



Erasmus+



TRAINING MANUAL

**IMPROVE COUNSELLING AND ASSISTANCE FOR
CHILDREN AND YOUTH VICTIMS OF HUMAN
TRAFFICKING**

2015

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CHAPTER I

WHAT IS HUMAN TRAFFICKING

Trafficking in persons is a serious crime and a grave violation of human rights. Every year, women, men and children fall into the hands of traffickers, in their own countries and abroad. Almost every country in the world is affected by trafficking, whether as a country of origin, transit or destination for victims.

Article 3, paragraph (a) of the *Protocol to prevent, suppress and punish trafficking in persons, especially women and children, supplementing the United Nations Convention against Transnational Organized Crime*, defines Trafficking in Persons as the recruitment, transportation, transfer, harboring 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 labor or services, slavery or practices similar to slavery, servitude or the removal of organs.

1. THE ELEMENTS OF HUMAN TRAFFICKING

On the basis of the definition given in the Trafficking in Persons Protocol, it is evident that trafficking in persons has three constituent elements.

The Act (What is done) Recruitment, transportation, transfer, harboring or receipt of persons.

The Means (How it is done) Threat or use of force, coercion, abduction, fraud, deception, abuse of power or vulnerability, or giving payments or benefits to a person in control of the victim.

The Purpose (Why it is done) For the purpose of exploitation, which includes exploiting the prostitution of others, sexual exploitation, forced labor, slavery or similar practices and the removal of organs.

Human trafficking is a hidden crime as victims rarely come forward to seek help because of language barriers, fear of the traffickers, and/or fear of law enforcement.

Traffickers use force, fraud, or coercion to lure their victims and force them into labor, sexual exploitation. They look for people who are susceptible for a variety of reasons, including psychological or emotional vulnerability, economic hardship, lack of a social safety net, natural disasters, or political instability. The trauma caused by the traffickers can be so great that many may not identify themselves as victims or ask for help, even in highly public settings. Traffickers can be lone individuals or extensive criminal networks. Pimps, gangs, family members, labor brokers, employers of domestic servants, small business owners, and large factory owners have all been found guilty of human trafficking. Their common thread is a willingness to exploit other human beings for profit.

2. TRAFFICKING OF CHILDREN is a form of human trafficking and is defined as the "recruitment, transportation, transfer, harboring, and/or receipt" of a child for the purpose of exploitation.

If child trafficking were to be drawn as a shape, it would be something that has a beginning, a middle and an end. The beginning would be the place that children come from; the middle would

be the journey they take as a trafficking victim, and the end would be the place where they are exploited.

When asked why they think some children become victims of trafficking, many people would immediately answer, “because they are poor”. In fact, poverty is only one of a range of **risk factors** that create **vulnerability** to trafficking. The many factors that may come into play in determining the level of vulnerability of a child are often described as ‘individual, family, community or institutional-level risk factors’.

Though statistics regarding the magnitude of child trafficking are difficult to obtain, the International Labor Organization estimates that millions of children are trafficked each year. The trafficking of children has been internationally recognized as a major human rights violation, one that exists in every region of the world. Yet, it is only within the past decade that the prevalence and ramifications of this practice have risen to international prominence, due to a dramatic increase in research and public action. A variety of potential solutions have accordingly been suggested and implemented, which can be categorized as four types of action: broad protection, prevention, law enforcement, and victim assistance.

The major international documents dealing with the trafficking of children are the 1989 United Nations Convention on the Rights of the Child, the 1999 Convention concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labor and the 2000 United Nations Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children; Council of Europe Convention on Action against Trafficking in Human Beings 2005.

3. COMMON FORMS OF EXPLOITATION

Sexual Exploitation includes the following practices: The use of girls and boys in sexual activities remunerated in cash or in kind (commonly known as child prostitution) in the streets or indoors, in such places as brothels, discotheques, massage places, bars, hotels, restaurants, etc. The trafficking of girls and boys and adolescents for the sex trade. Child sex tourism. The production, promotion and distribution of pornography involving children. The use of children in sex shows (public or private.)

Labor Exploitation: Child labor refers specifically to children under a stipulated minimum age, usually 14 at the lowest, being required to work. Overall, child labor can take many forms, including domestic servitude, work in agriculture, service, and manufacturing industries. Also children are forced into cheap and controllable labor, and work in homes, farms, factories, restaurants, and much more. The term “child labor” is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. It refers to work that: is mentally, physically, socially or morally dangerous and harmful to children; and interferes with their schooling by: depriving them of the opportunity to attend school; obliging them to leave school prematurely; or requiring them to attempt to combine school attendance with excessively long and heavy work.

Child Begging. Forced child begging is a type of begging in which boys and girls under the age of eighteen are forced to beg through psychological and physical coercion.

CHAPTER 2

FORMS OF EXPLOITATION IN ROMANIA, SPAIN AND CZECH REPUBLIC

1. ROMANIA

Romania is mainly a country of origin and transit for the victims of human trafficking. Annually, the Romanian citizens represent a substantial percentage of the total number of trafficking victims identified in Europe. Among the most common forms of exploitation there is the sexual exploitation, forced labor, forced begging. Over the years among the countries of destination there have been included states such as Italy, Spain, France, Germany, Great Britain, Greece, Czech Republic but in recent years, the number of Romanian exploited citizens has increased as well in the North of Europe in countries like Norway, Sweden, Denmark. Underage girls represent nearly one-third of Romanian trafficking victims.

Human Trafficking is incriminated in article 210 Romanian Criminal Code as:

- (1) Recruitment, transportation, transfer, harbor, receive a person in order to exploit her, committed through
 - a) Constraint, kidnapping, misleading, abuse of authority;
 - b) Taking advantage of the impossibility to defend or express will or of that person's state of vulnerability;
 - c) By offering, giving, accepting or receiving money in order to obtain the consent of the person who has authority upon the victim.

The punishment is from 3 until 10 years and prohibition of certain rights.

- (2) Trafficking committed by a public servant in performing his duties is punished with prison from 5 until 12 years.
- (3) The consent of the victim is not considered an explanatory cause.

Trafficking in minors is incriminated in article 211 Romanian Criminal Code:

- (1) Recruitment, transportation, transfer, harboring, receiving a minor in order to exploit him /her is punished with prison from 3 until 10 years prison and prohibition of certain rights.
- (2) If the act was committed by a public servant in performing his duties the punishment is prison from 5 until 12 years and prohibition of certain rights.
- (3) The consent of the victim is not considered an explanatory cause.

The statistics concerning Romania were obtained with the support of the National Agency against Trafficking in Persons which has among its responsibilities the coordination, respectively monitoring at national level the situation of human trafficking phenomenon, support provided to victims of human trafficking and their social reintegration.

The Statistics cover the period of 2012-2014.

