may write it down on pieces of paper.

The discussion that would follow this exercise must be carefully veered to bring out the vulnerability faced by victims of trafficking. You can choose to do the following version of this exercise on human rights violation in human trafficking.



### Activity

- 1) Divide participants into 3 smaller groups and distribute 3 flipchart sheets, each listing a different set of human rights violations that occur in the process of trafficking, and a marker.
- 2) Then give the participants the following assignment:
  - Each group has just received a flipchart sheet with various human rights principles that are violated at different stages of the trafficking process.
  - Discuss and decide in your group, which actions occurring throughout the trafficking process violate the human rights of the trafficked victims that are listed on the flipchart sheets.
  - Record your conclusions on a flipchart sheet across from the respective human rights principle.

After 20 minutes, facilitator reconvenes the entire group and has each small group report their results using the following process:

- a. Ask a representative from Group 1 to report the results of their discussion on the human rights principles that are violated in the process of recruitment and transportation and explain how they reached their conclusions. Other participants from the group should feel free to add points of clarification whenever necessary.
- b. Allow participants from the observing groups to ask the presenting group questions about their conclusion.
- c. Repeat steps a and b, alternating groups until each category has been discussed; end with adding any items missed by all the groups.
- d. Ensure that following points are highlighted and covered in the discussions:
  - The UN consensus definition of ‘trafficking in persons’ was drafted in 2000 as a result of concern over the growing problem of trafficking worldwide. The problem of trafficking itself is not new, however, but has taken on new dimensions as a result of global political, economic and social changes. For example, factors such as political and economic instability, internal conflict and globalization, have created conditions conducive to trafficking.
  - Trafficking in women has emerged as a serious problem. Women from countries in transition are particularly at risk for trafficking, and traffickers have taken advantage of their vulnerable status.
  - Early approaches to combating trafficking focused on crime prevention and law enforcement efforts. International organizations, such as the United Nations, however, have made clear that an integrated approach is required to address trafficking. An integrated approach focuses on protecting the human rights of trafficked persons as well as prosecuting perpetrators.

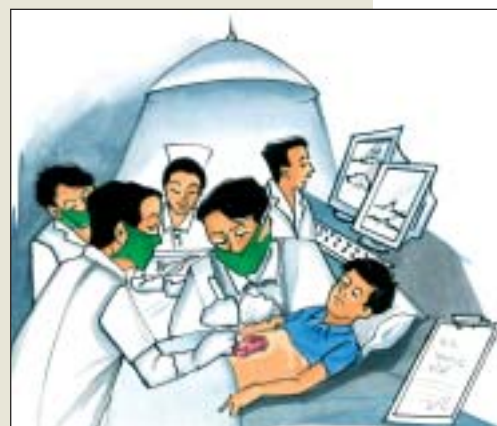
Close the exercise asking if there are any questions.

#### ● *Note to the facilitator*

- 1) Prior to the exercise, prepare three flipchart sheets listing human rights violations occurring at different stages of the trafficking process. Some human rights violations are listed on the following page.
- 2) It is advisable to prepare a flip chart sheet with a trafficking case study prior to the exercise to prompt a discussion about acts that violate human rights in the process of trafficking. This flip chart can be posted on the wall throughout the exercise. Facilitator should remind the participants that they should not be limited by the case study in identifying possible human rights violation.

#### **CASE STUDY<sup>24</sup>**

AV, a 17-year-old, was trafficked by a middleman (JP) directly from the premises of a temple where he regularly went to worship. AV was from Ludhiana, but the traffickers had prepared false papers that presented him as ‘RA’, son of ‘BA’, of Jalandhar. One of his kidneys was to be given to a man BP, in Chandigarh. In the affidavit, RA’s age was shown as 22 years and it was claimed that he had lived with the patient BP for the past 10 years as domestic help. The affidavit also mentioned that his parents were deceased, and that he had no living relatives. It claimed that he was offering his kidneys on humanitarian grounds out of love and devotion to his master and did not expect any form of monetary compensation. Police investigations later revealed AV’s parents to be alive as well as his two brothers. An FIR was registered at the Amritsar police station under Sections 120B, 295A, 363, 367, 368, 420, 468, 469, 471, 506 of the IPC and Section 18, 19 and 20 of the Transplantation of the Human Organs Act, 1994.






### Trafficking and Human Rights Violations<sup>23</sup>

Flipchart 1	Flipchart 2	Flipchart 3
<b>Violations in the Process of Recruitment and Transportation</b>	<b>Violations in the Destinations: Labour Rights and Health Rights</b>	<b>Violations in the Destinations: Slave-like Conditions</b>
<ul style="list-style-type: none"> <li>• Freedom of movement</li> <li>• Right to life, liberty and security</li> <li>• Right to freedom</li> <li>• Right of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Labour rights:               <ul style="list-style-type: none"> <li>- right to wages and remuneration</li> <li>- right to compensation</li> <li>- right to health services</li> <li>- right to safe &amp; appropriate working conditions</li> <li>- right to leisure and rest</li> <li>- right to form &amp; join unions</li> </ul> </li> <li>• Health rights:               <ul style="list-style-type: none"> <li>- right to health</li> <li>- reproductive rights</li> <li>- right to privacy</li> <li>- right to a life of dignity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Right to life and security;</li> <li>• Right to privacy</li> <li>• Freedom from torture, cruel, inhuman treatment or punishment</li> <li>• Right to equality; freedom from discrimination</li> <li>• Right to freedom of movement and residence</li> <li>• Right to an adequate standard of living</li> <li>• Right to self-determination</li> <li>• Right to legal identity</li> <li>• Right to information</li> <li>• Freedom of thought, conscience and religion</li> <li>• Right to culture</li> <li>• Right to nationality</li> <li>• Right to education and development</li> <li>• Right to marriage</li> </ul>


You can end with the following revision exercise:

#### EXERCISE

#### Clarifying What is Trafficking

**Estimated time** : 15 mins 

**Material required** : Statements form

**Methodology** : Individual or group exercise 

**Expected outcome** : Fortify the knowledge of the participants on the issue of human trafficking



#### Activity

1. Distribute the following sheet to the participants.
2. Ask them to respond according to their learning and understanding.
3. Close with summing up the important points.

Read the following statements and respond whether they are true (T) or false (F):

	Ans.
Human trafficking is a modern form of slavery	<b>T</b>
Trafficking in women and children finds its roots in the patriarchal values and inherent cultural biases in society	<b>T</b>
Most of the victims of human trafficking are men	<b>F</b>
Most of the income generated by a woman being exploited in a brothel goes to her	<b>F</b>
The demand for younger girls has been fuelled by the myth that virgins can cure diseases such as AIDS	<b>T</b>
Labour trafficking has various forms and mostly the victims are children	<b>T</b>
Commercial sexual exploitation of victims at times begins from their homes	<b>T</b>

Human trafficking is a social and not a criminal activity	<b>F</b>
Commercial sexual exploitation can take place only in a brothel	<b>F</b>
Men from decent families do not violate trafficked women in brothels	<b>F</b>

The above questions are merely indicative and many more can be added or the statements can be suitably modified depending on the nature of participation.

### ● Note to the facilitator

Please ensure that this exercise is not perceived as evaluatory or judgmental. Stress that it is just a revision. Suggested readings can be shared at this stage.

### Key points for revision

- Trafficking is not synonymous to prostitution. Trafficking is the **process** while commercial sexual exploitation is a **result**.
- Prostitution (commercial sexual exploitation) is only one of the resultant features; the other being forced **labour and other forms of exploitation**.
- A trafficked person is a **victim** and not a perpetrator or an offender.
- A trafficker is a **criminal** who has infringed several laws and is capable of harming the victim.
- Displacement of a trafficked victim is possible even without any movement in geographic space.
- Trafficking is an organized and continuing crime involving multiple actors.
- It needs to be looked into from a gender perspective.
- It is a violation of human rights.

### Some Key words

Trafficking, prostitution, victim, survivor, labour, continuing crime, organized crime, debt bondage, migration, smuggling, servitude, public place, source, transit, destination, trafficker, offender, gender sensitivity, human rights.

### Footnotes

- 1 Goa Children's Act, 2003, Sec 2(z).
- 2 United Nations Protocol to Prevent, Suppress, and Punish Trafficking in Persons, especially Women and Children, supplementing the UN Convention Against Transnational Organized Crime, 2000.
- 3 Refer to SOP on Investigation of Crimes of Trafficking for Commercial Sexual Exploitation, UNODC, 2007.
- 4 "Trafficking Training Manuals." Stop Violence Against Women (STOPVAW). [http://www.stopvaw.org/Trafficking\\_Training\\_Modules.html](http://www.stopvaw.org/Trafficking_Training_Modules.html).
- 5 "India Struggles to Stop Trafficking of Women." Anti-Human Trafficking: Project Aasara. <http://www.aasara.blogspot.com/>.
- 6 For details refer to *SOP on Investigation of Crimes of Trafficking for Commercial Sexual Exploitation*, UNODC, 2007
- 7 Ibid.
- 8 NHRC Study. 2005. *Trafficking in Women and Children in India*. New Delhi: Orient Longman Private Limited, pp. 15.
- 9 Ibid.
- 10 P.M. Nair, 2007. *Trafficking Women and Children for Sexual Exploitation, Handbook for Law Enforcement Agencies in India*, 2nd Ed. UNODC. pp. 30.
- 11 Ibid.
- 12 *Trafficking in Persons: Global Patterns*. UNODC. 2006. [http://www.unodc.org/pdf/trafficking\\_report\\_2006ver2.pdf](http://www.unodc.org/pdf/trafficking_report_2006ver2.pdf)
- 13 Ibid.
- 14 The highest numbers are estimated to come from South East Asia, estimated to be 225,000. State of the World Population Report, UNFPA, 2006, p. 45.
- 15 'Mobility and Migration' You and AIDS website (Accessed at: <http://www.youandaids.org/Themes/Migration.asp>; date accessed: 10 April 2007).
- 16 *Trafficking in Persons: A Gender & Rights Perspective*. 2002 UNIFEM. <http://www.unifem-eseasia.org/resources/others/traffikit.pdf>.
- 17 Sourced from Apne Aap, 2007. Resource Material on Anti-Human Trafficking for Bihar Police.
- 18 Survey conducted by Saints of Relief and Apne Aap, 2004.
- 19 NHRC, 2005. *Trafficking in Women and Children in India*. Orient Longman Private Limited, New Delhi. pp. 97.
- 20 Ibid.
- 21 P.M. Nair. 2007. *Trafficking Women and Children for Sexual Exploitation, Handbook for Law Enforcement Agencies in India*. UNODC.
- 22 NHRC. 2005 *Trafficking in Women and Children in India*. New Delhi: Orient Longman Private Limited, pp. 647.
- 23 Adapted from *Human Rights in Practice: A Guide to Assist Trafficked Women and Children*, 1999. Global Alliance Against Traffic in Women. GAATW, Bangkok.
- 24 NHRC, 2005. *Trafficking in Women and Children in India*, Orient Longman Private Limited, New Delhi, pp. 587.

## MODULE TWO

# Police Action

### OBJECTIVE

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- The objective of this Module is to clarify the legal procedures and their application in the different stages of police action with regards to the investigation of cases of human trafficking.
- The development of this Module assumes that the Investigating Officials (IO) have adequate knowledge and experience in investigating crimes and also the application of the provisions of the substantive and procedural laws in investigation. Module Two will enable them to understand and apply this learning in the investigation of cases of human trafficking.
- As such, this module is not to be regarded as a reiteration of the Standard Operating Procedure (SOP); instead this module is actually for you, the facilitator, to shed light on the importance of adherence to the SOP with regards to Anti-Human Trafficking (AHT). Within this context, this section will build clarity on the significance of the SOP in AHT by stressing certain elements/steps in particular.
- Having addressed conceptual issues (human trafficking, gender sensitivity, human rights etc.) elsewhere in the manual, this section provides a valuable supplement/complement to the procedural matters. The SOP should be followed with gender/human rights perspective. As such, this module is a requisite to meeting the objective of strengthening police response/intervention in cases of human trafficking.

### CONTENT

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Note: The contents of this section for purposes of clarity have been divided into Pre-rescue, During rescue and Post-rescue phase. The sequencing and details therein of police action in case of human trafficking are merely indicative and not exhaustive.

- Pre-rescue (e.g. intelligence collection)
- During rescue (e.g. search and rescue operations)
- Post-rescue (e.g. interaction with survivor, interrogation of the accused, etc.)

### STRUCTURE

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- Although information in this section is sequential and interrelated, you can, if you want, take out select portions and use them independently.
- Each section has a brief write-up followed by some suggestive exercises and activities that you can use during facilitation.
- These exercises and activities can be modified as per the needs of your participants.
- The suggested time in activities is only indicative and may vary depending on the group size.
- The cases, illustrations used in the manual are merely indicative and similar cases and examples may be incorporated by the facilitator based on your assessment of what would be most appropriate.
- The application of the Module is better done in conjunction with the SOP on Investigation by UNODC (there are two SOPs – one for investigation of human trafficking crimes of sexual exploitation and the other for the investigation of human trafficking crimes of exploitative labour).

## Recapitulation of Module One

During facilitation of this module, you as the facilitator, will need to stress the importance of all the previously mentioned concepts (who is a trafficker, survivor, what is trafficking etc...) and in this background emphasize the need to follow a SOP within the context of AHT, keeping in mind the relevant legal provisions. Therefore, these terms, concepts and legal provisions are not readdressed in this module; however, they are very significant and need to be acknowledged.

To refresh their learning, participants can identify the meaning and significance of the following:


- i. Who is a trafficked survivor/victim?
- ii. Who is a trafficker/offender?
- iii. What is/constitutes the Scene of Crime (SOC)?
- iv. What are the different forms of trafficking?
  - Trafficking for Labour
  - CSE
  - Others
- v. Trafficking and Children
  - CSE of child/minor
  - Labour exploitation of child/minor

To simplify building clarity on the importance of following the SOP in police action in cases of HT, you may want to break the entire process into pre-rescue, during rescue and post rescue. Subsequently lay stress on the significant elements of each stage. This should be done in human rights, child rights and a gender sensitive paradigm.


You can either begin with the following exercise to set the stage for the discussion and interaction on the significance of procedural clarity or you can even use it at the end as a revision exercise. We have put it at the beginning for the reason that it may be interesting to begin with an exercise and then go on to the details of procedural issues. However make sure that the participants don't see this as evaluatory or judgmental.

### EXERCISE

#### Police Action

**Estimated time** : 15 mins 

**Material required** : Flip chart, marker pen

**Methodology** : Participatory question period 

**Expected outcome** : Participants will have clarity on the important elements of rescue operations



#### Activity

- 1) Share the following questions that depict possible scenes<sup>25</sup> involving police/survivor interactions. Some illustrate incorrect approach to rescue while others display the appropriate response.
- 2) Divide participants into small groups and distribute the questions evenly amongst them. Ask them to discuss and debate whether or not in the following instances, the police conduct follows the procedural and legal elements, and if not, what should be changed accordingly.
  - (a) The police officer waited to file an FIR before conducting the actual rescue.
  - (b) He arrested all the females there including the Victims of Commercial Sexual Exploitation (VOCSE) and the brothel madam, pimps etc. and put them all together in a jeep and whisked them away to the police station.

- (c) While it was possible, the police officer chose not to obtain a search warrant from the Judicial Magistrate (JM).
- (c) Due to time constraints, the police officer could not allow the women (survivors) to carry their belongings with them.
- (d) The rescued female victim was interviewed in the presence of a female NGO representative.
- (e) The police officer collected the pornographic materials available at the Scene of Crime (SOC) but some of the registers and account books lying there were not collected as they were not considered important.
- (f) One of the young women, appearing to be about 16 years of age said that she had her child there, but the police officer did not want to take the child to the police station, and, therefore, left the child there.
- (g) The brothel madam had a few young women in a cubicle, but the police officer did not see them in the hurry.
- (h) The police officer arrested all the clients and the brothel madam, but did not take any actions against the Victims of Commercial Sexual Exploitation (VOCSE) as s/he judged them to be victims/survivors and not criminals.


Go on to discuss the following.

## 1. PRE-RESCUE


### 1) Information collection and sharing<sup>26</sup>

#### EXERCISE

#### Information Collection

**Estimated time** : 10 mins 

**Material required** : None

**Methodology** : Group work. 

**Expected outcome** : Participants are clear about various sources of collecting information on HT.



#### Activity

- 1) Divide participants in small groups.
- 2) Ask them to list down all possible sources of information that come to their mind.
- 3) You can then suggest that they segregate the sources on the source, transit and destination continuum.
- 4) Also segregate into individual and institutional sources.
- 5) Ask groups to make presentations.

#### ● Note to the facilitator

Intelligence or information collection is the most significant starting point in a HT case. Discuss and highlight the following along with the steps that are to be taken to ensure the best results:


- You can get pre-rescue information through individual or institutional sources and analysis of police records.
- The police can also be given leads ('tip-offs') through anonymous calls and letters.
- Individual sources include the networks of informants (formal/paid, as well as informal/unpaid), while the institutional sources include NGOs, social workers, local clubs etc.