Number of victims Romanian citizens

YEAR	Women	Men	Girls	Boys	TOTAL
2012	348	323	327	43	1041
2013	299	297	278	22	896
2014	283	184	280	10	757

Number of victims – Romanian citizens – internal trafficking

YEAR	Women	Men	Girls	Boys	TOTAL
2012	99	95	266	37	497
2013	65	44	219	16	344
2014	84	8	242	5	339

Number of victims – Romanian citizens – external trafficking

YEAR	Women	Men	Girls	Boys	TOTAL
2012	249	228	61	6	544
2013	234	253	59	6	552
2014	181	174	27	5	387

Number of victims – Romanian citizens – identified according to the forms of exploitation

YEAR	EXPLOITATION FORMS	Women	Men	Girls	Boys	TOTAL
2012	Sexual exploitation	235	9	299	10	553
	Labor exploitation	94	275	14	27	410
	Forced begging	8	27	9	4	48
	Forced to commit theft	0	3	1	2	6

2013	Sexual exploitation	202	0	246	0	448
	Labor exploitation	73	276	7	19	375
	Forced begging	10	17	9	2	38
	Forced to commit theft	0	1	1	1	3
2014	Sexual Exploitation	225	0	249	1	475
	Labor Exploitation	30	152	3	3	188
	Forced begging	16	30	1	6	53
	Forced to commit theft	0	2	1	0	3
	Child pornography	0	0	19	0	19
	Attempt to exploitation	10	0	4	0	14

Victims - foreign citizens - identified in Romania

YEAR	Number of adults	Number of minors	Forms of exploitation
2012	4	0	Sexual exploitation
2013	2	0	Sexual exploitation
2014	0	0	-

Identification Process of Victims of Human Trafficking in Romania

Identification of victims of trafficking is the process of establishing that a person is a victim of trafficking. It can be achieved formally, by the judicial bodies, following a criminal investigation activity and also by social service providers, social surveys, but also informally, through the analysis of indicators that can provide clues on the existence of a possible trafficking case.

Identification involves establishing a first contact with the person alleged to be a victim of trafficking, an analysis of indicators that may assist the institution/organization that came into contact with him/her in order to determine the existence of possible cases of human trafficking and

also achieving a first interview only by specialized personnel that can establish the presence of elements of human trafficking.

In Romania it exists a National Mechanism for Identification and Referral of Victims of Human Trafficking which presents in detail the modalities in which the formal and informal identification of victims of human trafficking. The formal identification should be followed by the referral of the victim by a specialized anti-trafficking structure within the Police or the Prosecutor's Office to an appropriate institution responsible for the co-ordination of assistance, i.e. the relevant regional center of the National Agency against Trafficking in Persons. If a victim is identified by non-specialized police officers or prosecutors, they should refer the person to the relevant anti-trafficking body within their own structure. When a foreign victim is identified, the Romanian General Inspectorate for Immigration is involved in the procedure and the International Organization for Migration can also help as far as the repatriation procedure is concerned. If the victim is a minor, a representative of the relevant General Directorate of Social Assistance and Child Protection (within the County Councils) should be involved in the process. Informal identification can be carried out by diplomatic missions and consulates, labor inspectors, health-care professionals, staff of educational institutions, service providers, NGOs or citizens, by using the list of indicators set out in the National Mechanism for Identification and Referral of Victims of Human Trafficking.

If an organization or institution comes in contact with a victim of trafficking and is unable to assist them or to provide for all of their needs, every effort should be made to identify and refer them to an organization/institution which can provide the necessary assistance.

It is important to properly screen persons referred as trafficking victims to service delivery organizations/institutions for assistance to ensure that they are in fact trafficking victims and not smuggled or other irregular migrants, or other individuals in an abusive or vulnerable situation who may be in need of assistance and/or protection.

The screening process consists of two stages:

- The assessment of a range of indicators that can be evaluated before actually interviewing the individual.
- An interview with the individual consisting of a set of questions focusing on the recruitment, transportation and exploitation phases of the trafficking experience.

Indicators for identification of victims of human trafficking are sex, age, social condition, lack of documents, the place where the person was found, signs that might indicate an abuse.

2. SPAIN

In Spain, human trafficking is defined in accordance with the terms of Article 177 bis of the Penal Code as the recruitment, transportation, transfer, harboring, reception or housing of persons by means of the use of violence, intimidation or deceit, or abusing a situation of superiority, need or vulnerability on the part of a victim, whether Spanish or foreign, for any of the following purposes:

- The imposition of enforced services or labor, slavery or practices similar to slavery, servitude or begging.
- Sexual exploitation, including pornography.
- The removal of bodily organs.

The consent of the victim becomes irrelevant when it is shown that it was obtained by unlawful means. If the conduct refers to a person who is a legal minor, the action shall be classified as trafficking even if none of the stated means has been employed.

Spain is a transit and destination country for men, women, and children trafficked for the purposes of commercial sexual exploitation and forced labor. The victims are mainly women aged between 18 and 25 from Bulgaria, Ukraine, Russia, Romania, Brazil, Ecuador, Colombia and Nigeria. These women are recruited in their countries of origin and taken abroad by mafias who deceive or coerce them. They are usually promised jobs in Spain, and when they arrive, most find themselves locked up in brothels. In smaller numbers, Chinese victims are trafficked to Spain, primarily for forced labor.

Trafficking Routes

Given Spain's proximity to North Africa, trafficking routes often include Spain as a destination or transit country onto the European continent. Trafficking victims, mainly young women, are recruited from Eastern Europe and South America. The Canary Islands remain one of the most used routes for illegal immigrants from West Africa. Spain and Italy are among the major receiving countries for persons trafficked from West Africa in general and Nigeria in particular, either for labor, sex or the removal of their organs.

The sources of trafficking are not restricted to neighboring regions, as victims arrive from as far as East Asia.

Spanish Network against Human Trafficking (www.redcontralatrata.org), composed of over 20 organizations, is a platform working to promote and protect the rights of trafficking victims and to eradicate trafficking in human beings. The network has organized and sponsored various meetings and conferences on the identification of trafficking victims and has published a Basic Guide on the identification, referral and protection of victims of trafficking for the purpose of sexual exploitation. The Network estimates that there are at least 50,000 people in Spain who are victims of human trafficking. Particularly vulnerable to trafficking are migrants from Romania and Bulgaria and possibly unaccompanied migrant minors, though there is limited data available on the latter group. It seems likely during the last years there has been an increase in the number of minors trafficked into Spain for forced begging.

2.1 Minors Situation

There is a widespread lack of data regarding the number of child victims of trafficking. The Ombudsman Institution points out that, when dealing with child arrivals, authorities must give notice to the public prosecutor's office and must record the arrival of the minor in a separate database. Furthermore, authorities must confirm the legal relationship between the minor and the adult(s) with whom they are travelling.

2.2. Sexual exploitation

According to estimations by the United Nations Office on Drugs and Crime in Europe, only one in twenty potential victims of trafficking for the purpose of sexual exploitation is identified. Thus, in 2009, 6,157 individuals were identified as being at risk, of which 1,301 were identified as victims; in 2010, 15,075 people were detected as being at risk, of which 1,641 were eventually identified as victims; in 2011, 14,370 were detected as being at risk, of which 1,082 were eventually identified as victims.

Spain also confirms the trend noted by UNODC in its report on trafficking for sexual exploitation in Europe with regard to the sex of the victims, who are almost entirely women

With regards to the profile of individuals at risk for becoming victims of trafficking for sexual exploitation in Spain, for 2009 and 2010, the Spanish Center for Intelligence to Combat Organized Crime described the typical profiles as being a Romanian woman between the ages of 18 and 32, and Brazilian woman between the ages of 33 and 42. The data provided for 2011 was not collected by nationality, but makes reference to Romanian, Brazilian and Paraguayan nationalities. The information provided by this Institution in 2011 is limited, and notes only that 47% of the victims came from America, 45% came from Europe and 7% came from Africa. Those data and information come from Spanish Ombudsman Report " Human Trafficking in Spain: Invisible Victims", 2012.

Other official data comes from EUROSTAT. In 2013 Eurostat published the first working paper on Trafficking in Human Beings in Europe. This publication constitutes the second working paper at the EU level on statistics on trafficking in human beings and contains data for the years 2010, 2011 and 2012.

Number of registered victims coming into contact with the authorities (per 100 000 inhabitants)

		<i>Spain</i>
2010	Victims Total	1605
	Victims per 100.00 inhabitants	3,5
	Males ratio	0,6
	Females ratio	6,3
2011	Victims Total	234
	Victims per 100.00 inhabitants	0,5
	Males ratio	0,1
	Females rates	0,9
2012	Victims Total	125
	Victims per 100.00 inhabitants	0,3
	Males ratio	0,0
	Females ratio	0,5

Obviously the data officially reported by Spanish Government are not very reliably, taking into account the high differences between years.

The Spanish Commission for Refugee Aid (CEAR) has called on the Spanish government to recognize human trafficking for purposes of sexual exploitation as a ground for international protection and to grant victims the right to seek asylum.

According to CEAR, despite the clear connection between human trafficking for the purpose of sexual exploitation and gender-based persecution, which is a recognized ground of persecution under Spain's asylum legislation, Spanish authorities systematically refuse to accept asylum

applications from women, who have suffered from sexual exploitation. Currently the protection granted to victims of human trafficking in Spain is conditional to their cooperation to uncover criminal networks. However, victims often fear retaliation against them and their families from criminals involved in trafficking rings, which makes it difficult for them to cooperate with the police.

2.3. Identification process of victims in Spain.

In October 2011 several Ministries, General Prosecutor and the General Council of the Judiciary approved a Framework Protocol for Protection of Victims of Human Trafficking. The object of this protocol is to establish operational guidelines for the detection, identification, support and protection of victims of human trafficking, to foster coordination among the institutions involved in these processes and to define the mechanisms for the relationship among authorities with responsibilities in the field.

If there is evidence that the possible victim of trafficking is a legal minor, the police unit responsible for identification shall inform the Public Prosecution Office, and shall act in accordance with the following terms:

Specific actions in cases of victims of human trafficking who are minors.

Support:

1. Victims who are legal minors shall immediately be provided with assistance, support and protection. All measures adopted shall address their safety, physical and psycho-social recovery, education and the search for a lasting solution to their situation. These measures must be based on the particularly vulnerable condition of victims of trafficking who are legal minors, and shall be pursued following an individual evaluation of the specific circumstances of the victim, taking into consideration his or her opinion, needs and interests.
2. The measures to assist victims who are legal minors must likewise establish support mechanisms guaranteeing accompanied return to the place of origin, including the return of victims who are legal minors arriving from EU countries, with the greater interest of the minor prevailing, and an evaluating among other conditions for return the benefits of recovering in a family context.
3. The public institution responsible for legal protection of a victim who is a legal minor, or the Public Prosecution Office, may propose referral to specific resources for victims of human trafficking for reasons of protection or specialist care. These resources must guarantee the due separation of those who are below and above legal age.

2.4. Unaccompanied foreign victims who are minors:

1. The necessary measures shall be adopted in order to establish the identity, nationality and/or place of origin of the legal minor and, in the case of those who are not accompanied, the necessary resources shall be deployed in order to locate their families, and to guarantee they are represented.
2. In the case of victims of trafficking who are unaccompanied foreign legal minors, they must be given particular attention as they are especially vulnerable, and until such time as a permanent solution is found, appropriate fostering measures shall be applied in accordance with the minor's needs.
3. The lasting solution as to their future must be adopted at the earliest possible opportunity, and may comprise repatriation and reintegration in the country of origin, the granting of international protection status or the granting of a residency or residency and work permit, where applicable.

4. Notwithstanding the issues covered by this Protocol, victims of human trafficking who are unaccompanied foreign legal minors shall be subject to the terms of the Protocol referred to in Article 190.2 of the Regulation for Organic Act 4/2000.

2.5. Protection in actions with victims who are legal minors

1. Over the course of police investigations and criminal proceedings involving possible victims of human trafficking who are legal minors, the necessary measures shall be adopted in order to avoid secondary victimization. A single interview protocol shall in all cases be adopted.

The interview shall be conducted immediately, under appropriate conditions, in the presence of the Public Prosecution Office, guaranteeing the presumption of legal minority in cases of doubt, and the adoption of the mechanisms required for the pre-constitution of evidence, if necessary.

2. Given the particular vulnerability of legal minor victims of trafficking, additional protection measures must be adopted during any interviews and examinations conducted in investigations and court proceedings, among others as follows:

a) Such procedures shall be performed without any unjustified delay as soon as notice of the circumstances has been served to the competent authorities.

b) They shall as far as possible take place on premises which have been prepared or allocated for this purpose.

c) All interviews shall, when necessary, involve professionals with the appropriate training

d) The minimum number shall be performed, and only where strictly necessary. The legal minor's statements shall be recorded using technical means allowing for audiovisual reproduction wherever possible.

e) They shall be conducted in the presence of a legal representative, unless this individual has been excluded on reasoned grounds.

On the other hand, there are also several Protocols elaborated by some Regional Governments (Galicia and Catalonia).

3. CZECH REPUBLIC

The Czech Republic was originally and primarily a source country. Over the years, it has become a destination and transit country. First, the human trafficking was mainly about the sexual exploitation and the labour exploitation in construction or textile industry) occurred later on. So called the Ukrainian "client system" appears at the end of 90 years. It is a system where a client (citizen of Ukraine) employs his/her countrymen and exploits them. There is a large Vietnamese community in the Czech Republic, where exploitation also occurs. The possibility that any of its members will file a report to the police is practically excluded due to the community isolation.

The Czech Republic is mainly a destination and transit country; nevertheless it is also a source country at the moment. Citizens of Slovakia, Nigeria, Ukraine, Vietnam, Mongolia and the Russian Federation are being trafficked in the Czech Republic. There has been human trafficking also with people from Romania and Bulgaria over the past few years. Czech citizens are being trafficked in the Czech Republic and then especially in the United Kingdom, the Netherlands, Germany, France, Finland, Poland and Slovenia.

The most common form of human trafficking is trafficking for sexual and labour exploitation. The biggest number of victims is registered in Prague. Border areas with Germany and Austria and the capital city Prague are the places where prostitution thrives.

Perpetrators of the crime of human trafficking are mostly people with an elementary school or manually working people. The perpetrators, besides the Czechs and Czech Roma people, are also foreigners who have a residence permit in the Czech Republic. They are using their ties to their country of origin, knowledge of a language and cultural and economic environment in the country of origin. The perpetrators are using deceit, addiction or a mistake to achieve their goals. In the long term, they are citizens of Ukraine, Slovakia, as well as Nigeria.

3.1. External Human Trafficking

Reports of trafficked Czechs are being told by victims to employees of embassies otherwise victims are identified by workers from NGOs in the destination country and they are asking for help Czech NGOs. It was found that the biggest number of trafficked people with the Czech citizenship has the UK. 32 people were identified (2 minors) in 2013 and 42 people were identified (one minor) in 2014.

Country	2013	2014
United Kingdom	32	42
France	10	0
Germany	7	0
Netherlands	4	4
Finland	1	0
Poland	1	0
Slovenia	0	4
total	55	50

3.2. Internal Human Trafficking

Prostitution

According to the estimations, 13 000 women are being offered for prostitution. A large number of women are engaged in this activity especially in the border areas. Some of them come for a weekend or a prolonged weekend with a goal to earn some extra money. They are not just women from socially excluded localities or socially disadvantaged families. Students and women with a university degree are very often among those women who want to have extra income. These women provide sexual services voluntarily. They are mostly Czech and Slovak women different ages and from very different social classes.