- Due to the clandestine nature of HT, organized crimes such as human trafficking involve multiple abusers/ offenders and therefore intelligence collections on one can lead to another.
- Cross checking/ verification of information should be done before operation.
- While using survivors as sources, informed consent must be taken.
- Share that decoy operations can also be organized. However care should be taken that it can lead to a rescue operation and therefore the preparations should be done accordingly.
- Ensure that confidentiality of the source is maintained at all costs.

At this stage share with your participants the importance of planning before the rescue. You may want to do the following group activity to build clarity on the rescue process. Ensure that the interaction is empowering for your participants which infuses them with confidence. Take care that the planning for rescue is not seen as too daunting a task to be accomplished:

#### EXERCISE

### Planning for Rescue

**Estimated time** : 30 mins 

**Material required** : Flip charts and marker pens

**Methodology** : Group work 

**Expected outcome** : Participants understand the importance of planning a rescue and identify different constitutive elements



#### Activity

- 1) Divide your participants into smaller groups.
- 2) Hand out a brief note listing out different areas that need to be looked into e.g.
  - a) source of information
  - b) legal and administrative sanctions required and from whom
  - c) Logistics of the operation in terms of who, what, when, where, how many etc.
  - d) Possible challenges and threats
  - e) An alternate contingency plan (e.g. if the rescue takes place late at night and there is no shelter home available, where should the survivors be taken?)
  - f) Maintaining confidentiality
- 3) Ask each group to brainstorm on all possible issues related to the above and list them down.
- 4) Ask each group to make presentation through their repertoire.
- 5) Sum up highlighting the important issues.<sup>27</sup>
- 6) Also stress that rescue should NEVER wait nor be delayed on any account, even for filing of FIR. As FIR is not a pre-requisite for rescue, whenever police receives information regarding victims/ activities relating to CSE and/ or trafficking, rescue should be carried out IMMEDIATELY. Two sections of ITPA, s. 15 and s. 16 authorize rescue of victims/ search of premises where CSE is perpetrated.

#### ● Note to the facilitator



It often happens that when individuals are used to working or not working in a certain manner, any change from that may seem like a daunting, unrealistic task. As a facilitator, be prepared that the participants may want to discuss problems they face during their day to day work responsibilities. Laying stress on meticulous planning for the rescue may be countered with practical challenges and problems that the participants enumerate. Be clear and emphatic in communicating the benefits of a planned rescue vis-à-vis an unplanned one. Planning for a rescue should be empowering for the participants.

After discussing the details of planning for a rescue, work with your participants on the complexities and challenges faced during the actual rescue process. It is vital to begin by clarifying doubts about which police officer is authorized to investigate a case under the ITPA, who can arrest offenders and who can undertake rescue.<sup>28</sup>

## 2. DURING RESCUE

### EXERCISE

#### Police Action (Rescue Operations)

<b>Estimated time</b>	: 40 mins	
<b>Material required</b>	: Printed case study, flip chart, marker pens	
<b>Methodology</b>	: Group work	
<b>Expected outcome</b>	: Participants will be able to identify some of the dos and don'ts with regards to procedural action in AHT	



### Activity

- 1) Divide participants into five smaller groups.
- 2) Each group can take up one specific case study and examine the same closely.
- 3) Present the questions following the case studies<sup>29</sup> and facilitate a discussion on the same.

1) **JYOTI**, who was rescued from G B Road in 2001, stated, “during the raid, policemen came in large numbers. There were a few policewomen also. They ran helter-skelter within the brothel and were only too eager to finish their task and appeared to be in a hurry to rescue all trafficked women and children. Apparently, they were concerned about resistance from the brothel madams, who not only put up a strong resistance, but also concealed the children in the dark rooms, alleys, and passages, specifically created as ‘storage spaces’ for girls like us. In their hurry, policemen pulled out the girls from the cubicles. While pulling out the girls, they often caught hold of their hair. In the process, the girls suffered serious pain and agony. They even pulled out tufts of hair from the scalp, causing excruciating pain. Policemen and women should be made sensitive.”

2) **DEEPA** said, the policemen were in such a hurry that they kicked open the toilet door even while she was inside and pulled her out, despite her not being properly dressed. “Seeing me naked, one policeman took pleasure in touching my private parts with a baton that he was carrying. Another policeman was quick to pass lewd comments,” she said.



3) **PREETHA** said, “The policemen were prevented by the brothel keeper from taking away the young girls. The brothel madams are aware that girls below 18 years cannot be detained in brothels and that any violation is a serious crime. Their priority is to hide minor girls in any available place. In one instance, I saw a fist fight between the brothel madam and the manager on one side and the police officials on the other. In the process, it was the girl who suffered serious injuries.”

4) **VIMLA** said, “I was shocked to be pulled out along with the customer from my cubicle on the second floor of the Kota. They dragged me to the ground floor, where many policemen were crowding. I appealed to the policemen to allow me to go back and collect my belongings, earnings and my trunk containing all

my clothes. The policemen refused me permission to go up. They said they would ask the brothel keeper to bring my trunk to the police station.”

5) **SARIKA** had a different story to tell. She had not suffered any ill-treatment from the police except that they did not rescue her infant child. She said: "I repeatedly asked them to bring my child so that I could take her along with me to the rescue home. The policemen said they would get all the children. To my surprise, my daughter was not rescued nor brought to the home. When the orders for my release from the home came to me, I refused to move out till she was brought back to me. I did not want to go back to the brothel to collect her out of fear that the brothel madam would not let me go. I insisted that the superintendent of the rescue home should get my baby."

The Superintendent commented on the difficulty of the rescue in that there was a lot of problems in getting through to multiple agencies in order to coordinate the rescue. Finally the child was saved and only then Sarika agreed to leave the rescue home. In rescue operations, police should make sure that mothers are not separated from their children.

### ● *Note to the facilitator*

Questions that can be displayed for the group work:

- (i) For your case, enlist the mistakes that were committed by the police
- (ii) Prepare a detailed step-by-step action plan that should have been carried out by the police for your case.
- (iii) Examine the role played by the NGOs.
- (iv) Based on your case study review, what is your perception of the level of threat and coercion faced by the survivor? Specify.

### **Important to note**

The illustrations used in the above exercise might seem to be too critical of the police. This is done on purpose. There is documented evidence and several cases where collusion of the police with the offenders and/or mismanagement of the case by the police have led to miscarriage of justice. These examples will enable you, the trainer to highlight and convey the negative aspects of police action to the trainees in a non-threatening/non-judgmental manner. By practicing the identification of inappropriate and insensitive police conduct, these exercises will contribute to the likeliness of police personnel avoiding such behaviour in the future. However, it is also in the interest of maintaining a balance to speak about positive instances of police action or encourage the participants to narrate specific positive examples of police action. Audio-visual training aids can also be used to present the grim situation faced by the survivors and the need for effective police action.

### **Highlight the following in the discussion:**


- A Special Police Officer (SPO) can search without warrant and carry out a rescue (ITPA s-15).
- The Magistrate can authorize any police officer above the rank of Sub-Inspector to rescue anybody (ITPA s-16).
- The Magistrate can take cognizance of report by anybody including an NGO (ITPA s-16).
- The Magistrate can be anybody from the categories of Judicial Magistrate/Metropolitan Magistrate/Subdivisional Magistrate/District Magistrate (ITPA s-16).
- If an SPO (Special Police Officer) has not been notified, the nearest available police officer can take the initiative and get the orders from the Magistrate to facilitate a rescue.
- A rescue must not be delayed.
- The search/rescue party must have two women police officers (ITPA s-15).
- In the event of shortage of women police officers, retired women police officers can be notified by the DM (ITPA s-13).
- NGOs can also be incorporated during the search and rescue proceedings.
- Two additional persons must be taken along as witnesses.
- The rescued person must be interviewed only in the presence of a woman police officer or a woman from an NGO (ITPA s-15).




- Rescued persons must be produced before the Magistrate at the earliest time possible.
- The survivors must be segregated from the accused and the suspects. Rights of the rescued persons must be ensured at all times. Rights of the rescued persons include the following:
  - Ensure that the rescued person carries all her belongings including children if any – take extra care that the children are not left behind
  - Publicity must be avoided
  - Two officials should be available exclusively for ascertaining the age of the survivor (to decide the applicability of JJ Act)
  - Counselors may be provided for trauma counseling
  - Legal counseling must also be made available to the survivor
  - Immediate medical relief must be provided (medical examination as ordered by the Magistrate conducted to assess age, injuries, sexual assault and presence of sexually transmitted diseases)
- Special care needs to be taken in the case of children. They must be segregated from the adult survivors and handled by the Child Welfare Committee set up under the JJ Act.
- The police officers need to know beforehand as to where the rescue home is available. The home needs to be notified regarding the number of persons to be lodged and other details.
- It must be ensured that evidence is not destroyed or withdrawn by anyone. All police officers must be held accountable to ensure compliance.

#### EXERCISE

### Rescue (2)

**Estimated time** : 15 mins 

**Material required** : A short video depicting a rescue at the Scene of Crime (SOC)<sup>30</sup>

**Methodology** : Audio-visual presentation and interactive discussion 

**Expected outcome** : Participants understand the importance of sensitive and effective rescue procedure




#### Activity


1. Show video clip
2. Ask participants to respond to the scene, specifically identifying procedural elements as well as sensitivities that were/were not followed.

#### EXERCISE

### Rescue (3)

**Estimated time** : 10 mins 

**Material required** : Pre-prepared illustrations

**Methodology** : Presentation of visual and discussion on the same 

**Expected outcome** : Participants can compare and contrast the two given rescue scenes and discuss the distinctions with regards to the steps taken by police in rescue operations



#### Activity

1. Have the participants pair off and distribute the illustrations to each pair (2 contrasting rescue scenarios per pair)/ or you may display the illustrations to the group as a whole and facilitate a group discussion.


2. Ask the participants to distinguish between the two scenes depicted in the respective illustrations – identifying the correct procedure and appropriate sensitivity in one, and pointing out the procedural discrepancies or insensitivities in the other.
3. Discuss the role of police officers of each rank, starting with constable to DCP/SP and make participants clear about their roles as well as any additional role they can play, if the need arises.

### 3. POST-RESCUE

The police personnel's role is extremely important in the post-rescue, since this stage represents the first point of contact between the survivor and the society in the form of police personnel. As such, within post-rescue, the first response of the police personnel to the survivor of HT has far-reaching consequences.<sup>31</sup>

#### EXERCISE

#### Post-Rescue (Pre-FIR) – Interaction with Survivor

**Estimated time** : 20 mins 

**Material required** : Pre-prepared images of two persons engaged in dialogue

**Methodology** : Presentation of visual, improvisation of dialogue, presentation of dialogues

**Expected outcome** : Participants recognize the elements of sensitive behaviour involved between police and survivors



#### Activity

1. Display the images of interaction between two people.
2. Divide the participants into smaller groups in which each group devises a possible script that can take place between the police and the survivor of HT.
3. Have two volunteers from each group enact their dialogue.
4. You can give a prize to the best presentation if you wish.

#### *FIR: The Delivery Vehicle for Justice*

FIR is the first document in the process of justice delivery. The steps that follow are mostly dependent on the FIR. It is thus important to ensure that the victim of trafficking is not viewed as an offender or accused.

### Registering an FIR –

- There must be no delay in registering an FIR.
- The FIR has to be based on the statement made by the complainant and can in no way be altered by the police.
- If the complainant is the survivor her/himself, it would be traumatic for her/him to narrate or recall events constituting specific offences. The police officer can help her recall such events. Record of statement made by the survivor (s. 164 Cr.PC) can provide additional information.
- In the event of no one coming forward to register a complaint, even the police officer can be a complainant.
- The FIR can be lodged at the source, transit or the destination of a case of trafficking, thus making the jurisdiction of the police station a non-issue. The copy of the FIR must be given free of cost to the complainant. Women survivors must be interviewed at a place of their choice and not vice-versa.
- Based on the information provided by the complainant/survivor, investigation should keep a record of all the exploiters. What follows is the identification and arrest of offenders once their roles and links in the network of trafficking is established.
- The offence of trafficking should be substantiated according to the provisions of law under which it is registered.<sup>32</sup>

**Quiz - FIR<sup>33</sup>:** The following quiz is suggested to refresh the participants' knowledge on the drafting and registration of the FIR. The questions are illustrative and not exhaustive of the elements involved and can be modified.

[Ans]

- The possible locations of the registration of an FIR could be:
  - the place of transit
  - the source
  - the destination
  - all of the above

**(d)**
- A complainant could be:
  - an NGO member
  - any person who has knowledge of the crime
  - CWC
  - a mother/father of the survivor of HT
  - the victim her/himself
  - all of the above

**(f)**
- The FIR can contain a brief description of the:
  - SOC
  - material objects
  - applicable sections of the law
  - name of the Investigating Officer (IO)
  - all of the above

**(e)**
- The FIR can only be lodged before the rescue stage. **T/F** **(F)**
- A police officer cannot be a complainant in registering an FIR of an HT crime. **T/F** **(F)**
- Sometimes primary caregivers can also be the accused. **T/F** **(T)**
- In the majority of HT cases, Section 8 of ITPA has been misused against the victim. **T/F** **(T)**

- |  |            |
|--|------------|
| 8. Physical injuries and trauma noticed on the victims need not be recorded in the FIR. <b>T/F</b>   | <b>(F)</b> |
| 9. During the registration of the FIR, the IO should insist on the survivor giving as many details of trauma faced as possible. <b>T/F</b> | <b>(F)</b> |

### Investigation<sup>34</sup>

- The purpose of the investigative process is that the traffickers and other exploiters are identified by the survivor, evidences collected against them are properly documented and further steps taken as per the law.
- Police officers need to interview the rescued persons regarding their personal details as well as information about the offenders.
- Interviews are to be carried out by a female police officer or in the presence of a female NGO worker.
- The Record of statement (see exercise on Interaction with Survivor) made by the survivor is extremely essential for effective prosecution. The survivors must be presented before the Magistrate at the earliest.
- Rescued children should be produced before the Child Welfare Committee (CWC).

**Quiz – Investigation:** The following activity is suggested to reinforce participants' knowledge of the processes involved in investigation.

**[Ans]**

#### Collection of Material Objects (MO)

- |   |            |
|---|------------|
| 1. The IO should collect some, and not other, materials from the SOC according to how important they are considered. <b>T/F</b> | <b>(F)</b> |
| 2. The IO may go back post-rescue to collect MOs at leisure. <b>T/F</b>   | <b>(F)</b> |
| 3. Regardless of their sex, an IO can search a female offender. <b>T/F</b>  | <b>(F)</b> |
| 4. It is important for IOs to search the vehicles of transportation at the SOC. <b>T/F</b>                                      | <b>(T)</b> |
| 5. A stop along the journey of the trafficker and the survivor is not necessary to be investigated. <b>T/F</b>                  | <b>(F)</b> |
| 6. IOs are not authorized to search virtual databases (such as emails, sms, electronic gadgets etc.) at the SOC. <b>T/F</b>     | <b>(F)</b> |

### Interrogation

The interrogation of the accused in human trafficking crimes help the investigator not only to focus on the prosecution of the offender but also to locate other traffickers/ offenders. Due to the organized and clandestine nature of HT, the interrogation of the trafficker involves exploring all dimensions of demand-supply patterns, contacts, sources and witnesses in the source-transit-destination continuum. Furthermore, it is important for the IO to pay attention to both intra, and inter-district, state and international linkages.

- All communication channels, criminal antecedents and modus operandi of the traffickers need to be examined.
- If the arrested person turns out to be a victim/survivor, the IO must accord this person the status of a victim and not an accused.
- Using scientific techniques of interrogation, for example polygraphs, flowcharts etc., will enhance the IO's ability during interrogation.
- The arrest of the accused person should be done without delay.
- No woman should be arrested after sunset and before sunrise, except in certain circumstances.
- Among the accused, the exploiters can include traffickers, transporters, conspirators, abettors, financiers, abusers

**Quiz – Interrogation of Accused:** The following activity is suggested to reinforce participants' knowledge on interrogation of the accused in cases of HT.

[Ans]

1. Agencies which can be associated for interrogation are:
  - a. Financial institutions such as income tax departments.
  - b. Immigration department
  - c. Different police agencies
  - d. All of the above
2. Interviewing the accused before interrogation is not permitted. **T/F**
3. Team interviews are effective in the interrogation of the accused. **T/F**
4. Translators can be used as interrogators. **T/F**

(d)

(F)

(T)

(F)

### Interaction with the Survivors:<sup>35</sup>


It is equally important to understand the harm done to the survivors. Once the investigation process has begun, attending to the medical and psychological needs of the survivors is crucial. These medical and psychological needs could arise due to:

- Rape and sexual assault
- As a consequence of abortion due to denial of safe sex methods
- As a consequence of denial of medical care and attention
- STDs, HIV/AIDS
- Psychological harm to self
- Physical and mental harm to children of the survivor

### Recording of Statement u/s. 164 Cr.PC.

#### EXERCISE

#### Interaction with Survivor

**Estimated time** : 30 mins 

**Material required** : Pre-prepared role play

**Methodology** : Improvisation and presentation of dialogues

**Note:** Avoid presenting victims as 'show pieces' as it violates their rights. Best would be a recorded interview or a participant narrating the victims' statement, or a role play on the topic.