Citizens of Ukraine, Romania, the Russian federation, Poland, Moldova, Hungary and Lithuania, Nigeria were engaged in prostitution apart from Czechs and Slovaks.

Street prostitution is decreasing in the recent years. Street prostitutes are usually those who are in a difficult social situation and without education. They belong to a group with highest risks - drug using and unprotected sex. Czechs, Slovaks and Roma people are usually engaged in this kind of prostitution and it can be seen in the centre of Prague, Teplice and its surroundings (the traditional place) and on the main road to Austria and Germany.

There is a reduction in the number of club prostitution in some areas meaning clubs and night clubs, massage salons and pensions where erotic programs and services are offered. There is a large fluctuation of young women in Prague. The number of Romanian and Nigerian prostitutes

increased in 2013. Clubs are still working nearby the borders with Germany and Austria. Clubs in other areas of the Czech Republic are closing.

On the contrary, sexual services provided in private homes for a fee are increasing. Prices are of course much lower here. Services are provided mostly by Czechs, in lesser extent by Slovaks and Ukrainians. These women are very often taking care of minors. Monitoring of these places is very complicated. The residents are often unaware that the services are being provided there.

The recruitment is done informally through friends and acquaintances as well as formally through an advertisement with a job offer, wedding and travelling. There were identified cases of marriages for the purpose where women were forced into prostitution.

Attempts for regulation

The prostitution is not regulated in the Czech Republic. Two proposals for regulation of prostitution were presented. The Prague city hall prepared a proposal for regulating prostitution and the council approved it. The second draft law on the tolerance of prostitution was prepared and submitted by a group of members of parliament. The government rejected both proposals.

Labour exploitation

Victims of this kind of exploitation are mainly from the following source countries: Ukraine, Romania, Bulgaria, Slovakia, Poland, Mongolia and Vietnam. The groups in their home countries act as legal job agencies. They offer work with a very good income in the Czech Republic. They offer assistance with the work permits and residence permits. Upon the arrival, people perform demeaning, physically demanding work for a minimal or no wage. They take away their passports sometimes and claim that they have a debt they must pay with work. No knowledge of a language and legislation also leads to the dependency relationship.

Job recruitment is happening also through informal ways such as through internet or on the basis of people's good experience from the neighbourhood.

There have been many cases of labour exploitation of citizens of Romania and Bulgaria in the recent years. They are citizens of European Union who do not need work permits. These people work in construction, agriculture and forestry. The recruitment is mostly done through the employment agency and takes place in the country of origin.

State Labor Inspection Office (www.suip.cz) posted informational materials on the employment on their website as a part of preventive measures. Materials are also in Romanian and Bulgarian language.

Czech citizens are exploited on the labour market in the UK. Roma people were recruiting unemployed people from the Czech Republic and Slovakia continued. Upon arrival they are applying for a social assistance on the local office. Then they are being told there is no job and they leave. The organizers are receiving their social benefits and therefore social benefits are being abused.

3.3. Children Victims of Human Trafficking:

Trafficking with children for sexual purposes and for money has three forms: child prostitution, child pornography and trafficking with children. According to the Ministry of Labour and Social Affairs (MoLSA) 33 children (27 girls and 6 boys) were abused for the production of pornography

in 2013. 22 cases of child prostitution were reported from which 21 cases where girls were included. 33 cases of child's abuse to produce child pornography and 17 cases of child's abuse for child prostitution were detected in 2014. One case on suspicion of illegal adoption was detected in 2013 and two cases were detected in 2014. There is the Facility for children of foreign nationals in Prague. Care in this facility corresponds with the care provided to Czech children in similar facilities, but with some extra services, such as: using of interpreters and an increased number of lessons of the Czech language. The main goal of this facility is the integration of unaccompanied minors - foreigners in the Czech Republic with the preservation, understanding and respect for their social, ethnic, cultural, historical and religious traditions.

39 unaccompanied minors - 29 boys and 10 girls stayed in this facility and six from them applied for the international protection.

Suspected cases of child victims

year	Boys	Girls	Under 15 years	15 -18 years	total
2013	0	7	3	4	7
2014	0	5	3	2	5

Country of origin	2013	2014
Azerbaijan	1	0
Bosnia and Herzegovina	1	0
Bulgaria	1	1
Croatia	2	1
Romania	1	3
USA	1	0
total	7	5

Type of trafficking	2013	2014
Theft	5	3
Prostitution	2	0
Forced begging	0	2

Programme on Support and Protection of Victims of Trafficking

The aim of the programme is to protect probable victims of human trafficking in case that they will decide to cooperate with law enforcement authorities in criminal proceedings and furthermore if they agree with the terms of participation. There is a close cooperation between NGOs, the police and the IOM within the program.

Program on support and protection of victims

Country of origin	2013	2014
Czech Republic	4	1
Slovakia	4	1
Vietnam	1	

Romania	14	39
Bulgaria		2
total	23	44

Forms of exploitation

Form of exploitation	Labor exploitation	Sexual exploitation
2013	18	5
2014	43	

Number of victims

	Men	Women
2013	14	9
2014	33	10

4. INDICATORS

It is important to know how to detect possible victims of human trafficking in order to refer them to specialized services and receive assistance. Moreover, if they are under 18, there are specific procedures to follow. Therefore, in case of doubt, they should be presumed minors and provide them with assistance, support and protection. Their exact age will be determined by the competent authority, when appropriate.

There are signs that could help professionals to identify children who may be victims of human trafficking. These indicators are the following:

General Indicators

- Fear and difficulty to talk about the situation they are going through or to freely speak with their families or friends.
- Social Isolation: limited contact with other people non- related to the exploitation network, not knowing where they live or what is their address.
- Not having passport or other type of ID document. In case there is any, documents seem falsified (including the date of birth).
- Not be allowed to move freely, being accompanied to any appointment.
- Being on a situation of multiple dependence (to get accommodation, food or any other service).
- Not being in education or training.

Emotional indicators

- Depression
- Anxiety
- Isolation
- Regressive behavior
- Lack of emotional control
- Repeated and varied phobia
- Psychosomatic problems or affective liability

Behavioral indicators

- Reticence to talk; they lie or act following instructions
- Extremely nervous or specially sensitive or impressionable

- They give evasive answers or show apprehension
- They avoid eye contact in matters that are not related to cultural issues.

Health indicators

- Bruises, broken bones or other signs of health issues that have not been treated. .
- Visible signs of cuts, bruises or burns.
- Bad health conditions, in general.

Psychological indicators

- Post - traumatic stress disorder or psychological alterations (trauma, depression, anxiety)
- Frequent symptoms: headaches, sleep alterations, somatization disorders, anxious or uneasy appearance, low self-esteem and tiredness.

Apart from these indicators, there are some specific signs depending on the type of exploitation that children and young people may be suffering that could help professionals to identify possible victims.

5. INTERVIEWING VICTIMS OF HUMAN TRAFFICKING AS A FORMAL IDENTIFICATION PROCESS

Any representative of the institution or organization involved in identifying victims of human trafficking during an interview shall observe the following **general recommendations**:

1. Do no harm.

- Approach each victim of trafficking or situation as if there is serious risk of harm this person. Do not interview the victim if this will worsen his/her condition on short or long term.

2. Know your subject and assess the risks.

- Document yourself on the risks associated with trafficking and be aware of each person's case prior to the interview.