#### Dialogue I: Good Practices:

**Q:** *Hamare sath baat karne ke liye shukriya. Mujhe patta hai iske liye bahut himmat chahiye. Tumhara/ aapka naam kya hai?*

(Thank you for talking with us today, I realize it takes some courage. Please can you tell us your name?)

**A:** *Mera naam Basanti hai.*

(My name is Basanti)

**Q:** *Tum kahan ki rahney wali ho?*

(Where do you come from?)

**A:** *Mai 24-Pargana Bengal se hun.*

(I am from 24-Pargana Bengal)

Q: *Ab mein tum se kuch sawal poochoonga/poochoongi. Ho sakta hai tumhe isse kasht ho aur mujhe pata hai inka jawab dena tumhare liye mushkil hoga. Aaram se jawab dena aur agar tumhe thoda bhi kasht pahunche tou mujhe zaroor batana.*

(Now, I am going to ask you some questions that may cause you some anxiety and I understand it may be difficult to answer them. Please take your time and do let me know if you are feeling distressed.)

A: Silence... Nods her head...

Q: *Tum sabse pehli baar Mumbai kab aayeen?*

(When did you first came to Mumbai?)

A: *Bahut saal pahle.*

(Many years ago.)

Q: *Tumhe kaisa laga tha pehli baar aane ke samay?*

(How did you feel when you first began your journey?)

A: *Mein bahut thaki hui thi aur dar bhi lag raha tha.*

(I was tired, and frightened...)

Q: (A verbal reassuring “hmmm”...)

*Tumhe kyon aisa laga tha?*

(What made you feel that way?)

A: *Hum uske pehle wali raat soye nahin the aur pata bhi nahin tha ki kya kaam karne jaa rahe hein?*

(We had not slept the night before and I did not know what kind of a job we were getting.)

Response: (*sahanubhooti mein sar ko hilayein*)

(Nod slowly, in empathy.)

*Kafee mushkil hoga tumhare liye. Usne kaha tha tumhe naukari dilwayegi?*

*Tumne kaha tum Bengal mein rehti ho. Phir Mumbai tak kaise aa gayeen?*

(That must have been difficult for you. She said she would get you a job? (taking into account the means of recruitment, but not pursuing that line of questioning) You said you live in Bengal. How did you travel to Mumbai?)

## Dialogue II: Poor Practices

Q: *Kya naam hai tera?*

(What is your name?)

A: *Mera naam Basanti hai.*

(My name is Basanti)

Q: *Kahan se laayi gai hai tu?*

(Where do you come from?)

A: *Mai 24 Pargana Bengal se hun.*

(I am from 24-Pargana Bengal)

Q: *Kab se hai tu is dhandey mein? (ghoor kar dekhata/dekhti hai... jawab ka intazaar kar raha/rahi hai)*

How long have you been in this trade? (Stares at her waiting for answer.)

A: *Mein...mein.. (hakla kar, munh pher leti hai)*

(I...I....stutters...looks down...turns away.)

Q: *Mere sawalon ka jawab nahin de kar tum khud ke liye kuchch aasan nahin kar rahi ho (Awaaz unchi karta/karti hai). Agar tum hamari sahayata nahin karogi tou hum tumhari sahayata kaise kareinge?* (You are not making this any easier for yourself by not answering my questions. (Raises voice). How can we help you if you don't help us?)

Response: *(Apne haath malne lagti hai...pareshaan lag rahi hai.)*  
(Begins to wring her hands...looks uncomfortable...)

Q: *Achcha yeh bata kitne aadmi aate the tere paas ek din mein aur kitni baar?* (Okay, tell me then, how many customers used to come to you a day, and how often?)

Response: *(Pareshaan ho kar rone lagti hai.)*  
Becomes anxious, begins to cry.

### Mix-match Exercise on Interview of Survivor

Have the participants match up the questions from Box 1 to the content from Box 2.

Box 1	Box 2
1. Who will record in case of a rescued girl/woman? [ans. c]	a) Continued trained counselors are needed
2. When to record? [ans. g]	b) Because of trauma, the victim may give contradictory statements
3. Where to record? [ans. e]	c) Woman Police officer (WPO) or female NGO member
4. Counseling [ans. a]	d) u/s 172 Cr.Pc.; u/s. 161 Cr.Pc.; u/s. 14 of IEA
5. Additional statements required [ans. b]	e) Anywhere the victim is comfortable (u/s. 160 (1) of Cr.Pc.
6. Mapping harm done to victim [ans. d]	f) u/s. 173 (6) Cr.Pc.
7. Excluding parts of public disclosure statement [ans. f]	g) Statements should be recorded when survivor is ready and able

### Recording Statement of Survivor:

Due to the fact that survivors of HT are often restored/repatriated to their place of origin as well as the fact that they may fear reliving trauma via recording of evidence, they may not necessarily come forward as and when required for the recording of evidence. For this reason the statement u/s. 164 Cr. PC is recorded by a Judicial Magistrate. Discuss the following issues in this context:

- When to record?
- Who all can record?
- Who all can accompany while recording?
- Can NGOs facilitate what is evidentiary value?
- If victim is not traceable later, can this statement be adequate for conviction of accused etc.?

### Eviction of Offenders and Closure of Brothels/ Place of Exploitation

Eviction of offenders and closure of brothels/ place of exploitation can become an effective mechanism in dealing with cases of human trafficking and in prevention of exploitation. To build clarity on the procedure of eviction and closure of brothels, the following quiz can be used. However, this quiz is only suggestive. For further understanding, the participants should refer to UNODC's *SOP on Investigation of Crimes of Trafficking for Commercial Sexual Exploitation*.

The fact that eviction can be started before conviction and no appeal can be made by any civil or criminal court against the eviction order u/s 18 (1) ITPA makes it a proactive measure to combat commercial sexual exploitation.

You can use the following Quiz or prepare your own. For a sample Quiz please refer to the *Compendium of Instructions* by CID Andhra Pradesh, 2007, Hyderabad.

[Ans]

1. Who can move the magistrate for eviction of the offenders vide Sec 18(1) ITPA-
  - a) Anybody
  - b) Could be a Police official of any rank
  - c) Any NGO
  - d) All of the above

[d]
2. Which magistrate has powers to evict even before FIR is registered by the Police under the provisions of the ITPA-
  - a) DM
  - b) SDM
  - c) Notified DCP
  - d) All of the above

[d]
3. Orders passed by the Magistrate / court u/s. 18 (1) ITPA, for eviction of places of CSE can be stayed or set aside by -
  - a) By appeal in Civil Court
  - b) By appeal in Criminal Court
  - c) By appeal in High Court
  - d) None of the above

[d]
4. U/s. 133 (1) (b) Cr. PC the District Magistrate / SDM / or any other Executive Magistrate has the power to pass a conditional order on any person who conducts any occupation which is injurious to the health or physical comfort of the community. To desist from carrying on such trade is a-
  - a) Primitive Action
  - b) Preventive Action
  - c) Profitable Action
  - d) All of the above

[b]
5. Eviction of Places of CSE is possible even before conviction in the case and even without an FIR -
  - a) u/s. 18 (1) ITPA
  - b) u/s. 18 (2) ITPA
  - c) u/s. 18 (3) ITPA
  - d) u/s. 18 (4) ITPA

[a]
6. S. 3 is applicable to which of the following offences -
  - a) Keeping a brothel
  - b) Allowing premises to be used as a brothel
  - c) Both a and b
  - d) None of the above

[d]
7. Which of the following is punishable under u/s. 7 ITPA?
  - a) Prostitution
  - b) Prostitution in the Vicinity of Public Places
  - c) Both a and b
  - d) None of the above

[d]
8. U/s. 18 (2) ITPA, a court may pass orders of closure of brothel and/or eviction of offenders
  - a) With Prior Notice
  - b) Without Prior Notice
  - c) Both a and b
  - d) None of the above

[b]

#### Role of Police and NGOs in Post Rescue Phase:

This phase is regarded more as a combination of involvement of NGOs and the police in ensuring that the survivors are not re-trafficked and traumatized further. Once the trial is over, the survivor is seen as vulnerable to the social 'pressures' as well as the traffickers who will try their best to 'pull' them back into the trafficking net. Refer to the UNODC's Manual on Psychosocial Intervention for greater understanding on the role played by the police and the NGOs in the post-rescue.





**During Trial:**


- Witnesses must be informed well in advance to facilitate their timely appearance in court. Delay in trials is mostly due to non-appearance of witnesses.
- Witness care also entails taking care of transport and other contingencies.
- Publicity must be avoided.
- In the event of police officers who are also witnesses getting transferred, it is necessary to keep their addresses and contact numbers up-to-date.
- All facts are brought to the notice of the court to avoid any miscarriage of justice.

**Survivor and witness care and protection during trial**


- Survivors are wary of the court proceedings and are likely to feel uneasy, threatened and disoriented.
- It is the duty of the police officer to reassure the survivors that their rights will not be violated and their cooperation will ensure speedy delivery of justice.
- The identity of survivors must be kept anonymous.
- It is also to be ensured that the defence does not violate the rights of the survivor.

**EXERCISE****Importance of Procedural and Legal Clarity**

**Objective** : - Assess the discrepancies that might arise while investigating a case of human trafficking  
 - Clarify the procedural and operational aspects related to police action

**Estimated time** : 60 mins 

**Material required** : Printed case study, flip chart, marker pens

**Methodology** : Group work 

**Expected outcome** : By the end of the exercise, participants will be able to clearly identify the 'undesirable' and the 'desirable' aspects of police personnel in cases of human trafficking

**Activity**

Participants will read the following case study.

The facilitator will divide the participants into two groups.

The groups will then attempt to respond to the displayed questions in relation to the case study.

**CASE STUDY**

A survivor of trafficking for labour and sexual abuse, and also a survivor of the sheer callousness and lack of legal knowledge of the police, an 11-year-old girl (name withheld), hailing from a place near Ranchi, would not like to come to Delhi ever again. Her dreams of seeing Delhi, buying new clothes and going back with lots of gifts for her brother are completely shattered. Much to her dislike, she will have to visit Delhi several times to explain the gory details of her rape, and convince the court that she is a victim of trafficking, and not an offender, and that she has been really and truly exploited.

The bubbly child came to Delhi with her mother, who was on the lookout for a job. The next day, her mother met with a man called Rakesh who asked her to leave the child with him and meet someone else regarding the job. Rakesh confined the child in a house for five days without food and put her to work as a maid. He would come to the house in the

evenings and sexually abuse the child. After a fortnight, she was placed in employment in another house, where she had to stay and work full time, thus saving her from the abuse.

Her mother in the meanwhile had come across a placement agency that got her a job in Noida as a domestic help. Her efforts to locate her daughter were successful after two months when Campaign Against Child Trafficking (CACT) united both of them.

Unfortunately, their troubles did not end as the police refused to even register a case against the traffickers. The Campaign Against Child Trafficking (CACT) officials spent an entire day convincing the police without any success. Only when a senior police officer intervened, did they finally record a complaint. “The Patel Nagar police station has a good image and we do not want to spoil our name by registering cases of such nature (meaning crimes of sexual assault and trafficking),” said a police officer at the station.

To top it all, the police did not show any initiative in completing the paperwork, inquiry, investigation, and court proceedings. The sheer inefficiency only added to the police’s lack of knowledge about the legal provisions under which the case needed to be registered. Their complete insensitivity towards the child and the lack of respect for her basic human rights clearly point to the inadequacy of the law enforcers in protecting survivors of child trafficking. (NHRC, 2005)

### ● *Note to the facilitator*

Any two questions can be given to each group to work on:

- (i) What are the legal provisions that can be applied to this case?
- (ii) What are the procedural systems that the police personnel did not follow with regard to the case?
- (iii) What are the steps relating to pre-trial that must be followed in such a case?
- (iv) Develop a checklist that would include all steps of police action issuing from the moment of obtaining information of a child being trafficked.
- (v) How can we ensure that our colleagues are made sensitive to the issues and the instances mentioned in the case study do not reoccur?

You may use the information provided in the following boxes in a manner as best suited to your training session. Suggested use includes as a handout or display during the training session as well as facilitating discussion.

## SOME POINTS TO BE KEPT IN MIND

### Police Response to Trafficking in Women and Children Do's and Don't

- Keep the survivors segregated from the accused and suspects, so that the accused/suspects do not intimidate or violate the survivors’ rights.
- Rights of rescued persons are to be ensured during rescue and post rescue situations. This includes the following:
- Facilitate the rescued person to carry along with her all her possessions like clothes, money, jewellery, etc.
- If the rescued person has children, they should be allowed to accompany her. Extra care should be taken to see that the children are not left behind in the brothel.
- One should be careful in the use of language/gestures/demeanours. They should not be abusive or intimidating and should in no way violate her rights.

- Avoid publicity of the survivors so that anonymity is maintained.
- Carry out a brief interview of the survivors at the place of rescue to know their age (so that the applicability of Juvenile Justice (JJ) Act could be decided) and to locate their assets and possessions (which could be carried along with them before leaving the place). One or two officials should be earmarked exclusively for this purpose.
- Ensure proper handing over of survivor's possessions to her at the appropriate place and time (i.e., the survivor's clothes, etc should be delivered to her immediately after recovery).
- Provide counselors for trauma counseling. Keep a list of NGOs and trained counselors who are willing to work in this field.
- Legal counseling be provided to the survivor. Keep a list of lawyers willing to work for the survivors.
- Immediate medical relief be provided. Medical relief should include mental health as well. As per s.15(5A) ITPA, the Magistrate has to order medical examination for Age determination.
- Children who are victims of commercial sexual exploitation are to be dealt under Juvenile Justice (JJ) Act. Therefore, while rescue is going on, please do segregate the children from the adult survivors and proceed with them under JJ Act, as they are children in need of care and attention.
- The police officers need to know before hand as to where the Rescue Home is available. If there is a need for such Homes, it should be taken up with the concerned authorities. Of late many NGO's have set up such Homes. Keep a list of their address, telephone, contact person, etc.
- As and when the rescue is done, please notify the authorities of the concerned Home regarding the number of persons going to be lodged so that they could be prepared to receive them and organize themselves.
- Rescue Party should have adequate number of vehicles so that the rescued persons could be transported without publicity and glare.
- Search and seizure of all material evidence, including documents in the brothel, or any other scene of crime, is an important job. This should be done at the first available opportunity so that evidence is not destroyed or made to disappear by anybody, especially the exploiters.
- Ensure accountability of all the officials taking part in the rescue. Brief them well in advance on all the points mentioned above and ensure compliance. Accountability demands appreciation of good work as well as condemnation of all wrong-doings, including acts of omission and commission. Utilize the services of reputed NGOs, as independent agency, to understand and assess how things are and were during the search so that appropriate steps could be taken accordingly.

### Post Rescue: Do's and Don't

- Interview the rescued persons to know about their personal details like age, native place, health status, family history, etc and also to identify their best interests so that actions can be oriented accordingly. Interview is essential in the investigative process to identify the traffickers and other exploiters so that they can be brought to book. NGOs and trained counselors are useful in de- traumatizing the person and helping in ice breaking so that the police officials can carry on with the interview. Interview must be carried out by a female police officer or in the presence of a female NGO worker as mandated u/s 15(6A) ITPA.
- Do not delay production of the rescued persons (survivors) before the Magistrate (s.17 ITPA).
- SPO can produce the rescued person before any Magistrate (s.17 ITPA). Intermediate custody can be obtained for a period not exceeding 10 days by which time the person has to be produced before the appropriate Magistrate (s.17 ITPA)
- Rescued child victims should be produced before the Child Welfare Committee (CWC) constituted under the JJ Act.
- During the stage in which their age is being verified, the person can be kept in a recognized rehabilitation institution after obtaining orders from the Magistrate concerned. Home verification is to be done by the Probationary Officer, who can utilize services of NGOs.

- Suitability of the rehabilitation home should be verified before the person is lodged.
- Magistrate may utilize the services of five NGOs (including 3 female NGO workers) for home verification and also consult with them in the process of decision making u/s 17(5) ITPA.
- For trauma counseling of survivors, networking with NGOs is ideal. A list of such volunteers/NGOs should be maintained at the police station. The Family Counseling Centres (FCC) available at designated police stations in most states also have trained counselors whose services can be utilized. For legal counseling, networking with lawyers/NGOs is advisable. A list of willing lawyers should be maintained at the police station. Contact Bar Council for the same.
- Medical care and attention (including mental health) should be provided immediately after rescue. Also make arrangements for expert care, if required.

Source: P.M. Nair, 2007. *Trafficking Women and Children for Commercial Sexual Exploitation: Handbook for Law Enforcement Agencies in India*, UNODC

#### Some Key Words:

Accountability, Intelligence Collection, First Information Report (FIR), Investigation, Interview, Interrogation, Charge Sheet, Pre-trial care of victims, Pre-trial action against offenders, Eviction, Rehabilitation etc.

#### Footnotes

- 25 Compendium of Instructions by CID Andhra Pradesh, 2007, Hyderabad.
- 26 For details refer to SOP on Investigation of Crimes of Trafficking for Commercial Sexual Exploitation, 2007, UNODC.
- 27 For details refer to SOP on Investigation of Crimes of Trafficking for Commercial Sexual Exploitation and SOP on Investigation of Crimes of Forced Labour, 2008, UNODC.
- 28 Ibid.
- 29 Case Studies adapted from NHRC, 2005, pp. 403-404.
- 30 Suggested audio-visuals include material developed by organizations such as STOP (New Delhi), Sanlaap (Kolkata), Prajwala (Hyderabad), CSR (New Delhi) and Prerna (Mumbai).
- 31 For details on first response in post-rescue, refer to UNODC's Manual on Psychosocial Intervention, 2008.
- 32 For further information on the registration of FIR, please refer to UNODC's SOP on Investigation of Crimes of Trafficking for Commercial Sexual Exploitation, 2007.
- 33 Ibid.
- 34 Ibid.
- 35 Refer to UNODC's Manual on Psychosocial Intervention, 2008.

## MODULE THREE

# Facilitating Change

## OBJECTIVE

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The objective of this section is to enable you to help achieve the following among your participants during the training process:

- Facilitate change in outlook, attitude, behaviour and language of participants towards survivors of trafficking.
- Facilitate the need for proper, effective communication as a means to improving their interactions with survivors of human trafficking.
- Understand the impact of 'violence' on the survivor of trafficking.
- Facilitate understanding of gender dimension of trafficking and gender rights issues required in response to the victims.
- Facilitate a clearer understanding on human rights and their relevance to police interface with survivor of human trafficking.

## CONTENT

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- Developing helpful attitudes.
- Effective communication with survivors of trafficking.
- Gender sensitivity and survivors of trafficking.
- Nurturing a human rights approach.

## STRUCTURE

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- The section has a brief write-up on issues followed by optional exercises.
- Since the previous section dealt with issues regarding procedural and legal clarity, the focus of this section is not merely for you to increase the awareness of your participants, but to also develop greater sensitivity amongst them towards the issue of AHT.
- The section, then, emphasizes the important role your interactions with the participants have in facilitating behavioral change.
- This may not be immediately possible or may not be immediately reflected at the end of your session (or during the defined course of the training) with the participants; however you must raise a lot of issues, even if you are not able to conclude or close all of them.
- This module is therefore designed to enable your participants to question their own assumptions, stereotypes, attitudes and behaviour.

Some of the forms of behaviour, however, should be communicated by you as 'zero tolerance' standards of behaviour i.e. expected behaviour where even mild deviation should not or will not be accepted.

## Introduction

Some comments heard during the rescue such as 'these women are so aggressive and they will never change', 'these girls are no longer fit to be part of any decent society and will corrupt other good girls too', etc. reflect the negative social perception against the victims/survivors of trafficking.

Survivors in their state of vulnerability and risk, exhibit a behavioural pattern that can be easily misunderstood by those who do not really understand the pressures faced by the survivor. It is important to keep the following in mind:

- Most trafficked survivors usually have no idea what they are getting themselves into until they have actually been forced into the form of exploitation.
- Once they realize the reality of their predicaments, they may try to resist but are 'broken' to accept their circumstances. As part of their initiation into the new life they may undergo a total change of identity, acquiring new names, family backgrounds and place of origin. Initiation into CSE also marks the beginning of a life marked by ill treatment, oppression and indebtedness.
- Eventually they are caught in a vicious cycle and end up surrendering to the situation. The impact of these multiple trauma on a survivor is unfathomable. The sense of rejection, betrayal and numbness that a survivor goes through is beyond comprehension.
- The combined impact of such a displacement, and total lack of identity is mind numbing. In case of trafficking for CSE, survivors are also forced to learn to get used to drugs and alcohol. Another reality of their existence is their susceptibility to becoming infected with all kinds of sexually transmitted diseases including HIV-AIDS.
- This results in developing defense mechanisms to survive ranging from showing aggressive behaviour to identifying with the offender to even shielding their violators or becoming the 'exploiters' themselves, and in turn, perpetuating the cycle.

Therefore an insensitive comment, behaviour or attitude of a law enforcing personnel and/or a caregiver can add to this cycle of exploitation and victimization and thus it is of utmost importance to be sensitive to the unwillingness of the trafficked person to repose their faith/trust in their rescuer.



The psycho-social impact of trafficking is so deeply felt, that both social stigma and deceit/manipulation of traffickers in particular can lead the survivors to believe that they are in fact responsible for their own misery. The perpetual cycle of betrayal and harm that is inherent to trafficking fosters a deep sense of suspicion and a constant defence mode in the trafficked person and he/she can perceive the process of rescue and post rescue as threatening and traumatic.

The first response to the trafficked person therefore becomes that much more significant<sup>36</sup>. The victim's rights must always be ensured at each stage of the survivor/police interface. Therein lies the importance of the need for bringing about a change in the attitudes and behaviour of police personnel to ensure the survivor finds an effective support system that is worthy of their trust.

In this section it is important to do participatory interactive activities with the participants to help build clarity on dos and don'ts of survivor/police interface. It is important to stress and encourage sensitive behaviour among participants and not merely point out problem areas.

You may want to begin with the following role play to set the stage for interaction.

**EXERCISE****Police Sensitivity to the Survivors of Trafficking**

- Estimated time** : 30 mins 
- Material required** : Flip chart, markers, sheet detailing the role play
- Methodology** : Enactment of role play and interaction with the participants 
- Expected outcome** : At the end of the exercise participants would start to identify some significant issues in the interaction between themselves (i.e. the police personnel) and the survivor of trafficking

**Activity**

- 1) Select two sets of participants for two separate role plays: one depicts a 'bad' police vs. survivor interaction and the other depicting an alternate 'good' police vs. survivor interaction.
- 2) You may want to select participants beforehand or ask them to volunteer. You can take the help of the organizing agency to identify your potential 'actors'.
- 3) Brief the participants about what they need to do. Describe each character in simple words at the same time stressing clearly on what message you want to come out clearly from each role play.
- 4) Stress that if the contrast between the two role plays comes out sharp and clear, it will be easy for the group to identify issues for discussion.
- 5) Leave the groups to improvise on your suggestions.
- 6) Once the play has been enacted ask participants to share what they observed. Also, ask them to list out the differences between the two scenes.
- 7) Write out the differences in list form on the flip chart for discussion.

● **Note to the facilitator**

At this stage you can conclude the discussion by highlighting on the following four issues (i.e. helpful attitudes and behaviour; effective communication; gender sensitivity; human rights approach) and connecting them with participants' responses on the previous role play for easy understanding and clarity of the issues.

**1. HELPFUL ATTITUDES AND BEHAVIOUR**

Training, as shall be examined in the next and concluding section, is all about bringing a change in one's performance through application and change of/in knowledge, skills and attitude. Stress on the following with your participants and also ask them with which of the previous two police role/representations would they want to be identified. Give messages of positive reinforcement e.g. that they are all sensitive officers who can use their position and laws to help combat this crime:

- Stress that 'You are an agent of change'. Beginning with transforming one's attitude and mindset will ensure that it also gets translated to a change in behaviour – towards the survivor/witness.
- Such positive changes can be brought about by an understanding of the endangered and vulnerable state of the survivor, being empathetic thereof, and consequently being able to implement an empathetic and sensitive policing protocol/approach.
- Equally important, remind the participants, that 'You, the police are the 'delivery agents' – ensuring that justice and basic rights of the survivor are delivered to the survivor. You are the intermediary between the exploiter and the exploited; the police officer should represent the intervention of justice in a situation of injustice and therefore it is of utmost importance that the police personnel obtain and maintain the trust of the exploited person. Due to the circumstances from which they have been rescued, survivor is in a state of anguish and deep mental agony. Having been traumatized for such a long time and been in contact with apathetic persons, it is imminent that the police conduct themselves as a source of 'positive' inspiration to these survivors and provide the care and support that they so urgently need.

- A checklist<sup>37</sup> has been provided that suggests ways to ensure this kind of care is heeded.
- As duty bearers, police personnel are the upholders of the rights of the survivors. The following key rights should form the basis of the participants' first response to the survivor of trafficking<sup>38</sup>:
  1. The right to be treated with dignity.
  2. The right to feel safe and not to be harmed.
  3. The right to have information regarding what is going to happen next.
  4. The right to have access to resources like food, clothes, shelter.
  5. The right not to be retraumatized.
  6. The right not to be criminalized.

As a first step to sensitive behaviour, start by underscoring the importance of effective communication with the survivor. This would also flow out of your role play exercise.

## 2. EFFECTIVE COMMUNICATION

Police communication, given the nature of their interface, is very crucial and carries great weight in significance to the survivor/and survivor/witness – whether the police personnel is communicating in a 'positive' manner or in a 'negative' manner.

It is a vital tool in breaking the ice with the survivor and ensuring that the survivor cooperates in the process of investigation. In this context, some key principles/aspects need to be kept in mind:

### a) Communicating with consideration and empathy

Police conduct (both procedurally and attitudinally) should be guided by the basic principle that the trafficked person is a 'survivor' and not an offender. The trafficked person seeks your support in delivery of justice and basic rights.


Unlike in the case of role play depicting insensitive victim-police interface the police person should always be empathetic to the needs of the survivor and treating them with respect. Validation of the survivor's fear and anger is of utmost importance.

More so, **effective communication is a two-way process**. Expecting the survivor to be cooperative in the investigation procedures while not offering them due courtesy and consideration will only prove to be counter-productive. Extra attentiveness to the rights of the victims of crime must be sensitively sustained in the first response and throughout the rescue and support process.<sup>39</sup>

Also stress that communication entails not merely speaking but also effective listening too. Instead of just telling your participants the dos and don'ts of their communication with the survivors, you may want to do the following simple, but very effective exercise with your participants to stress on the importance of effective listening.

### EXERCISE

#### Effective Listening

**Estimated time** : 20 mins 

**Material required** : No materials required

**Methodology** : Interactive exercise with pairs 

**Expected outcome** : 1) At the end of the game, participants learn to listen far better than they normally do. 2) They learn how to set aside their personal agenda, to fully listen to one another, avoiding judgment or the giving of advice. They learn how to grasp subtle elements of interaction, detecting both verbal and non-verbal forms of expression, taking in motions or implied connotations





### Activity

This exercise can be done with any group size.

1. Form the people in pairs. Have them sit facing each other, but not touching. Tell the pair, “Decide who is A and who is B. Then, A is to talk about something important to person B for 3 minutes. Person B is to only listen as closely as possible. Then, I will signal for B to start talking to person A for 3 minutes and A will only listen. Do not respond to the speaker or touch them”.
2. Following this, discuss how it was to listen and how hard or easy it was to suppress your own thoughts or need to respond verbally.
3. Then do it again. Add to the instructions: “Now try harder to listen with your whole body to make the listening deeper. Pay attention to your body language and what it says to the listener. Start now and continue speaking about something important for 4 minutes each.
4. Again, have individuals talk about how it was to listen more with their whole body and emphasis how it may have been hard to restrain giving any verbal comments or touching the other person.
5. Following this, add to the instructions: “This time listen so intently that the speaker feels they are being physically held because your listening is so intense. Let them know that you are fully taking in all their emotions as well as the words and what is not being spoken. Do this for 5 minutes and continue to speak about something important.”
6. By this time, some pairs may really be into emotional speaking.
7. Then discuss what they have learned and what they will take home with them.

#### ● *Note to the facilitator*

Discuss with the participants the importance of patient listening. Also stress that interaction with the survivors of trafficking entails cultivating sensitive listening skills. Also highlight that communication involves non-verbal interaction too, which must reflect the same sensitivity as the spoken words.

#### b) Verbal and non-verbal communication

When it comes to expressing ourselves and understanding one another, articulated words form a very small part of our communication; gestures and nuances actually depict a very large part of what we convey in our conversations/interactions. Facial expressions, hand gestures, body language – these forms of expression give voice to our beliefs and notions that are both inherent and a product of our socialization.

It is important to stress on the following among your participants:

1. Your belief in the notions that trafficked persons are a ‘bad’ influence to the society might lead you to behave in a ‘negative’ manner with them and assume a ‘condescending’ position vis-à-vis the survivor.
2. Even if you have ‘said’ all the ‘right things’, if they are not said in the ‘right way’, the whole exercise is meaningless.
3. You need to appreciate that the survivor have been through a violent and turbulent phase and has been witness to a very dark side of human nature.
4. Communicating with these survivors is a critical means to re-establishing their trust in the social and ‘normal’ behaviour of people around them.

5. You must ensure that the survivor is not made to feel alienated and threatened. Remember to be a 'friend' but never to trespass their zone of comfort as this may result in a breach of trust.
6. You must give due respect to the survivor and your interactions (both verbal and non-verbal) with the survivor during rescue as well as during interrogation must reflect this respect.
7. Avoid patronizing attitude towards the victim.
8. Some other things to remember are:
  - Ensure that the communication is as interactive as possible. Keep the questions/statements simple and easily comprehensible.
  - Use respectful and sensitive language.
  - An engaging, non-threatening, non-judgmental and democratic stance helps in keeping the survivor comforted.
  - While being responsive, you must not become overly-friendly. You must ensure that the survivor is not made to feel uncomfortable.
  - Listening is a huge virtue in terms of communication.
  - Demeaning and degrading gestures and expressions are very inappropriate and will only alienate the survivor. Friendly and open gestures, engaging the survivor in a responsive manner will ensure the support and cooperation of survivors as well as instill confidence in their minds.



Engaging, non-threatening stance



Do not become overly-friendly

### ● *Note to the facilitator*

You can share live case studies from the participants to highlight the above points of both good and bad practices. However, do take care that the participants see themselves not as part of the problem but as part of the solution. Also you may want to tell them at this stage that while dealing with victims trafficked for CSE, it is very important to look at our own perceptions and attitudes that influence our decisions and actions. Issues of gender sensitivity are dealt with in the subsequent section.

### c) *Effective listening as a tool for communication*

Over half of all communication is listening.



You must be sensitive to the needs of the survivor in relation to their circumstances and aloofness. They do not want to be considered as a victim or another case number by police personnel, but as a person instead. There must be a space provided for the survivor to be heard and to make sense of their traumatic experience. It is only natural for the survivor to be threatened and not willing to talk to anyone about their traumatic experiences. Encouraging them to do so must be done with extreme care and sensitivity. Listening to their responses – both verbal and non-verbal – comprises a crucial part of this communication.

It will be only normal for the survivor to take some time to break the ice and feel willing to cooperate with the police persons. Understanding this need and letting the survivor take some time is essential. However, it must also be noted that if the survivor is unwilling to cooperate at any stage, s/he may not respond despite the best efforts put forth by the police personnel. It is thus your own judgment as an investigating officer to appreciate the survivor's level of responsiveness.

You may want to do the following activity with your participants.

## ACTIVITY

**Automatic Talking**

<b>Estimated time</b>	: 20 mins 
<b>Material required</b>	: No materials required
<b>Methodology</b>	: Role play and interactive exercise 
<b>Expected outcome</b>	: By the end of the exercise participants understand how we normally speak without listening

**Activity**

Automatic talking is how most people talk without really listening to another person. This group dynamics exercise demonstrates no real listening followed by how to really listen<sup>40</sup>.

Tell the group you are going to demonstrate automatic talking because this is how most people talk. Person A speaks. Person B listens just long enough to pick up a word that they know something about, and then they start to think about what they will say related to this word. They do not “hear” what the other person is really saying or perhaps what they are not saying, but implying. This can cycle many times between persons A and B without much real communication taking place. The dialogue goes like this:

Person A: “I’m going to Mumbai and visit my 85 year old mother next week.”

Person B: “Oh, I was in Mumbai once and it was very hot. I like cool places like Shimla.”

A: “I lived in Shimla for 3 years once and it was a nice place to live. But I like living in Kolkata really well where people are very friendly.”

B: “I found Kolkata is a friendly place. And I liked it there. But, I think the friendliest people live in Bangalore.”

A: “Bangalore is where I went to school. I tried to continue in Bangalore after school, but ended up in Salemabad.”

B: “Darjeeling is a place I’ve always wanted to go, but haven’t made it there yet. I have been in Shillong and thought it’s similar to Darjeeling.”

A: “North east is a great place to visit. I liked Kalimpong the best.”

B: “I liked Manali the best and would like to go back there.”

A: I found Manali expensive. The place I would like to go back to is Nainital. It is really different.

The group will begin to laugh at some point. You keep it up a little after this starts, then stop and debrief:

“We just took a trip around India but did not do much real communication because Person B missed the real subject that Person A stated. We are going to do the dialogue again and notice the difference.”

Person A: “I’m going to Mumbai to visit my 85 year old mother next week.”

Person B: “It sounds like you may have some concerns about your mother?”