3. Prepare the information necessary to the referral of the victim.

- Don't make promises you cannot keep. Be prepared to provide information - in the mother tongue of the victim or in the language used in that area - on legal services, health, housing, social assistance and protection measures and help with referrals to them, if this is requested .

4. Select and prepares properly the interpreters and collaborators. Weigh the risks and benefits associated with using the services of employed interpreters, collaborators or others and implement appropriate training methods of conducting the interview.

5. Ensure anonymity and confidentiality.

- During the interview, protect the interviewee's identity and confidentiality - from the moment s/he is identified / contacted until the details of the case are made public.

6. Obtain the consent in full knowledge of the fact.

- Check that each interviewee clearly understands the content and the purpose of the interview, the purpose or destination of the information provided, the right not to answer questions, the right to terminate the interview at any time and the right to impose restrictions on how to use the information.

7. Listen and respect each person's opinion on his/her situation and on the security related risks.

- Accept the fact that each person has different concerns and the way they are perceived may differ from the way another person would evaluate and consider them.

8. Do not traumatize / victimize again the victim.

- Do not ask questions intended to cause emotional discomfort. Be prepared to respond appropriately to the suffering of a person and to notice his/her strengths.
- 9. Be prepared to intervene in an emergency situation.**
- Be prepared to respond if the person says s/he is in imminent danger.
- 10. Use appropriately the collected information.**
- Use the information provided in the benefit of a person or in such a manner to improve the policies and measures for victims of trafficking in general.

Special Considerations for interviewing children victims of human trafficking

- Only staff trained in the special needs and rights of children should question child victims. Wherever possible, child victims should be questioned by staff of the same sex.
- Find out as much as possible about the child's case prior to the interview and make clear and friendly introductions (talking about something the child is familiar with helps to establish a rapport).
- Create a space that is safe and comfortable for conversation (include toys, books, games, etc., to help build a rapport).
- Establish a rapport by talking about, or doing things that are not related to the trafficking experience (e.g., discuss things the child is familiar with, play games).
- Dedicate adequate time for discussions and do not rush.
- Keep the atmosphere simple and informal (e.g., do not assume an air of interrogation or press for responses).
- Use appropriate and child-friendly language (pick up terms the child uses).
- Explain things in a manner the child can easily comprehend (use visual aids wherever possible).
- Questions should be adapted in order to take into consideration the age and mental capacity of the child.
- Begin with open-ended questions, allowing the child to give her/his own account. Avoid leading questions, e.g., "Did the person abuse you?" and use more open questions, such as, "What did the person do?"
- Do not pursue and press for details when there are signs that the child has told all s/he knows. However, also bear in mind that children will leave information out if the right question is not asked, and will give the answer they believe the interviewer wants to hear.
- Interviews of minors should take place in the presence of a parent. In cases where this is not possible, due to a parent not being present or in case there is suspected or known family involvement in the trafficking, in the presence of a trained guardian, psychologist or social worker.
- Close the interview in ways that reassures the child that s/he has done well, and that you will be available whenever s/he needs to talk again.

CHAPTER III

LEGAL, PSYCHOLOGICAL AND SOCIAL CONSEQUENCES OF HUMAN TRAFFICKING ON CHILDREN AND YOUTH VICTIMS OF HUMAN TRAFFICKING

1. LEGAL

Victims of human trafficking may face legal consequences. Sometimes when victims come to the attention of local authorities (who not always show a victim centered approach) they are detained or returned to their countries of origin where they may face economic hardship as well as social stigmatization. Victims may also fear the retaliation by the traffickers either against them or their families; traffickers will frequently use threats and commit physical abuses to control the victims. As result many victims fear going to authorities to report the abuses. This situation not only represents a serious danger for victims but also impedes the ability of law enforcement to address the problem.

The situation of children who commit criminal offences while they are in what has been called 'the trafficked situation' is extremely difficult. They include children who participate in drug production, running or selling; pick-pocketing and illegal hawking or begging; illegal prostitution; and other criminal acts such as burglary or mugging. It is also the case, of course, that when children are moved illegally across borders, then migration laws have been broken.

There is an international agreement, however, that the children who have been trafficked should be treated as trafficking victims in law and not be prosecuted. It is vital that the status of the child as a victim of trafficking is taken into account in these situations and the exact nature of the crime examined.

Both EU and local governments have recognized the need to grant victims special protection measures because of their essential role in the investigation and prosecution of trafficking cases. International documents on trafficking have called on states to take steps to protect victims from legal consequences of trafficking. The *UN Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children*, includes provisions to protect victims from legal consequences. Victims who return to their home countries should only be repatriated "with due regard for the safety of that person and for the status of any legal proceedings related to the fact that the person is a victim of trafficking". In addition states should consider permitting victims to remain in the destination country either temporary or permanently. Victims should not be re-victimized, further stigmatized, criminalized, prosecuted or held in detention centers for offences that may have been committed by the victim as part of the trafficking purposes.

In order to combat human trafficking, victims must cooperate as witness in the criminal process and investigators need to be well prepared to conduct proper risk assessments to protect the victims at each stage of the investigation and judicial process (as protecting their privacy and identity).

The victim's interests may be at odds with the interest of law enforcement officials, so victims must be allowed to make personal decisions about their own safety. The ones who do not want to cooperate with the authorities may be ineligible for protection and services in some countries. For example in Romania if a victim refuses the cooperation with the authorities during legal proceedings she will not benefit from assistance from the state institutions, instead the victim will be able to receive support from the NGOs.

2. PSYCHOLOGICAL AND SOCIAL

Child trafficking has a significant negative impact, first and foremost on the trafficked children and their families, but also on their communities and on the nation as a whole.

Trafficking has devastating consequences for those who fall victim to it, but it is especially damaging for children because its impact will last into the child's future.

The social impacts of child trafficking are similarly wide-ranging and long-lasting. The impact on the family of losing a child to traffickers can be long-term, especially if the family was enthusiastic about the child's leaving to find work. Conversely, if the child does send some money home or even returns to the community, this might be an incentive to other families to send their children into a trafficking situation so that a whole community can be 'corrupted' by trafficking.

There is also a severe impact on the community, as well as on the child and her/his family, when the trafficked child's education is cut short. This has both a social and an economic impact. The child's future is less assured because s/he will not have the skills required to earn a living or progress in life.

The psychological impact

The trauma associated with trafficking and its psychological consequences can be devastating and, if left unaddressed, can undermine victims' recovery and potentially contribute to vulnerability to re-victimization.

When it comes to human trafficking, we are talking about complex trauma, which may be discussed from two important perspectives. Firstly, it is rarely to find cases of trafficking victims who had not had severe traumas in childhood or earlier period of adulthood (e.g. victims of sexual violence and incest, victims of domestic violence etc.). In cases when they had had early trauma, the trafficking experience represents a trauma which cumulatively builds on the trauma which the person had endured in earlier life phases, most often in childhood. Therefore, we are talking about complex trauma when the person had had severe traumatic experiences that were not psychologically processed before she became a trafficking victim. The other view of complex trauma relates to the fact that human trafficking experiences are especially dramatic human experiences. In that case the concept of trauma and its psychological consequences, the way trauma is defined in psychology, cannot fully encompass and describe such experience and psychological effects it leaves. Consequently, we are talking about complex trauma when the traumatic experiences built on one another and/or when traumatic events were particularly dramatic and unexpected, so much so that they can be equated with torture.