A: “Yes I do. She is really old and has many things wrong with her and she could die anytime. I have some things I want to talk to her about before this happens”

(you will notice the group has become really quiet and is intensely listening.)

B: "This sounds important to you."

A: "Yes it is for a number of reasons. I don't go see her often because it is an 8 hour drive. We really need to talk with one another and I need to help her as much as I can. I know she is very lonely because my father died 14 years ago. I really feel sorry for her living in the Old age home."

A silent pause..... to just let this hang in the air. Then you see that A is getting teary eyed. A continues to speak.....

A: "I will really miss her after she is gone. She has lived a long and fruitful life. I think her early life when I was born was really hard because my parents had little money. She has told me many stories about how they often had less than 5 rupees to spend. That makes me sad."

Another silent pause.....

A continues to speak and the group is fully engrossed. You know that this is real with person A, so you allow him/her to continue talking until finished. Then you debrief, and that is easy to do because the group will do it for you:

"Did you notice the difference in how B really heard what A was saying?"

People in the group will start to speak and tell you what the difference they observed. You can follow with a few questions like:

"How many of you know you fall into automatic talking?"

Get response.

"What can you do to stop the automatic talking?"

Get response


### ● *Note to the facilitator*

Participants in this exercise get what you are demonstrating and use it to change the way they listen. You can use this in any kind of group. You need a person to help you with it in a dialogue. It needs to be slightly rehearsed, but must be spontaneous for the best results.


At this stage you may want to do the following exercise, again in effective listening to drive the point home among your participants:

#### ANOTHER EXERCISE

### Effective Listening

**Estimated time** : 10 mins 

**Material required** : A sheet of paper on which a geometrical figure is drawn

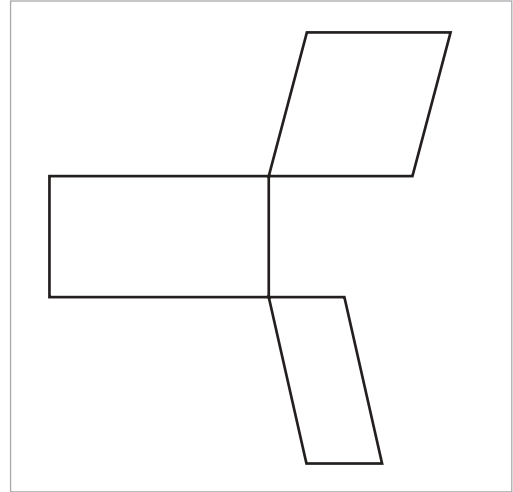
**Methodology** : Interactive game with the participants 

**Expected outcome** : At the end of the game, participants will be exposed to the gaps or discrepancies that exist between 'what is said and what we hear'. Essentially they will look at how stereotypes, perceptions, attitudes, assumptions 'colour' our listening



### Activity

- 1) Ask the participants to be ready with their pens/pencils and a plain piece of paper.
- 2) Tell them that you will be reading out the instructions about drawing the figure that is in your hand.
- 3) All they have to do is to listen carefully and draw according to what they hear.
- 4) You can draw any multi sided figure with straight lines. The figure on the right is done as a sample.
- 5) Now face the participants and read out the instructions like 'draw a straight line. Now draw a line going down from its end. Draw another line to the left from this point. Now take the line up and turn it to the right....about an inch.....etc.
- 6) You can make this exercise more interesting by asking the participants to sit in a circle or an elliptical formation because then there is utter confusion among them about right and left!
- 7) Now ask each participant to share his/her drawing with the group.



#### ● *Note to the facilitator*

You will be amazed to see the different designs that you get!

Share with the participants how every one's picture of the spoken words was different largely based on how they interpreted what was being said. Link this with how our own prejudices, stereotypes and attitudes can colour our behaviour in the case of a trafficked victim because we also tend to interpret their experiences in the light of our own perceptions and prejudices. Stress why this should be changed. How they, as a law enforcing person need to make their communication with the victim sensitive.

#### d) *Self control in communication*

It is very important to stress on 'restraint' as not just a desired virtue but also a 'must' when dealing with victims of trafficking, among your participants. Communicate to them that there can be instances where survivors get abusive and extremely violent with you owing to their past experiences and in some cases, drug dependence/withdrawal. You must be patient and exercise absolute self control (by not losing your temper).

You must show total understanding of the situation of the survivor and sensitively approach the investigation procedures. Any urge to retaliate or get abusive must be checked at all times. As the first person that comes in contact with the survivor of trafficking in the post rescue stage, it is extremely important that your self-restraint is exercised since this stage represents the first step towards restoring their sense of security.

You might have noticed some other officers having personal prejudices given the nature of socialization of the investigating officers, leading them to form opinions/have notions about the trafficked persons. In such cases, pre-determined ideas and notions must be shed and discarded before interacting with a survivor of trafficking.

That restraint in communication needs careful cultivating can be illustrated through the following exercise that you may want to do with your participants:

**EXERCISE****'Restraint' during Communication****Estimated time** : 10 mins**Materials** : No materials required**Methodology** : A game 'close your eyes'**Expected outcome** : At the end of the game, participants would be exposed to some simple problems faced in exercising restraint in communication**Activity**

- 1) Ask your participants to close their eyes.
- 2) They have to say A-Z, taking turns to call out the letters in order.
- 3) The only condition being only one person can speak at a time without looking at each other and all of them must have their eyes closed at all times during the game.
- 4) If two people call out a letter simultaneously, the game begins from the start with the letter 'A'.
- 5) Thus e.g. any one person can say 'A' and then another participant says 'B' and then another says 'C' and so on... with their eyes closed during the entire activity.

● **Note to the facilitator**

Note that invariably when the participants are not able to see who is speaking, two or more people tend to call out the letters simultaneously. Typically people wait for a while for the others to speak and then land up speaking simultaneously! It is also interesting to observe that this time of 'waiting for others to speak' is pregnant with an unusual silence. Discuss with the participants how they felt. How difficult or easy was it for them to 'restrain' themselves from speaking.

**e) Use of force while communication**

Highlight the fact to your participants that they are a duty-bearer and not a 'force'. The Police is commonly perceived as a 'force' or a source of power. This notion might take a long time to be clarified, given the differences in perception among people. It is thus natural that some times, you might want to exert this sense of 'power' during the process of investigation of a case of trafficking as well, through the way you communicate with the survivor. This might be expressed either as open threats and abuses or as aggressive posturing and condescending behaviour.

You must absolutely shed this sense of 'force' and 'power' while communicating with the survivor. The survivor has been witness to extreme and most repressive forms of force and sensing the same from you as well can become totally aloof, defensive, and/or uncooperative in the investigation process. Thus, such attitudes must be discarded as they can only prove counter-productive and lead to failure.

**f) Establishing a positive relationship through communication**

Emphasize among the participants that they must

- Be courteous and respectful to the survivor,
- Be sensitive to their needs,
- Encourage the survivor to be responsive by maintaining a non-threatening demeanour and ensure that the survivor realizes that the police intentions are to support the survivor's needs throughout and further their rehabilitation and reintegration into the society.<sup>41</sup>

At this point it is significant to accentuate among your participants that mostly survivors of CSE are women. In addition to the generic survivor rights that must be ensured, it is of utmost importance to address issues of gender sensitivity among the participants. For a survivor-sensitive response to be built and sustained, it is important that participants are able to understand their responses in the larger social context of discrimination that women face.



### 3. GENDER SENSITIVITY

The facilitator should discuss the following points with the participants so that they are made aware of the direct relation between gender issues and human trafficking. Since a vast majority of trafficked persons for CSE are women, being aware of the roots and issues of women's discrimination allows us to better understand why they are placed at greater risk of exploitation. Facilitate discussion to come to a clear understanding as to what s/he can do to address these issues instead of pushing the blame on to others and feeling helpless.

- Trafficking as a form of exploitation has its roots in unjust social and patriarchal value systems that have devalued/marginalizing women and overestimated capabilities of men.
- A combination of religious sanction, social practices, traditional values and unequal power equations have also paved the way towards greater discrimination against women.
- The confusion of gender and biological roles, and the consequent categorization of gender roles based on the division of sexes, has greatly defined/limited the activities of men and women.
- The division of labour between men and women in society is based on their biological 'roles' which results in assigning women to 'reproductive' roles (childbirth, child-rearing, household maintenance) and men to 'productive roles' (tasks with economic value, earning money etc.)
- While commonly, men perform income generating tasks, women perform care-giving and nurturing roles.
- Even where women are engaged in productive tasks, i.e. income generating activities, it is largely seen as their secondary task.
- The incidence of female feticide, dowry deaths, domestic violence against women, sexual harassment of women at the workplace, evidence of glass ceiling concept in the workplace, etc. are all manifestations of this discrimination.
- Female foeticide and female infanticide has caused skewed sex ratio in the population. In many such places, marriage bureaus are reportedly indulging in trafficking and sale of women.

#### EXERCISE

#### Power Relation and Gender

- Estimated time** : 30 mins 
- Material required** : Some sheets of paper to write on
- Methodology** : Group exercise 
- Expected outcome** : Participants understand the relationship between 'power' and (its implications) on violence. They would have analyzed it vis-à-vis the situation of a trafficked survivor



### Activity

- 1) Divide the participants into three groups.
- 2) Each group is given a particular set of ideas to work on.
- 3) Based on their responses, the facilitator will engage the participants to interpret their findings vis-à-vis being a man and a woman and making at least three pointed observations.

The questions for each group could be as follows:

- (a) The first group will identify at least five objects that denote power. It could be anything such as a stick, a police uniform, etc. based on their understanding.
- (b) The second group will identify at least five positions/situations of feeling powerful such as being extremely well-connected, having total control over decision making, being in a position of authority, etc.
- (c) The third group will identify at least five positions/situations of feeling powerless such as not having proper clothes before appearing for a job interview, etc.

Having identified the above sets of findings, you can invite the participants to re-interpret their findings in the light of the differences as observed if one is a man and a woman. E.g., if the position of decision maker in a family were to be identified with a man or a woman, what would be the resulting outcome?

#### ● *Note to the facilitator*

Police personnel are also part of the same social system and tend to have a similar socialization and worldview which results in discriminatory behaviour and practices. Understanding gender issues comprises the first step to change such notions. Clarifying biological roles vis-à-vis gendered roles is the first step in this process. This is the first step towards changing long-held stereotypes that have viewed trafficked persons as criminals. After due deliberation and extensive experience, national and international laws have converted their view of trafficked persons from criminal offenders to vulnerable victims in need of protection and support. While the law reflects the reality – that trafficked persons are victims/survivors who have been subject to multiple crimes and are in need of sensitivity and empathy – assumptions and stereotypes that result in the judgment and accusation of trafficked persons are still widely prevalent and in dire need of change.

## 4. HUMAN RIGHTS APPROACH

The following short note may be used by the facilitator to emphasize the synonymous nature of human rights and women's/gender rights to the participants.

Women's human rights and dignity as full human beings are preserved within the main legal apparatus of today's international community. The equal rights of men and women are enshrined in the Charter of United Nations', entrenched by the Universal Declaration of Human Rights and further backed in numerous international treaties and declarations. Yet reality depicts a grim truth: these rights are far from being realized – the social, economic and cultural rights of women continue to be neglected and violated worldwide. While issues such as illiteracy, poverty, refugee movements, domestic violence and trafficking for sexual exploitation affect both sexes – women fall victim to these problems in greater numbers than men. Moreover, incidents of female feticide, dowry deaths, genital mutilation, and deprived access to reproductive health care – these cases are uniquely women's experiences and demonstrate that the documented human rights of women are by no means reflected in reality. In light of such devastation, it is safe to say that fighting for women's rights is pivotal to the fight for human rights in general. Ultimately, as legitimately declared by the United Nations' High Commissioner for Human Rights, the promotion and protection of women's rights, "would translate (rights) into a better quality of life for us all."<sup>42</sup>



The Indian Constitution guarantees the equality of each and every citizen before the law as provided under Articles 14 and 15 without discrimination on the basis of sex. The following articles also provide respite to individuals specifically related to anti-trafficking:

- Article 23 – prohibits the trafficking in human beings
- Article 39 – directs the state to ensure that children are not abused and forced due to economic necessity to vocations unsuited to their age and strength; that children are given opportunities to develop in a healthy manner and that childhood and youth are protected against exploitation.


Under the **Indian Penal Code**, a trafficked girl/woman has been subjected to a multitude of violations. She has been:

- Displaced from the community, which is tantamount to kidnapping/ abduction (Sections 361, 362, 365, 366 IPC may apply)
- Procured illegally (s. 366 A IPC)
- Sold by somebody (s. 372 IPC)
- Bought by somebody (s. 373 IPC)
- Imported from a foreign country (if she hails from a foreign country, or even from J&K State, and is under 21 years of age (s. 366 B IPC)
- Wrongfully restrained (s. 339 IPC)
- Wrongfully confined (s. 340 IPC)
- Physically tortured/injured (s. 327, 329 IPC)
- Subjected to criminal force (s. 350 IPC)
- Mentally tortured/harassed/assaulted (s. 351 IPC)
- Criminally intimidated (s. 506 IPC)
- Outraged of her modesty (s. 354 IPC)
- Raped/gang raped/repeatedly raped (s. 375 IPC)
- Subjected to perverse sexual exploitation ('unnatural offences') (s. 377 IPC)
- Defamed (s. 499 IPC)
- Subjected to unlawful compulsory labour (s. 374 IPC)
- Survivor of criminal conspiracy (s. 120 B IPC)


This list is only illustrative and not exhaustive. Undoubtedly, in every case, the trafficked person is a survivor of at least one or more of the violations listed above. Oftentimes, in case of CSE the survivors become pregnant. If they are subjected to miscarriage, then the liability of the offenders falls under the Sections 312 to 318 of the IPC. In some cases, the process of exploitation has proven fatal wherein the survivor succumbs to the direct effects of the harm or the consequential problems arising thereof. This means that CSE can also involve the offence of homicide/murder.

#### EXERCISE

### Gender Equality as a Human Right<sup>43</sup>

**Estimated time** : 30 mins 

**Material required** : Sheets of paper for participants to write on

**Methodology** : Interactive discussion 

**Expected outcome** : Participants understand gender equality as a human right



#### Activity

Share the following questions with your participants and then follow it up with a discussion.


1. Is gender equality a human right? Must it be respected in all cultures?
2. Is gender equality a feature of your own family/circle of friends?
3. What gender inequalities can you see in your own family/circle of friends?
4. Who decides about what work is done in your own workplace? Who decides about the division of tasks and responsibilities? What work do men do? What work do women do?
5. Do you know whether the women and men in police receive equal credit for work of equal value and whether women are considered for all tasks given to men police officers?
6. How could you promote gender equality in your workplace?
7. What deficiencies do you see overall in your own country with regard to gender equality?
8. Who takes part in making decisions when you work with the local people?
9. Who, according to you, would be more receptive to discussing gender equality concerns – men or women or both? Why do you think so?

### ● *Note to the facilitator*

You may request the participants to respond to the questions displayed and follow it with a discussion based on their understanding developed after the session. It must be noted that participants may have strong reactions. It is essential to clarify that sensitivity to gender concerns comes first and foremost when working with victims/survivors of trafficking.

### GAME FORMAT

#### Feminist Poker<sup>44</sup>

**Estimated time** : 1 hr 

**Material required** : 40 cards with the statements listed below. There must be a full pack of 40 cards for each of the groups playing

**Methodology** : Interactive group exercise 

**Expected outcome** :

1. To enable police personnel to identify the causes of women's oppression
2. To enable police personnel to discuss and rank these factors in order of importance
3. To establish a consensus amongst the participants about which are the most significant factors affecting women's lives



### Activity

**Preparation:** Make three identical packs of 40 cards, each one of the forty with a different statement (see examples in the attached list).

Explain the objectives of this activity, and tell the group that the session involves a card game and will be in two parts. In Part 1, the players are divided into at least three groups, and have to complete the statement: “women are oppressed because...” according to the phrases on the cards that will be dealt to them.

In Part 2, the small groups of players will have to get together to agree on five completed statements from those, which have been selected during the separate games. Players will be scored according to whether their judgments of the cards are accepted by the group or not.

#### Part 1

1. Divide the participants into three groups of eight players each. This may be varied according to the size of your group. The groups should sit around tables, or in a circle on the floor, and the facilitator deals out the cards.

2. Deal out five cards to each player. Explain that there will be five rounds, in which each player in turn will choose one card from their hand and decide whether it is a strong or weak phrase for finishing the statement about women's oppression. Each new round is started by a different person.
3. Once the cards are dealt, the players look at their hands and think about them, and then, in turn, each places one card face down in front of him/her declaring whether their cards are IN or OUT according to whether they are strong or weak completions of the statement.
4. Then in the same sequence, all the players who declared OUT turn up their card, and explain or justify their decision.
5. The group debates each decision. If the group accepts the player's decision about the card, the player gains one point. If the group rejects the decision, the player loses one point and the card is placed in the centre of the table.
6. After all the OUT cards have been discussed and decisions taken, the process is repeated with the cards which players declared IN. If the group agrees with the decision the card is placed in the centre, if they disagree, the player loses a point.
7. At the end of the round, one card is chosen from all of those placed in the centre after discussion. This card represents the group's view of the most accurate reason for women's oppression for that round. The player who selected the card gains two points. If a card originally declared OUT is chosen, the player who declared it OUT loses two points and all the others in the round gain a point.
8. Repeat the process for each round.