The list of psychological problems faced by human trafficking victims is very long and psychotherapists and research studies attest to the fact that the following problems and challenges occur as a reaction to the experiences and situations the victims had been exposed to:

- posttraumatic stress disorder (PTSD)
- complex PTSD or Disorder of Extreme Stress not Otherwise Specified
- depression
- absence of emotional reactions
- anxiety disorder
- self-blame
- helplessness and meaninglessness
- nightmares

- anger and rage control problem
- suicidal ideas and attempts
- paranoia
- Stockholm syndrome
- fatalism and temper tantrums
- psychoactive substance abuse problems, alcohol abuse
- problems in everyday grooming
- sleeping problems
- dissociative disorders
- general and specific fears such as fear of separation, fear of darkness
- regression to a previous development phase, especially younger than 7, such as enuresis
- behavioral problems such as aggression and disobedience
- re-experiencing in daily activities, play or nightmares
- psychosomatic problems such as stomachache and headache
- problems in social interaction.

Traffickers use psychological manipulations and coercive methods to maintain control over their victims and to make their escape virtually impossible by destroying their physical and psychological defenses. Reported methods include physical, sexual, and psychological violence; isolation; deployment in areas unknown to them; dependence on alcohol or drugs; controlled access to food and water; and monitoring through the use of weapons, cameras, and dogs. It is the extent and persistence of the psychological and physical abuse and the coercive, deceitful, and exploitative relationship with the traffickers that distinguish trafficking from other maltreatment.

Although rigorous academic research on the impact of trafficking on children is lacking, numerous accounts suggest that the emotional and physical trauma and unrelenting abuse and fear present a grave risk to physical, psychological, spiritual, and social–emotional development.

Children/youth who have been exposed to complex trauma, such as prolonged physical abuse, sexual abuse, emotional abuse and neglect, violence, and torture, are at increased risk for a number of symptoms and behavioral characteristics, including attachment, biological integrity, emotional regulation, dissociative adaptations, behavior, cognitive functioning, and self-concept.

Educational Deprivation Children/youth who are trafficked are robbed of the few educational opportunities available to them and, thus, a chance to improve their future economic situation. Related research has identified adverse outcomes of educational deprivation among victims of neglect (psychological and emotional) and abuse (physical and sexual). Outcomes include developmental delays, language and cognitive difficulties, deficits in verbal and memory skills, poorer academic performance, and grade retention.

Emotional Well-Being The experiences associated with trafficking can lead to lasting psychological challenges. Children/youth experience physical and emotional trauma associated with removal from their families, homes, and communities; their subsequent encounters involve substantial harm through physical, emotional, and sexual abuse. Although empirical studies have not assessed the psychological impact of child trafficking, case studies have reported adverse emotional effects among trafficked children, including depression, hopelessness, guilt, shame,

flashbacks, nightmare, loss of confidence, lower self-esteem, and anxiety. The negative messages they routinely receive can influence their sense of worth, leading to feelings of self-blame. Empirical research on child maltreatment has identified numerous adverse consequences for victims. Psychological abuse associated with ongoing threats, isolation, and witnessing the abuse of others negatively affects self-concept, personal goals, and relationships with others, and seriously jeopardizes emotional well-being. Emotional and physical neglect are associated with social and emotional withdrawal, behavioral problems and lower self-esteem, confidence, and assertiveness. Children who experience physical and sexual abuse are more likely to experience adverse emotional outcomes, including anxiety and depression, lower self-esteem, social isolation, symptoms of posttraumatic stress disorder (PTSD), substance abuse, and suicide. Sexually abused children can suffer severe psychological ramifications, such as PTSD and depression. Finally, multiple experiences of victimization during childhood increase risk for mental illness and psychiatric difficulties in adults who were victimized as children.

Behavioral Outcomes Adverse behavioral outcomes, including attachment difficulties, mistrust of adults, antisocial behaviors, and difficulties relating to others, have been reported among children who were trafficked. Although empirical studies have not been conducted, several reports suggest that commercial sexual exploitation is a risk factor for sexualized behavior, and that some adolescents may turn to prostitution or other sexual activity because they feel worthless, that their lives have been spoiled, and that they have nothing left to lose. Some younger children resort to self-harm to regain a sense of control through pain, whereas older children detach themselves from the harsh realities they have endured by abusing alcohol or drugs. Research has linked hostile and aggressive behavior in children who were physically abused to the aggressive manner in which they are treated. Children who were physically or sexually abused experience suicidal behaviors, emotional problems, and difficulties relating to their peers. They are also at greater risk for substance abuse. Adults who were neglected as children are at increased risk for violence, antisocial behavior, and related problems.

A variety of psychological symptoms can surface over a period of time even after victims escape or are rescued from the trafficking environment. Thus, it is critically important to incorporate psychological support and treatment within victims' services and protocols.

Human trafficking evidences how there are still violations of human rights that are forms of slavery. This problem mainly affects women, girls, boys and adolescents. There are many effects resulting from having been a victim of human trafficking, some of which arise while being exploited and some of them afterwards. The impact of having been daily exposed to physical and psychological coercion, abuse and violence is always higher on children and young people, as they have been exposed to their human rights violation at an earlier age. Immaturity, vulnerability, the lack of mechanisms to face those situations, dependency, the development stages and difficulty in their abilities can be directly related to the way children and young people experience or feel fear.

The seriousness of consequences will depend on many factors, such as time being exploited, age of the victim, personal characteristics, experiences, destination country, immigration status, etc. However, there are consequences that often appear in most victims, having a meaningful impact in their lives. Thus, we can distinguish between the following types of impact:

- Emotional impact: shame and guilt feelings together with low self-esteem. Frequently, victims are stigmatized by society.
- Physical impact: work related accidents and illnesses or lack of medical assistance.
- Psychosocial impact: Psychic development can be compromised. Victims suffer destructive effects in their development that may result in social coexistence alterations and significant worsening of their learning capacity, depression, suicidal thoughts, sleep alterations and nightmares, anxiety, dissociation, etc.
- Behavioral impact: Distrust, antisocial behavior, addictions, aggressive behavior, instrumental relationships, eating disorders, dependency relationships, etc.

There are specific consequences depending on the exploitation purposes:

Specific consequences on victims of sexual exploitation:

- Physical consequences: headaches, backaches, abdominal pains, stomachaches, fatigue and dizziness.
- Sexual and reproductive health: Sexually transmitted infections, HIV/AIDS, unwanted pregnancies or induced pregnancy terminations.
- Sexual abuse or rape.

Specific consequences on victims of labor exploitation:

- Injures or wounds related to work accidents or illnesses: scars, chronic health conditions, back problems, hearing loss, vision problems, breathing problems, etc.

Specific consequences on girls, boys and adolescents.

- Emotional problems: depression, low self- esteem, isolation, excessive fantasies, regressive behaviors, lack of emotional control, repeated phobias ...
- Behavioral problems: Aggressions, runs off, criminal behavior, substance misuse, self-mutilation, self-harm, suicide attempts.
- School absenteeism, language development alterations, attention difficulties, school failure or hyperactivity.

Nevertheless, considering the difficulties to identify victims of human trafficking (and to recognize their legal status as victims), it happens very often that if contacts are established with available services and resources, they are punctual and to solve a particular problem. Therefore, victims do not receive comprehensive assistance that would allow their recovery or, if that is the case, to escape from the exploitation they are in. It is especially important to provide appropriate assistance and protection when victims are children or young people, as they are particularly vulnerable to become victims of human trafficking again in their adult life.