## Part 2

Bring the three groups together. Each group debates and discusses the choice of the five cards they have made. They have to defend their choice, challenge the choices of others, and finally all participants have to come to agreement on five statements about women's oppression. Women are oppressed because:

- They are last to be hired and first to be fired
- They play a secondary role in decision making
- There is no sharing of household work
- They are stereotyped into secondary/subordinate roles
- Their intelligence and capabilities are undervalued
- They are not acknowledged to be breadwinners
- The law is biased against women
- They receive lower wages than men
- They are considered to be the weaker sex
- They must be submissive
- There are limited support services such as day care centres
- They are used to sell consumer products
- Their self worth is undermined
- Their place is in the home
- Men are the hunters and women are the hunted
- Their self-concept is based on men's perceptions
- Their contributions to economic production are not recognized
- Parenting is primarily a woman's concern
- They are treated as second class citizens
- They are treated as sex objects
- They are survivors of sexual harassment
- They are all potential survivors of rape and other forms of violence
- They suffer from a double burden
- There is a double standard in society
- They are economically marginalized
- Men are considered more capable than women




What a thankless job...




- Men have more privileges
- Women are socialized into subordinate roles by societal institutions
- They have less access to opportunities
- They have no control over their own bodies
- They have limited control over their own development
- They are brought up to serve men
- Their work is not valued
- Their primary role is reproduction
- They are forced to give sexual favours to their bosses
- They are discriminated against especially in leadership positions

#### EXERCISE

### Police Sensitivity to Survivors

**Estimated time** : 25 mins 

**Material required** : Case studies

**Methodology** : Role play 

**Expected outcome** : At the end of the exercise the participants will understand the importance of sensitive and empathetic behaviour



#### Activity

Refer to the five set of cases presented in Module Two (Police Action) in pages 37-38 and have participants read them.



Select/request volunteers from the group to come forward and conduct a role play wherein two situations are enacted – keeping in mind the need for empathetic police behaviour and gender-sensitive attitudinal response.

#### ● *Note to the facilitator*

The facilitator must ensure that the participants understand the discrepancies in terms of police handling in the mentioned cases before attempting to perform the role play. Having enlisted the discrepancies and the gaps of police response, the participants may enact a simple and step wise handling of any two cases in a sensitive and empathetic manner. The rationale of the exercise is to reinforce the understanding of the police personnel about the survivor's need to be respected and the survivor's perception of police as a 'support system' as opposed to the police as an 'abuser'.

Often interactions and learning during a training program may overwhelm the participants. Post training participants may be over enthusiastic to implement all the learning or they may feel it is too humongous a task to be accomplished. It is, therefore very important to have them identify achievable action points and define a time frame for the same. Don't leave it open-ended. You may do the following closure exercise:

**EXERCISE****Change**

- Estimated time** : 10 mins 
- Material required** : sheets on the 'change exercise'
- Methodology** : Individual exercise 
- Expected outcome** : To internalize the learning from the preceding sessions

 **Activity**

Participants to be given the questions (it can be displayed on the projector)  
 Facilitator to circulate sheets among the participants for filling in their responses  
 Participants to work on these and submit the answers

Questions to be responded:

- (a) one change participants would bring about in their attitude/stance/position
- (b) one change they would bring about in their approach to dealing with trafficking cases
- (c) their definition of sensitive policing approach to the issue

● **Note to the facilitator**

The purpose of this exercise is to ensure that the learning from this section can be absorbed by the participants in the real spirit. They must be able to highlight specific changes they will bring about in their day-to-day functioning and activities that can reflect the changes in their mindset, attitude and behaviour.

**Some Key Words**

Communication, Verbal, Non-Verbal, Interactive, Validation, Posture, Responsive vs. Overly-friendly, Listen vs. Talk, Personality, Gender, Gestures, Language, Place of Examining Witness/Survivor, SOP, Survivor's rights.

**Footnotes**

- 36 For details, refer to the UNODC Manual on Psychosocial Intervention, 2008.
- 37 Based on inputs largely drawn from Draft Manual on Law Enforcement and Prosecution of Trafficking in Persons Cases, 2005. USAID-Management Systems International-The Asia Foundation, Phillipines.
- 38 UNODC Manual on Psychosocial Intervention, 2008.
- 39 Ibid.
- 40 Adapted and modified from the "Automatic talking, No listening" exercise - <http://www.community4me.com/autotalking.html>
- 41 For details, refer to the UNODC Manual on Psychosocial Intervention, 2008.
- 42 Women's Rights are Human Rights. Office of the United Nations' High Commissioner of Human Rights (OHCHR). United Nations. <<http://www.unhcr.ch/html/menu2/womenpub2000.htm>>
- 43 "12 Questions for Self Examination – Gender Training Material." Global Finland. <<http://global.finland.fi/gender/ngo/english/ways.htm>>.
- 44 Exercise suitably extracted and modified from The Oxfam Gender Training Manual, Oxfam, UK and Ireland, 1994.

## MODULE FOUR

# Facilitating Skills

### OBJECTIVE

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This module is completely devoted to you the trainer/facilitator. The objective of this section is to enable you to sharpen your own skills as a trainer/facilitator, especially in the context of AHT. As such, this section is applicable throughout the course of pre training, during training and post training preparation and activities. It will build your own skills in the context of:

- Facilitating pre-training preparation process.
- Facilitating the need for proper, effective communication as a means to improving interactions with and amongst the participants.
- Facilitating change in styles of presentation.
- Enabling you to focus on format of content and design of training sessions.
- Enabling you to seek constructive feedback and help your participants draw up a practical and achievable action plan.
- Encouraging use of various aids to build sensitivities so that participants acquire awareness and learning via experience.

### CONTENT

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- Trainer/facilitator: an agent of change.
- Pre-training.
- During training.
- Post-training.
- Closing exercises.

### STRUCTURE

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- Unlike the previous modules, this module has a slightly different structure.
- In fact it serves a dual purpose
  - 1) It will enable you to sharpen your own skills as a facilitator and
  - 2) it gives you both information and exercises that you can use if your participants are not just practicing police personnel but are prospective trainer/facilitators.
- There is, therefore, more text from which you would benefit combined with a few exercises.
- Again like previous sections you can modify them to suit your group.

This section is completely devoted to you, the trainer/facilitator. Training is all about enhancing performance by bringing about a change in the knowledge, attitudes and skills of the trainees. Module One and Two have covered the knowledge and awareness aspect while Module Three on facilitating change has dealt with attitude – those modules are for you to use with and for your participants. The last and remaining section is entirely and exclusively for you, the facilitator. Eventually, of course, the learning from this too will be passed on to your participants.

## 1. TRAINING AND TRAINER/FACILITATOR AS AGENTS OF CHANGE

Training is seen as a vehicle of change. The trainer/facilitator is the agent of change. Please see your training as a medium to bring about change especially in the context of AHT. Your interaction with the participants should attempt not only to positively influence the particular individual who is being trained but this change should be contagious, or undergo a ‘ripple effect’. In other words attitudes of those who have undergone training should undergo a change so that when they go back to the field, their behavior will have an impact on the behaviour of others. This training on AHT, will thus, act as a catalytic agent.

Moreover because of the nature of the issue of human trafficking, you will have to be very clear as to what are your expectations of the participants when it comes to putting their learning into practice in the context of policing and AHT. Issues of building sensitivity will be accepted and grasped more easily if your participants can see them flowing from you. Howsoever clichéd it may sound, but practicing before preaching is tantamount to an effective facilitation of change. ‘Preaching’ about gender sensitivity – encouraging participants to show respect and empathy towards the victims/survivors – such suggestions won’t have nearly as fruitful outcomes unless you, the facilitator demonstrate them yourself. Thus, the following are some characteristics which you should manifest as a facilitator to ensure that your message gets carried through to your participants.

### Characteristics of a Trainer/Facilitator<sup>45</sup>

**Empathy** – Your understanding of the issue of trafficking must also be reflected through your interaction with the participants. Your sensitivity to the trafficking issue is most important in setting a precedent before you attempt to train other officers.

**Honesty** – Projecting your quality as an honest person is vital. Your ability to accept any mistakes in the discussions/training content that may be pointed out by the participants is a positive thing.

**Patience** – You must be patient with the trainees. Given the volatility of the issue and the fact that many participants have undergone different levels/degrees of socialization and might have resistance towards accepting new ideas, there may be situations where you may have to soothe tempers and appease all by firm yet polite interventions.

**Pace** – It is essential that a consistent pace of the training sessions is maintained throughout. The participants must not lose interest nor must they be impatient to jump into the next session.

**Democracy** – While the set-up of the workshop is fairly well-planned and structured, the facilitator should welcome suggestions from the participants and discuss the same, subject to the level of its relevance. You must be seen as a democratic trainer/facilitator who is not going to force his/her understanding on the trainees/participants and willing to accept their views as well.

**Purpose** – You must always clarify the purpose of incorporating any specific exercise/reading to the participants. The purpose of the training on AHT is to enable the participants to understand the issues and concepts related to trafficking and steps they ought to follow while interacting with the victim/survivor of trafficking.

**Knowledge of the topic** – In order to convey a clear purpose and objectives of the facilitation, it is important to have and demonstrate confidence in your knowledge of the topic of human trafficking in the facilitation session. Being knowledgeable about human trafficking as well as being aware of the issues surrounding HT should be reflected in an ability to transmit such knowledge by speaking with cohesion and clarity. The self-assurance that you, as the facilitator, display, the more likely you are to engage the participants, and thereby further the learning process.

**Communication skills** – For a facilitator, having command over both verbal and non-verbal communication skills is an important prerequisite. Communication includes both effective speaking as well as listening. Listening is no less important than speaking when it comes to engaging in human interaction and building trust and sensitivity in human relationships. It is especially important as a facilitator that patient listening is practiced with the participants. This quality must also seep into the trainees' interaction with the victim/survivors of trafficking.

**Clarity of expression** – You must always try to present your thoughts in precise and coherent manner otherwise participants may become confused or may lose interest.

As a trainer/facilitator, you can simply begin by organizing and planning for your training on AHT by dividing it into the following three parts for purposes of simplicity and clarity:

- 1) pre-training
- 2) during-the-training
- 3) post-training

## 2. PRE-TRAINING

For each of these, separate activities and tasks need to be undertaken. During the pre-training stage you need to be clear about what do you want to communicate on the issue of AHT. It may actually be helpful to work backwards and start from what you want as an outcome at the end of each session. You can then accordingly build your sessions plan.

Finalizing the training resource material or reading material that you wish to share with your participants should also be done in the pre-training stage. The specific learning needs assessment must be undertaken to make the training both focused and meaningful. The following seven steps to plan your training successfully may aid you in the facilitation process:

### Seven Steps of Planning<sup>46</sup>

**WHO** is the course designed for? How many will attend? Consider their levels of experience, likely ages, gender, vocational specialization etc. What is their level of understanding and awareness regarding human trafficking issues. What is their likely level of motivation to partake in AHT training?

**WHY** do these people need training? How is AHT training related to the participants' job responsibilities. Is the timing relevant – are there new techniques, policies, guidelines or particular issues/challenges that have arisen concerning AHT research/HT cases?

**WHAT OUTPUT** is expected from the participants in terms of skill and knowledge gain? What impact do you hope the facilitation session will have on the participants' behaviour? What kind of attitude – by the facilitator, and the participants – is required to imbibe this learning and facilitate this change?

**WHEN** will the training take place? How long will it last? Keep in mind participants' work commitments. Would one block of time be suitable or would a series of separate sessions be better suited to the participants' schedules?



**WHERE** will the training take place? Shall the course be conducted at the participants' workplace or will it be held in a residential location? While holding the course away from work may prove to be more costly, a residential venue may provide a less distracting venue in which participants may feel more at ease.

**WHAT** will the course address? Taking into account the above - the participants, institutional needs, time constraints – think of a list of topics/issues to be covered in the course agenda.

**HOW** will the sessions be facilitated? Consider and compare the different training methods and which ones are most appropriate to the course content as well as the participants' needs. Choose the methods which are most likely to convey your message the most effectively and efficiently.

Apart from the above, it is also important to look into some of the Logistical/Practical aspects involved in organizing training on AHT or at least be aware of them.

### Prepare a Check List:

- Accommodation: rooms, furniture, sleeping arrangements, child minding( if there are participants with infants or kids)
- Participants: registration, where are they from, where are they staying, basic socio-economic background (job responsibilities, age, sex, etc).
- Preparing Resource Material (course material): this includes law books, court rulings, SOPs, handbooks, posters, films, videos and other tools, e.g. by UNODC, BPRD (Bureau for Police Research and Development) and other training institutions.
- Identifying the Resource Person: For each topic selection is to be based on expertise, capacity for deliveries, impact, positive attitude (to empower the participants) etc.
- Administrative support before the course: booking venue, find out from institutional agency about logistical details of venue such as electrical points, inviting participants, making travel arrangements, sending out information etc.
- Administrative support during the course: accounts, photocopying, stationary
- Administrative support after the course: producing a course report
- Entertainment & recreation
- First aid
- Food & drink
- Travel expenses
- Networking with the stakeholders - inviting VIPs for inauguration, valediction etc.
- Per diems for participants
- Telecommunications, Computing, Audio recording etc.
- Media Coverage, Video/photography, documentation devices and personnel
- Transport

A generic planning for the training is necessarily followed by a more specific one, which includes the step-by-step of Session Planning.

### Planning a Training Session

Pre-planning (To be done well before the session)

- Identify the topic of HT to be covered from the course outline.
- Identify and state the objectives of the session i.e. increased awareness of the issue/surrounding issues of HT, heightened gender-sensitivity and human rights approach in cases of AHT, and in particular in interactions with Victims of Commercial Sexual Exploitation (VOSCE), and finally skill enhancement in the SOP in the context of policing and AHT.
- Assess the levels of the participants' existing knowledge and experience, as well as identifying the common misconceptions, misunderstandings amongst them, if possible.

- Decide on how you will check on/measure the effectiveness of learning as the session progresses and at its end.
- Choose the teaching and learning methods to be used and the resources you will need, according to their suitability to the topic of HT.
- Prepare some session notes in a form you can refer to later.
- Work out timings for the session.
- Prepare the facilitation aids and handouts you will need.

### Choosing Learning Methods

**The following is a brief on the differences between trainer/facilitator-centric and learner-centric methods:**

Characteristics of trainer/facilitator centered and learner-centered methods

**Facilitator-centered** methods have the following characteristics:

- Knowledge based - based on the expert knowledge of the trainer/facilitator: not drawing on the knowledge and experience of the learner.
- Positioning the trainer/facilitator as “expert” - whose task is to impart their knowledge.
- Curriculum designed by the trainer/facilitator - the trainer/facilitator defines the learners’ needs and plans teaching content accordingly.
- One way transmission of knowledge - the underlying assumption is that learners are “empty vessels” waiting to be filled with the trainer/facilitators’ knowledge.
- Making use of didactic teaching methods - for example, lectures.
- Focusing on individual education.
- Aiming to produce a standard outcome - every learner acquires the same body of knowledge.

**Learner-centered** methods have the following characteristics:

- Experience based: Start with the individual experiences and knowledge of the learners. Focus on learners developing abilities and skills to diagnose and solve their own problems.
- Facilitator as facilitator: Their task is to help learners to draw on and think through their own knowledge and experiences and to provide information to help them develop their understanding.
- Negotiated curriculum between trainer/facilitator and learner.
- Two-way interaction: The underlying assumption is that learners already have a stock of knowledge and experience, and they incorporate new learning into this framework.
- Variety of methods which involve learners: Enabling them to learn from each other as well as from the facilitator e.g. discussion, role play, problem solving.
- Emphasis on collective education: Builds knowledge base and confidence base.

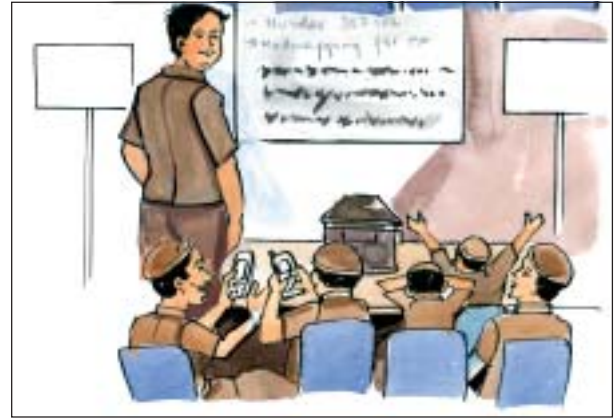
The outcome of the above differs for each learner and would depend on their needs.

### What Determines Choice of Methods?

- Practical factors
  - Number of participants- What equipment is available
- Characteristics of the learners
  - Their expectations, fears, hopes- What might be acceptable/unacceptable to them
- The facilitator
  - What is your experience as facilitator and/or learner (resume)- What is easier, more comfortable for you
- The Topic
  - The most fitting way of teaching the topic
  - What is most conducive to learning



Interactive Facilitation



Disruptive Environment

### 3. DURING THE TRAINING

- Start promptly. Give a welcome to late comers as well.
- Refer to previous experience or to a previous session in the course.
- Explain the objectives of the session and what you hope, you and they will achieve.
- Find out what they already know.
- Organize your material in a clear sequence and describe the structure before you begin.
- Maintain interest by introducing a variety of activities and thereby avoiding repetition and monotony.
- Create opportunities for people to use their knowledge and practice their skills relevant in their field, and encourage the sharing thereof.
- Reinforce what they have learned.
- Relate this level to the following proposed session.
- Check their level of understanding of new knowledge/skills.

**It is important for you to understand the difference between aims and objectives so that focused interventions can be made. Whereas the aim of your training program may be to promote understanding of issues of trafficking, it may have different objectives for different sessions.**

#### Definition of aims and objectives

- **AIM** - Broad Statement of Intent/of what you want to achieve

Verbs often used in statement of aims:

To promote understanding...,  
to strengthen...,  
to encourage...,  
to facilitate....

e.g. To strengthen skills in planning, conducting and evaluating AHT training courses

- **OBJECTIVES** - Specific intentions of the training, related to learning specific knowledge, skills and attitudes

Verbs often used in statements of objectives:

To list...,  
to identify...,  
to demonstrate...,  
to use...,  
to describe...,  
to compare....

e.g. to identify and practice training methods appropriate to training on AHT

**Deciding on the content of the sessions is the most significant part of the planning for training. Following sources of information can be used to finalize the inputs of a specific training session:**

- Learning needs analysis findings
- Review and evaluation reports relating to AHT issues in the context of the organization and its work
- Sex disaggregated data relating to the organization and its work
- AHT research relevant to the participants' area of work
- International, national, sectoral and/or organizational AHT policies relevant to the organization's work
- Planning/policy documents produced by the organization and/or by course participants
- Evaluation reports of past training courses
- Others

The participants will be practicing police personnel who are all adults. It will therefore be helpful to keep the following in mind while designing the sessions and also during the actual training sessions.

### Principles of Adult Learning

Please bear in mind that adults have different responses to training as compared to children. Adult learners may show the following characteristics:

- Adult learners enter into a learning situation with anxiety and fear that they will make fools of themselves; they are more likely to be inhibited and hesitant to act or speak, whereas with children it is usually vice versa.
- They believe that learning new skills/adopting new attitudes are for children and that they are already mature/developed.
- Adults have pre-determined ideas and may present extreme resistance to change as they are more 'set in their ways'.
- Adult learners need an environment free of ridicule and an atmosphere of mutual and constructive criticism.

When seen in the context of training on anti-human trafficking, you must remember that participants might exhibit:

- Anxiety and fear at being judged for not being aware about the issue of human trafficking - You must assuage this fear by highlighting the serious nature of the issue and how relevant the role of the police becomes. So, this will act as a catalyst in bringing about a sense of urgency to learn new things and apply the same.
- A notion of feeling too old/mature to be learning anything new, even if it is about a current issue like trafficking – remind them that learning is a life-long process which does not stop at a certain age, or with a certain maturity.
- Resistance to change their mindsets – The mindset that trafficking and prostitution are one and the same aspect is a prevalent but misguided view. Since many of the participants will have 'learned' that through mainstream/patriarchal society/socialization, it is your duty, as the facilitator, to undo such learning. You must be able to persuade them through relevant illustrations how damaging such resistance can prove for a victim/survivor who considers the police officer as her/his sole source of support. As such, it is crucial to police interventions that the belief that prostitution and trafficking are synonymous is 'unlearned'. You must impress upon the participant that they are to represent the delivery of justice to the victim/survivors of trafficking.
- Feelings of inferiority and disdain that hold back their learning - You must be able to convey your points in a most non-threatening, non-demeaning manner, with no element of ridicule or superiority towards the participants.
- Resistance to 'Outsiders' – For example, participants may show some resistance, hesitation, or even opposition towards other participants who are not police. An NGO trainer in a police training college, for instance, may be regarded and treated as an 'outsider'.

It is significant to assess the Learning Needs of your prospective participants to actually know what is it that you need to address and communicate through your training. The following has been designed both as an exercise that you can do with participants who are trainer/facilitators themselves and/or use the information to build your own skills.

### Important issues in assessing learning skills

#### Motivation

- Brainstorm - Why might people come to your training course on AHT (think of the training task course initially). Any other factors that motivate people? Note down the responses.
- Divide suggested motivations into:
  1. EXTERNAL factors (payment, per diem, friends going, told to attend etc.)
  2. INTERNAL factors (desire to learn)
- Brainstorm on how trainer/facilitator might boost participants' motivation to learn? What might cause their motivation to decrease? Some likely conclusions:
  1. Motivation based on external factors doesn't last long – people are there in body but not in mind.
  2. Motivation must come from within. The learner must WANT to partake in the learning – the facilitator can help them want to by identifying and meeting their needs and by providing a positive learning experience.
- Why should we assess the learning needs of participants? You may want to link this to the section on motivation and characteristics of adult learners:
  - Adults have pre-existing skills, knowledge and experience, to which they will be relating the training.
  - Expertise does not necessarily all lie with the trainer/facilitator.
  - Motivation partly depends on trainer/facilitators meeting the learner' needs and fulfilling their expectations.
  - As course trainer/facilitator, have you/how have you assessed learning needs in the past?
  - As course participants, how have their learning needs been assessed?
- List different methods e.g. pre-course questionnaire; telephone/email survey; initial session of the training course and use the most appropriate one for your training.

Also of importance is the issue of how much flexibility can be built into the course:

- How much are you willing to tailor your course to the learning needs of particular groups?
- How much opportunity is there to incorporate participants experience in the course (e.g. in group exercises, discussions, presentations etc)?

Following is a suggestive pre-course questionnaire that you may want to use to assess learning needs of your participants:

#### Samples of learning needs analysis<sup>47</sup>

Pre-course Survey: Training of Trainer/facilitators on AHT

1. Name: \_\_\_\_\_ Station: \_\_\_\_\_
2. Designation \_\_\_\_\_
3. Have you ever attended any training or courses on AHT. If so, which one?
4. Have you attended any courses on training skills for AHT. Which one(s)?
5. Have you run training or workshops on AHT or on other issues (If so, which issues?)
6. Are you planning to run training/workshops on AHT? (If so, when? For whom?)
7. What do you hope to get out of this training on AHT?

8. In brief, what do you consider the main issues concerning AHT as they relate to your work?
9. What are the main issues concerning facilitation that you would like addressed in the workshop?
10. Do you have any special needs that may call for particular requirements within the workshop, e.g. Diet, childcare, wheelchair facilities, etc.?

Once you have assessed participants' needs, you will need to share them at the beginning of your training. You can do the following:

- 1) Before the workshop starts, prepare a flip chart listing answers to pre-course questionnaire on hopes and issues.
- 2) Put up flip charts. Explain that the organizers have tried to design the training program around these issues (5 min).
- 3) People can then get into groups (4 or 5 in a group). They discuss their expectations of the workshop and put them on flip chart paper under three headings:
  - Hopes
  - Fears
  - Contributions (how can I help myself and others get the most out of the workshop?) (20 mins)
- 4) Flip chart papers are put on the wall. Groups report back - first all group hopes, then fears, lastly contributions. As each group reports back, new points are added from the discussion (20 mins).
- 5) Input from trainer/facilitator on which expectations will and will not be met (10 mins).
- 6) Put up program and go through it also giving explanations on practical details like meal times, sessions etc.

Training on AHT needs to address issues in a sensitive manner. As a trainer therefore you should handle resistance and emotions in a tolerant way. You can do the following to help you be prepared on the same.

- List out some of the particular difficulties associated with training on AHT, in particular aggressive or emotional responses.
- List identified strategies to handle/anticipate emotional reactions, through choice of content and methods, as well as through facilitation skills.
- Examine different approaches to awareness training on AHT, emphasizing personal, political and professional aspects, and identify the uses and limitations of each.

### Training Techniques

You may want to use the following training techniques during the training. However please remember to match your technique with the issue at hand. Thus e.g. it might be easy to use a lecture method if you are sharing factual information such as law-related matters, but if you want to focus on issues of sensitivity/behavior change etc then may be a role play might prove to be more effective. This is essentially because the visual presentation makes it easy for the participants to not only connect with what is being communicated but also to absorb and imbibe for subsequent behavior change.

Also do a mix of techniques so that the monotony of the interaction is broken and you are able to maintain the interest of the group.

Commonly used training techniques include:

- |                   |                     |                      |
|-------------------|---------------------|----------------------|
| 1. Lecture        | 2. Role play        | 3. Case study method |
| 4. Demonstration  | 5. Simulation       | 6. Brainstorming     |
| 7. Buzz group     | 8. Panel discussion | 9. Group discussion  |
| 10. Quiz sessions | 11. Games           | 12. Workshops        |
| 13. Seminars      | 14. Syndicates      | 15. Field trip/tours |

Some of these are detailed below for your use:

- **Buzz groups**

Participants discuss ideas/experiences in pairs or in groups of three for a few minutes, sitting where they are in the larger group or plenary discussion. This is good for getting discussions going and enabling participants to explore ideas before speaking in the larger group. Buzz groups can be helpful when addressing the magnitude of issues such as trafficking, because it is more likely that a broader scope of elements and dimensions will be addressed when there are multiple persons contemplating the topic.
- **Case study**

A case study outlines a realistic situation which participants can use to turn theory into practice. It enables group members to apply new information, insights and ideas to a realistic situation relevant to their work. Case studies are useful to identify the steps in police action and also to recognize inappropriate police conduct, particularly in cases of CSE where gender sensitivity may have been neglected.
- **Debate**

Formal talks by two teams each trying to disprove the others' claims and to re-affirm their own view. The exchange of ideas and opinions involved in the nature of debate interactions is particularly useful in cases where there are two sides to one issue (such as myths and facts, or 'male' and 'female' gender roles etc.).
- **Demonstrations**

A demonstration is usually used to teach a skill. The facilitator shows the group the whole skill in addition to breaking it down into its component parts. Ideally the skill will then be practiced by the participants. The facilitator could assign each of the participants, for example, to demonstrate the steps of conducting an FIR, or have them exhibit the MO's collected during Intelligence Collection.
- **Diaries**

Participants keep a personal diary in relation to a specific theme or problem. Writing about their experiences will help develop self-awareness, and will enable them to relate the course to the rest of their lives and provide evidence of personal behaviour that may prove beneficial to analysis. For instance, after each exercise or upon the introduction of new subject matter, the facilitator could ask the participants to write down what they learned (or 'unlearned') and how it will help them in the future.
- **Discussion**

A discussion involves an exchange of ideas on a subject. A discussion can be structured by the trainer/facilitator or can be a free group discussion. There is often no right or wrong answer or single solution to the problem being discussed. Discussions in groups or pairs can prove to be insightful when reviewing information compiled in form of lists, charts, statistics because participants can compare and contrast their findings, conclusions and questions that result from the data.
- **Games**

Games can resolve problems/conflict, can create a group identity, help to build trust within a group and may help develop sensitivity to the problems of others. Four types of games are commonly used:

**Icebreakers:** A game used at the beginning of a session to enable group members to relax and mingle, to create trust within the group and to simply have fun. Due to the serious nature of the issue on which the facilitation session focuses (HT), ice breakers can be useful to build relations of trust and familiarize participants with one another (See 'Trust me' and 'Sorts' Icebreakers on pages 10-11, Module 1).

**Knowledge games:** which give information to the players. **Energizers or tension diffusers:** games that can be played when the energy of the group is flagging or to diffuse tension. **Trust or social development games:** these help to create a safe atmosphere in the group.

- **Group work**

Small groups carry out specific tasks or activities. These encourage people to share experience and knowledge, encourage participation and develop a co-operative approach to working. Group work is good as a follow-up to case studies since many of the participants with policing background will most likely be reminded of similar experiences and you can encourage a type of 'compare and contrast' group discussion in which group members can offer tips, advice etc. to one another based on their experience.

- **Lecture/talk**

A presentation of a subject by the facilitator. It does not involve facilitator participation. While in most cases, the facilitation is most effective when it actively involves and engages the participants, a one-way lecture can be used in situations where you, the facilitator are giving a brief introduction on a new topic/issue and you need the participants to focus their attention on your words.

- **Panel**

A discussion among a few qualified people seated at a table in front of the audience. Panel discussions are especially relevant if there is a guest speaker who has experience, authority or expertise in a particular area such as a survivor of trafficking, an NGO worker etc.

- **Polarized views**

Views about an issue are polarized i.e. phrased to reflect extremely different views. Group members can work in pairs, with each individual acting as if they fully adopted one of the points of view for the exercise, despite their own views. Each person writes down all the arguments they can think of which support their position, without discussing it with their partner. The partners then start arguing their case. The trainer/facilitator lists the points in favour of each view by asking each pair in turn to contribute one point, until all points have been collected.

- **Projects**

Projects can be undertaken by individuals or by a group and involve making a detailed study of a subject for presentation in a written or verbal form. This gives initiative to the participants and is good for "discovery learning" which tends to enhance motivation. Projects are very helpful in instances where the topics are very dense and complex such as the different forms of trafficking addressed in Module One – here a project could aid to summarize the key points and thereby simplify otherwise complicated subject matter.

- **Question and answer**

Question and answer sessions involve the trainer/facilitator asking questions for the facilitators to answer or vice versa. A Q&A quiz is useful at the end of modules to refresh and test the participants' knowledge and also to prompt their level of attentiveness.

- **Questionnaires**

A list of questions relevant to a topic. Can measure knowledge, attitudes or behaviour.



- **Road maps**

A road map is a technique used to look back over someone's life in a non-threatening way. The person draws a line on a piece of paper and marks on it events in their life which may have affected their behaviour in some way. This activity helps the participants to see 'the big picture' - how different factors in their life (family, education, job, religion, society, culture etc.) play a role in shaping their perspective, influencing their opinions and influencing their behaviour.

- **Role plays**

The acting out of a real situation. A situation or problem is outlined. Group members are assigned parts and asked to act out the situation. Role play can help group members to find a solution to a problem. It may help them to understand others' viewpoints and may produce changes in attitudes or behaviour.

- A police-survivor interface can be depicted where participants are divided into pairs and assigned roles as police officer (PO) and the victim/survivor of commercial sexual exploitation (VOCSE) whereby they enact the interaction, using scenes from case studies, their own experiences, or imagined scenarios.
- Mock-trial: Have the participants improvise a prosecution between the police personnel/interrogator and the trafficker/interrogated<sup>47</sup>.

- **Rounds/circles**

The group leader asks a question. Each group member in order round the circle gives his or her answer. Everyone else listens quietly; no-one criticizes or comments on what is said. Group members can opt to pass. Rounds/circles is appropriate to use in the light of sensitive matters such as gender issues because this method provides a laid-back, non-judgmental setting where participants can feel safe and comfortable to express their feelings, thoughts and opinions.

- **Visits**

Participants, either as individuals or in groups, can visit an outside venue, relevant to a particular part of the course. Actual visits can include, but are not limited to, the SOC, an NGO, a brothel, a place of rehabilitation etc. Visits can involve finding information, interviewing people, attending an event, observing a process etc.

- **Victim speak:** A highly recommended visit is one in which a victim/survivor of trafficking comes to the venue of the facilitation session, and speaks to the participants. With such a visit, the following should be kept in mind so as to ensure that the speaker's privacy and dignity is respected, and to make sure they feel at ease:

- Build awareness on the impacts of trafficking on the trafficked person<sup>48</sup>.
- Have the speaker sit behind a screen so that his/her identity is kept anonymous
- If they allow for a question period, then make sure to stress the importance of avoiding questions that may retraumatize the survivor<sup>49</sup>.

### Role of Visuals<sup>50</sup>

Human trafficking is one of the most heinous and gruesome crimes today. It is important for the facilitator during training that an empathetic connect is made with the issue and the participants. Visual aids are an essential feature of effective communication. As it is rightly said, a picture is worth a thousand words. The impact of visual images/aids expands the text clarity greatly and illustrates in a simple, easy to understand way. Thus if a picture of a trafficked person or a case study or a cinema based on human trafficking is shown to the participants, they will have better and clear understanding of the issue. However, the confidentiality of the victim/survivor must be maintained and information including photograph etc. must be taken after an informed consent from the victim/survivor of human trafficking.

Learning through visual representation is effective in the following ways:

- An appeal to a variety of senses
- A focus of attention
- A change of pace
- A simplified explanation to help understanding
- A more vivid and lasting impression
- A consolidating of learning
- Reference material for later use
- Help in relating or transferring learning to the real situation

## 4. POST TRAINING

### Training Evaluation<sup>51</sup>

Evaluation of training on anti-human trafficking is a systematic attempt to obtain necessary information regarding the training program during planning, implementation and concluding phases. You can use both pre-course evaluation and post-course evaluation.