Moreover, and taking into account that, in several occasions, victims may not be aware or do not acknowledge their condition of victims, they are often subjected to arrests, imprisonment or deportation. This “criminalization” of victims generates new difficulties and consequences, increasing their level of mistrust towards people, institutions and services. All of that jeopardizes the establishment of positive bonds between professionals from specialized services and victims, who are likely to go through long processes of recovery.

CHAPTER IV

SPECIFIC CHILD-FIRENDLY METHODS FOR COUNSELLING AND ASSISTANCE OF CHILDREN AND YOUTH VICTIMS

1. Psychological counselling/ psychotherapy for child and youth victims.

Processing the psychological consequences of human trafficking requires long-term, comprehensive therapy. Mental health therapy is typically based on one or more theories of psychological treatment, the most prominent being behavioural, cognitive, and psychodynamic. Behavioural therapy focuses on increasing desired behaviours and decreasing problem behaviours through environmental manipulation. Cognitive therapy works to change behaviours and feelings by altering how patients comprehend and understand significant life experiences. Psychodynamic therapy explains behaviour and personality as being motivated by inner forces, including past experiences, inherited instincts, and biological drives, and targets patients' unconscious.

Children are highly susceptible to long-term psychological damage from trafficking. The impact of violence on children can be very different from that on adults because children's brains and cognitive processes have not yet matured. How a child copes with a stressful or traumatic experience depends on the developmental stage of the child and the level of resilience he or she possesses. Physical and psychological violence potentially can cast a long shadow on the way children develop. For this reason, when dealing with trafficked children, it is important to be aware of the unique impact that the stressor or trauma may have at their different cognitive, emotional and relational developmental stages in order to address the wide spectrum of children's needs.

While children might initially respond to trauma through a "fight or flight" response, long-term trauma without relief can result in children responding through immobilization followed by dissociation. Some evidence suggests that girls are at higher risk for re-victimization than boys, while boys are more likely to develop aggressive behavior as a result of their victimization. This evidence suggests the need for distinct, targeted treatment for boys and girls.

Children/youth who have been trafficked should benefit from specific therapeutic treatments delivered individually, in a group or with the family. The nature of provision may include counseling, play therapy, narrative therapy, art therapy, music therapy, nature therapy, cognitive behavioral therapy, eye movement desensitisation and reprocessing (EMDR), psychotherapy, anger management or conflict resolution work.

It is also equally important to focus on the child's resilience, strengths and skills and develop opportunities to build on these foundations and acknowledge these positive aspects.

Therapeutic interventions need to be grounded in safe and trusted relationships and must be based on the child's developmental age, be culturally relevant, flexible, appropriate and carried out by a trained professional.

Services should be implemented with adherence to evidence-based methodology, otherwise, treatment can be ineffective and in some cases can even cause harm. Evidence-based mental health

treatment is guided by the idea that scientific evidence should be assessed when determining and implementing treatment options for patients. It stresses the importance of grounding practice decisions in empirical evidence that supports specific treatment options for particular types of clients.

Due to the fairly new development of anti-human trafficking activities and initiatives and the recent recognition of the phenomenon of human trafficking in the field of mental health, there is little evidence-based research on the treatment of victims of human trafficking.

However, as noted in some reports on human trafficking, it appears the health needs of this population are similar to those of other marginalized groups such as migrant laborers, victims of sexual abuse or domestic violence, and victims of torture. Therefore, pending sufficient evidence-based research on the direct treatment of human trafficking victims and the treatment of mental health disorders experienced by these individuals, research conducted with similar populations can be examined to provide a foundation for the treatment of this population.

Evidence-Based Treatment for Symptoms and Diseases Associated with Human Trafficking

Cognitive Therapy

Aims to challenge dysfunctional thoughts based on irrational or illogical assumptions.

Cognitive-Behavioral Therapy

Combines cognitive therapy with behavioral interventions such as exposure therapy, thought stopping, or breathing techniques.

Exposure Therapy

Aims to reduce anxiety and fear through confrontation of thoughts (imaginal exposure) or actual situations (in vivo exposure) related to the trauma.

Trauma-Focused Cognitive Behavioral Therapy

Integrates elements of cognitive behavioral, humanistic, attachment, family and empowerment therapies into a treatment designed to address the unique needs of children with PTSD and other problems related to traumatic life experiences.

Eye Movement Desensitization and Reprocessing

Combines general clinical practice with brief imagery exposure and cognitive restructuring (rapid eye movement is induced during the imagery exposure and cognitive restructuring phases).

Stress Inoculation Training

Combines psycho-education with anxiety management techniques such as relaxation training, breathing retraining, and thought stopping.

Unfortunately, information is lacking about effective methods to treat youth because the identification of PTSD in children has only been recognized more recently compared with adults. The Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) program is one that has been shown to positively impact children who have experienced negative traumatic life events. The TF-CBT treatment intervention is designed to support children/youth and their parents in overcoming the negative effects of physical and/or sexual abuse. It targets serious emotional problems, including PTSD, stress, anxiety, fear, and depression, by teaching children new skills to process thoughts and emotions that result from the traumatic events. TF-CBT integrates cognitive and

behavioral interventions with traditional child-abuse therapies. Its focus is to help children talk directly about their traumatic experiences in a supportive environment.

Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) is a psychotherapeutic model that integrates elements of cognitive behavioral, humanistic, attachment, family and empowerment therapies into a treatment designed to address the unique needs of children with PTSD and other problems related to traumatic life experiences. TF-CBT is a structured intervention where the child learns new better ways to handle negative feelings and problem behaviors as well as more helpful ways to think about what happened. The therapy has a trauma focus so that the child learns to talk about what happened and becomes able to share her/his experiences. There is often resistance in the beginning because the child may have strong feelings when they remember or think about the trauma. It is understandable that the child may want to avoid remembering or worry that having to remember will make things worse. But remembering the experience in a safe environment is the best way to reduce the negative feelings. When the feelings became less strong and more manageable it makes it possible to put the trauma into perspective and make it a part of the past. This treatment includes individual components for children/youth and for their parents or primary caregivers when they are available and willing to participate.

The TF-CBT components that are specific to working with children/youth include:

- **Psychoeducation.** This component helps children/youth learn about traumatic stress, typical reactions to traumatic events, why they happen and what is involve in the therapy. An important piece of information shared is that most children will recover especially if they have effective treatment.
- **Relaxation.** This component helps children/youth learn how to physically relax their body in ways that can help them when they are anxious and/or afraid.
- **Affective regulation.** This component helps children/youth identify typical trauma-related emotions such as fear or anxiety, sadness or grief, anger and shame, and learn specific skills to handle these negative emotions in constructive ways.
- **Correcting unhelpful thoughts or cognitive processing.** This component helps children/youth identify unhelpful trauma-related thoughts/beliefs such as: “this is all my fault”, “I am not worth anything”. They learn more accurate and helpful ways to think about what happened.
- **Narrative trauma.** Through this component, the therapist help children/youth talk about what happened in a slow, safe way. This allows the children to stop avoiding the trauma and learn how to handle trauma reminders.
- **Safety/social skills.** Through this component, the therapist help the youth learn new ways to feel safe and develop safety plans if needed. Trauma often also affects a child’s ability to navigate social relationships, so skills may be taught to help with this.

When working with caregivers, an additional component is added that focuses on positive parenting. The therapist help the parent/caregiver learn how to handle the child/youth’s difficult to manage behaviors and behaviors that interfere with family relationships. Many children complete TF-CBT in 12-15 sessions, though some need fewer sessions and others need more. TF-CBT is flexible and individualized to the needs of each child/youth.