### Purpose of Evaluation

- To find out the extent to which the objectives of the course have been achieved
- To examine if the course contents are relevant and fulfilling the objectives
- To assess the efficacy of the training methods and improve the same
- To evaluate general atmosphere in the class, field placement, other physical arrangements, duration of training etc.
- To study the extent of participation by the trainees

### Limitations

- Suitable for small size groups
- If repeated at short intervals, the process may become mechanical
- Needs a competent facilitator to reinforce team ideas

### Areas of evaluation

- Contents
- Methodology
- Performance indicators
- Facilities
- Group relations
- Resource persons
- Others

### Feedback analysis

- It is very essential to evaluate the training program to bring about improvements to make the training on anti-human trafficking more effective.
- This may be based on the comments and suggestions given by the participants.
- A training program is continuously evaluated by participants and trainer/facilitators alike.
- Through the feedback, one can modify and adapt the training program to the local context.

### Follow-up

It is very significant to facilitate the drawing up of a clear follow-up plan with the participants. This would enable the learning to be used post training and will eventually help in bringing about behavior change. Both knowledge and skill building of the police in case of HT would be effective if proper follow-up of the participants has been planned.



- Action Plans and follow up for implementation and evaluation.
- Establish a communication link/network between learners who are now returned to the field and on going training events.
- Trainer/facilitators should adopt an “evaluation state of mind” – always observing and thinking how things can be improved.
- Trainer/facilitators should use at least two specific structured evaluation techniques.
- Trainer/facilitators should talk about the course with other trainer/facilitators, facilitators and former facilitators.

## 5. CLOSING EXERCISES

Before closing the session, it would be appropriate if closing exercises are conducted with the purpose of giving participants a sense of accomplishment. You can choose to do the following or build some of your own.

### EXERCISE

#### Drawing Conclusions<sup>52</sup>



Estimated time	: 15 mins	
Material required	: Pieces of paper, pen	
Methodology	: Individual exercise	
Expected outcome	: The facilitator summarizes the training workshop and participants leave the workshop with a feeling of accomplishment and self-confidence	
Activity	<ol style="list-style-type: none"> <li>1 Ask the participants to write down on small pieces of paper the most important and relevant information they received during the training workshop</li> <li>2 Also ask them what new knowledge and ideas have enriched their understanding/influenced their opinions regarding human trafficking?</li> <li>3 Participants can then volunteer to share their thoughts</li> </ol>	

#### ● *Note to the facilitator*

Thank all the participants for their cooperation and participation in the training workshop. Wish them success in their work in combating human trafficking and ask them to fill out the training evaluation forms.

### EXERCISE

#### Tree of Success<sup>53</sup>

Estimated time	: 15 mins	
Material required	: Flip Charts, piece of papers, marker pens, picture of success tree drawn on flip chart, glue or scotch tape	
Methodology	: Individual exercise and group sharing	
Expected outcome	: Planting a tree of success figuratively would help participants in their resolve to renew their efforts in combating HT	



### Activity

1. Tell the participants that during the training workshop, an attempt has been made to build a strategy for addressing the problem of trafficking in the country.
2. So now all of them should “plant a tree” of success by writing their wishes on the pieces of paper.
3. Ask the participants what they would like to wish each other to achieve success in working on the prevention of trafficking.
4. Allow participants 7-9 minutes to write their answers on small pieces of paper.
5. Participants then post their answers on the drawing of the “success tree” and the facilitator reads the answers out loud.

#### ● *Note to the facilitator*

The “Success tree” should be drawn in advance on a flipchart. Small pieces should be cut out of coloured paper in the shape of leaves/flowers/fruits. To attach these “leaves/flowers/fruits” to the “tree” provide participants with glue or scotch tape.

Thank all the participants for their cooperation and participation in the training workshop, wish them success in their work in combating human trafficking and ask them to fill out the training evaluation form.

#### Some Key Words

Adult learning, Pre-training, Post-training, Evaluation, Feedback, Planning, Communication Skills, Empathy, Agent of Change, Agent of Delivery, Honesty, Logistical aspect, Trainer/Facilitator-centric, Learner centric, Learning-need analysis, Training techniques.

#### Footnotes

- 45 Kozoll, Charles F. Training & Development Journal 29 (1975).
- 46 “Training Tools.” Siyanda – Mainstreaming Gender Equality. Siyanda. Aug.-Sept. 2007 <[http://www.siyanda.org/docs\\_gem/index\\_implementation/t\\_tools11htm](http://www.siyanda.org/docs_gem/index_implementation/t_tools11htm)>
- 47 Refer to UNODC’s SOP on Prosecution, 2008.
- 48 See “Survivors’ Negative Thoughts” from the UNODC’s Manual on Psychosocial Intervention, 2008 and where psychosocial impact of trafficking on trafficked person is discussed in previous modules.
- 49 Ibid.
- 50 [http://www.siyanda.org/docs\\_gem/index\\_implementation/t\\_tools13a.htm](http://www.siyanda.org/docs_gem/index_implementation/t_tools13a.htm)
- 51 [http://www.siyanda.org/docs\\_gem/index\\_implementation/t\\_tools13c.htm#Seven](http://www.siyanda.org/docs_gem/index_implementation/t_tools13c.htm#Seven)
- 52 Adapted from, Prevention of Domestic Violence and Trafficking in Human Beings, Training Manual, Winrock International, Kyiv, Ukraine, 2001, available at [http://www.winrock.org/GENERAL/Publications/Dos\\_manual.pdf](http://www.winrock.org/GENERAL/Publications/Dos_manual.pdf)
- 53 Ibid.

## ACRONYM GLOSSARY

AHT	Anti Human Trafficking
CRC	Convention on the Rights of the Child, 1989
Cr.PC	Criminal Procedure Code
CSE	Commercial Sexual Exploitation
CSR	Centre for Social Research
CTPO	Central (Anti) Trafficking Police Officer
CWC	Child Welfare Committee
CMA	Course Material Appreciation
DCP	Deputy Commissioner of Police
DM	District Magistrate
FCC	Family Counselling Centres
FIR	First Information Report
GAATW	Global Alliance Against Traffic in Women
HIV AIDS	Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome
HT	Human Trafficking
ILO	International Labour Organization
IO	Investigating Officer
IPC	Indian Penal Code, 1860
ISS	Institute of Social Sciences (New Delhi)
ITPA	Immoral Traffic (Prevention) Act, 1956
JJ	Juvenile Justice (Care and Protection of Children Act 2000)
JM	Judicial Magistrate
MM	Metropolitan Magistrate
MO	Material Objects
NGO	Non- Governmental Organization
PO	Police Officer
SDM	Sub-Divisional Magistrate
SOP	Standard Operating Procedure
SOC	Scene of Crime
SP	Superintendent of Police
SPO	Special Protection Officer
STD	Sexually Transmitted Disease
UNODC	United Nations Office on Drug and Crime
VOCSE	Victim of Commercial Sexual Exploitation
WPO	Woman Police Officer

## SUGGESTIVE ONE DAY ORIENTATION

Session	Topic	Objective	Methodology	Time
	Welcome & Introduction to the Training	To make participants comfortable and to share with them the curriculum and objectives of the training	Presentation & Ice breaking exercises	9.30-10.00 am 30 mins
1	<b>Human Trafficking</b> Definition and processes involved in Human Trafficking Elements of Human Trafficking	To build clarity on the concept of Human Trafficking	Ice breaker exercises, Participatory discussion, Case study	10.00-11.15 am 1 hr 15 mins
<b>Tea break (11.15-11.30 am)</b>				
2	<b>Human Trafficking: a gendered perspective</b> Understanding HT from a gendered perspective and Human Rights perspective	To understand the specific ways in which women's experiences in trafficking are different from men and to make participants aware of how trafficked person's human rights are violated through HT	Presentation, Participatory discussion	11.30-12.15 pm 45 mins
3	<b>Law and its practise</b>	To understand basic strength of law and procedures on identifying victims and offenders and taking appropriate steps  To understand the strength of law and steps to use it for combating HT  To understand steps in prevention	Discussion on law and its practise Case Study Group Discussion	12.15-1.00 pm 45 mins
<b>Lunch break (1.00-2.00 pm)</b>				
	Energisers			2.00-2.15 pm
4	<b>Combating HT</b> <b>Pre-rescue</b>  <b>During rescue</b>  <b>Post-rescue care &amp; attention</b>	Planning and operationalizing rescue  To understand the steps in the post-rescue scenario  To understand interview techniques & dynamics of interaction. To reinforce participants knowledge of and skills in investigating HT cases	Group exercises, presentation of visual and discussion thereon Quiz, Check list Individual exercises  Recording of statements u/s 161 & 164 Cr.PC., Statement of Best practices, Case study	2.15-3.15 pm  1 hr
<b>Tea break (3.15-3.30 pm)</b>				
5	<b>Preventing HT</b>	To understand the role of police in prevention of HT To identify the scope/methods of prevention in the source, transit & destination areas To understand the role of 'demand' in HT To identify methods of preventing re-trafficking Role of different stakeholders in ensuring prevention in HT cases	Group & individual exercises Case Study Group Discussion	3.30- 4.30 pm 1 hr
	Wrapping up with a closing exercise	Concluding the session		4.30-5.00 pm

## SUGGESTIVE THREE DAYS TRAINING SCHEDULE

DAY I				
Session	Topic	Objective	Methodology	Time
<b>1</b>	Welcome & Introduction	Participants get to know each other	Ice-breaking Exercises	9.30-10.00 am 30 mins
	<b>Introductory Session</b> Introduction to the Training	To share overall curriculum and duration of the AHT training programme	Presentation	10.00-10.45 am 45 mins
	Anxiety/apprehension regarding the training  Course Material Appreciation	To dispel misconceptions and understand anxiety/apprehension of the participants, if any. To ensure that participants benefit from reading resource material through responsive learning	Team building exercises  Individual exercises, Quiz	
<b>2</b>	<b>Human Trafficking</b> Definition and processes involved in Human Trafficking	To build clarity on the concept of Human Trafficking	Ice breaker exercises, Participatory discussion	10.45-11.15 am 30 mins
<b>Tea Break (11.15-11.30 am)</b>				
<b>3</b>	Human trafficking contd...			11.30-12.30 pm
	Various elements of Human Trafficking	To build understanding on trafficking in persons in UN Protocol	Individual or group exercises, Case study	1 hr
	Trafficking, Migration and Smuggling etc	To know the difference between Trafficking, Migration and Smuggling etc.	Participatory discussion	
	Definition of a Trafficker/offender and Victim of Human trafficking	To make participants aware of multiple offenders involved in HT and victim/survivor of HT	Participatory discussion individual exercises	
	<b>Human Trafficking: a gendered perspective</b> Understanding HT from a gendered perspective	To understand the specific ways in which women's experiences in trafficking are different from men	Presentation, Participatory discussion	12.30-1.00 pm 30 mins
<b>Lunch break (1.00- 2.00 pm)</b>				
	Energisers			2.00 - 2.15 pm
	<b>Human Trafficking: a gendered perspective contd...</b> Myths and facts about victims/survivors	To dispel stereotypes/assumptions about the victim and offenders	Individual exercises	2.15 - 2.45 pm 30mins
	Myths and facts about Buyers/clients			

4	<b>HT and Human Rights Issues</b> Understanding HT from a Human Rights perspective	To make participants aware how trafficked person's human rights are violated through HT	Case study methods, hand outs of provisions of Indian constitution regarding basic human rights	2.45 - 3.15 pm 30 mins
<b>Tea break (3.15 pm-3.30 pm)</b>				
5	<b>Preventing and combating Human Trafficking</b>	To understand the role of Police in prevention of HT  To identify the scope/method of prevention in the source, transit and destination areas  To understand the role of 'demand' in HT  To identify methods of preventing re-trafficking  Role of different stakeholders in ensuring prevention	Group exercises, Case study	3.30 - 4.30 pm 1 hr
	Wrapping up with a closing exercise	To conclude the day's session		4.30 - 5.00 pm
<b>DAY II</b>				
1	Recap of day 1 and Overview of the day's schedule  <b>Strategies to combat HT</b> Police Action in HT  Importance of SOPs	Recap of previous day  To discuss the legal procedures & their application with regard to the investigation of crimes of HT  To build clarity on significance of the SOP in AHT	Participatory discussion and group exercises  Participatory discussion, distribution of Handouts e.g. on SOPs on investigation of crimes of trafficking for CSE and Forced labour	9.30 - 9.45 am 15 mins  9.45 - 10.30am 45 mins  10.30 - 11.15 am 45 mins
<b>Tea break (11.15 am-11.30 am)</b>				
2	<b>Police Action in Pre-Rescue and during-rescue period</b> Police Action in Pre-Rescue period  Police Action during-rescue period	To share the importance of planning for rescue period  To identify procedural action in AHT during Rescue period	Group Exercises, Case Study Method  Group exercises, presentation of visual and discussion thereon	11.30-12.15 pm 45 mins  12.15-1.00 pm 45 mins
<b>Lunch break (1.00pm-2.00 pm)</b>				
3	Energisers			2.00 - 2.15 pm



	<b>Strategies of Police Action in Post-Rescue Period</b>  e.g. FIR as the process of justice delivery Investigation	To understand that the response of police personnel to the victim has far reaching consequences  To understand steps to be followed for registering an FIR To understand the investigative process Post-Rescue	Presentation of Visual, or presentation of dialogues  Quiz, Check list  Quiz, Individual exercises	2.15 - 3.15 pm  1 hr
<b>Tea break (3.15 pm-3.30 pm)</b>				
4	<b>Interaction with the survivor and witnesses</b>  Interrogation of the accused  Wrapping up with closing exercise	To understand interviewing techniques, evidence collection etc.  To reinforce participants' knowledge of interrogation in HT cases  Concluding the day's session	Recording of statements u/s 161 & 164 Cr.PC., Statement of Best practices, Case study  Dos and Don'ts Check list, Quiz	3.30-4.30 pm  1 hr  4.30 - 5.00 pm
<b>DAY III</b>				
1	Recap of previous day & Overview of the day's schedule  <b>Facilitator as an Agent of Change</b>  Developing helpful attitudes	To enable participants to see training as a medium of change  To develop sensitivity and empathy among participants towards victims of HT	Informative discussion  Interactive discussion and group exercises  Sharing of suggestive ways through psychosocial intervention	9.30 - 9.45 am 15 mins  9.45 - 10.15 am 30 mins  10.15 - 11.15 am 1 hr
<b>Tea break (11.15 am-11.30 am)</b>				
2	<b>Effective Communication skills</b>	To understand the importance of positive communication skills with survivor	Interactive exercises, Case study, Role Play	11.30-1.00 pm  1.30 mins
<b>Lunch break (1.00 pm-2.00 pm)</b>				
3	Energisers  <b>Planning Training Session and choosing learning methods</b>	To help participants analyze planning steps in training session	Interactive exercises, group and individual exercises	2.00-2.15 pm  2.15 - 3.15 pm  1 hr
<b>Tea break (3.15pm-3.30 pm)</b>				
4	<b>Training techniques and Evaluation</b>  Wrapping up	To enable participants to understand training techniques and Training Evaluation  Concluding and summing up the three day session, feedback	Hand outs, participatory discussion  Closing exercises	3.30 - 4.30 pm  4.30 - 5.00 pm

## RESOURCES

1. Protocol on Inter State Rescue & Post Rescue Activities Relating to Persons Trafficked for Commercial Sexual Exploitation
2. Compendium on Best Practices on Anti Human Trafficking (AHT) by Law Enforcement Officers
3. SOP on Investigating Crimes of Trafficking for Commercial Sexual Exploitation
4. Synergy in Action - Protocol on the Structure and Function of Integrated Anti Human Trafficking Unit (IAHTU)
5. Resource Book on Legal Framework on Anti Human Trafficking
6. Journey to Justice - Manual on Psychosocial Intervention
7. Training Manual (Police)
8. SOP on Investigating Crimes of Trafficking for Forced Labour
9. Compendium on Best Practices on Anti Human Trafficking by NGOs
10. Manual on Victim Care and Protocol
11. SOP on Prosecution of Crimes of Trafficking
12. Manual on Prevention of Trafficking
13. Smart Card on Anti Human Trafficking - a pocket size leaflet clarifying the concepts on trafficking, so as to act as a ready reckoner
14. UNODC Toolkit on Trafficking
15. Posters on Anti Human Trafficking, as tools for sustained awareness generation and empowerment of all stake holders
16. Film – ‘One Life, No Price’
17. Film – ‘Synergy in Action’

## Web Sites

1. [www.unodc.org/india](http://www.unodc.org/india)
2. [www.mha.nic.in](http://www.mha.nic.in)
3. [www.wcd.nic.in](http://www.wcd.nic.in)
4. [www.bprd.nic.in](http://www.bprd.nic.in)
5. [www.csrindia.org](http://www.csrindia.org)