Techniques and tools used in psychotherapy/counseling for child/youth victims:

Above all it is essential that the therapist/counselor creates an atmosphere and relationship of respect, confidentiality and safety. The counselor should treat the child/adolescent with understanding and dignity and should convey sincere concern and care. Do not rush the counseling process. Each aspect of recovery (as described below) needs attention for one or more sessions. Furthermore the therapist/counselor should largely follow a similar process as with any client (e.g. introduction, identifying the problems, goals setting, implement changes, evaluation). In trauma recovery the first focus should always be restoring the direct safety of the client.

Psychoeducation. The therapist/counselor should provide information about what trauma is and its possible reactions or generally how people react to high levels of stress. Giving such information is likely to reduce the child's feeling that s/he is strange, different or overreacting, which in itself is a stressor. It *normalizes* the responses. Giving information, which should be adapted to the need and level of each child/young person, can be through reading a text to the child/ young person or explaining how the human body functions (e.g. related to stress). Giving information can be followed by exploring whether s/he recognizes such reactions/information and by encouraging her/him to express similarities and differences.

When the cause of the child's problems is due to unawareness or lack of knowledge about certain information, providing that information might reduce the problem. Giving information might be very effective to change destructive and false beliefs that a child has (e.g. headaches as a sign for being possessed by bad spirits, being 'bad' because of having been sexually abused). Giving information might reduce stress if the child, as a result of ignorance, makes wild fantasies about what is going to happen to her/him. The provision of relevant information makes the child more prepared for the situation, which in turn increases the capacity to cope. Giving information however is *not* convincing, advising or imposing, rather the counselor always respects the child's perspective but provides additional objective information from another perspective (appropriate to the context of the child). Additionally, providing information might improve the counselor/survivor relationship and trust. Similarly, it might, to some degree, meet the direct expectation of the child who is unaware of the non-directive nature of psychological counseling.

Technique/tool:

You have told me that you are not feeling well and that you have gone through a terrible experience. What you have gone through is so awful that most people have similar complaints afterwards. You might have been sexually abused, tortured, subjected to war related crimes; these are situations of extreme stress. You might be relieved that you have survived or escaped and that you are safe now, but you might at the same time feel fear, anger, grief and sadness.

After some time memories of the dreadful events might come back to you, maybe through nightmares or maybe you are reminded by something you see or do. In your thoughts you might go over and over the details of the experience, even though you do not want to be reminded of the event, reliving humiliation or abuse. This might make you, once again, feel afraid, angry or unhappy.

You might even notice that you are doing things or not doing things that you did not or did do before the incident, giving you the feeling that you have changed. Maybe you think that others can see or know what has happened to you and might not like or accept you anymore.

If you have been sexually abused, you must remember that what has happened is never your fault; you have no responsibility for what happened. You have been the victim of abusive people and systems.

It is important to realize that many people have similar reactions after such intense experience; it is normal to experience these feelings, nightmares, memories and to cry or be irritable. These reactions are extremely unpleasant, however you can find support and comfort from for example counseling, sharing with fellow survivors, ceremonies or rituals of your particular belief/religion. As a result of this many people have reduced the impact of the incident over time.

In the future you might face many difficult memories and hurtful feelings but you will also be able to enjoy life again and start feeling better.

Relaxation.

A trauma event and its reactions are highly stressful for everybody. One way of reducing or coping with such stress is relaxation. The therapist/counselor can therefore teach relaxation techniques to deal with current stresses in the child's life (e.g. s/he can conduct a preferred relaxation exercise when feeling stress, anxiety, fear in her/his daily life). Also, relaxation can be used in response to tensions that arise within a therapy/counseling session (e.g. after or during the retelling of the trauma event(s)). Finally, at the end of the session it is advisable to conduct relaxation so that the child does not leave the session feeling tense.

Exercises/tools:

- **Progressive relaxation**

Read the following instructions calmly and with a soft voice.

1. (If the child is sitting on a chair) put your feet on the ground.
2. Close your eyes.
3. Take a deep breathe, breath out, noticing your breathing.
4. Relax. Deeply relax.
5. Imagine a hallway with a door at the end. Walk to the door.
6. Open the door and walk down five steps. There is another door.
7. You are the only person with a key for this door.
8. Image. Unlock the door. You will find the most beautiful calm comfortable safe place you can imagine. It may be nature, it may be fantasy, it may be a place where you have been before.
9. Nobody can go there except you. (*Wait 30 seconds*)
10. Raise a finger if you can find that place. (*Wait 30 seconds*)
11. Can you find the place? If you cannot, we will stop and continue to talk.
12. Ok, you have found a nice place.

Pay attention to:

- a. Colors, shapes, images.
- b. Sounds, such as wind, birds, water.

c. Physical sensations such as touch, earth, texture.

13. Emotions and sensations. What emotion do you feel right now? Notice and feel it.
14. Right now, what do you feel in your body? Allow yourself to enjoy that sensation.
15. Cue word. Think of one word that fits the picture (e.g., “relax”, “trees”, “lake”).
16. Say this word to yourself while you notice the sensation. (*If response is positive, repeat above two steps 4 times.*)
17. Blank it all out. Now say the cue word to yourself and try to experience the positive emotional and physical feelings. Are you able to find it? Are you able to relax? You can do this at times of stress.
18. Cuing with disturbance. Ok, I’d like to ask you to bring up a minor annoyance. Notice the accompanying negative feelings. Now think of your safe place. Notice the colours, sounds, smells, touch. What emotion do you feel now? (*Continue until negative feelings disappear*)
19. Self-cuing with disturbance. Ok, bring up the disturbing thought once again. Now try to use the image or word of your safe place, doing the exercise on your own, to make yourself relax. Remember this safe place is always available to you. You can go there when you are upset alone. Also during sessions, when you want to go there, I can help you go there.

The therapist/counselor may tell the child to practice this exercise every day by calling up the positive feelings and associated word and image.

- ***Breathing exercise***

This exercise, when done correctly, is effective and can be practised almost everywhere.

Take a deep breath (you should hear yourself inhale), follow the air going in.

Hold it for a few seconds

Exhale hard (you should hear yourself exhale, with sound - a ‘noisy sigh’), follow the air going out.

Repeat the sequence six times. Do not be afraid of excessive breathing (hyperventilation), because it is unlikely to occur. However should you feel tingling in your fingers that is a sign that you are in a stage of hyperventilation, then this exercise should be avoided.

- ***Guided Imagery***

The following images can help you relax. You can use this example or create your own pleasant and beautiful place. Breathe easily and close your eyes. Let thought come and go. (The therapist/counselor reads the following text calmly and with a soft voice.)

“Imagine that you are lying down in the most comfortable field in the world. The sun is shining, it is nice and warm and there is a marvelous breeze blowing. The grass is very soft and you can even smell it as well as the flowers. In the distance you can hear some birds. Imagine their song. Close by are some colored flowers. Now a butterfly is coming close to you and is landing on your hand. You can brush it off if you want. As you add to the imagination, tell yourself that you are going into a deeper and more pleasant state of relaxation. Now imagine that all the tension and anxiety remaining in your body is traveling into your abdomen. There is none left except in your stomach. Now as you begin to count from one to three, it will begin to leave your body, you will get into a deeper and more pleasant state of relaxation. The cloud is now caught by the wind, and as it travels towards the horizon you will feel even more relaxed.”

- **Progressive Muscle Relaxation**

The entire procedure generally takes about 15 minutes. This exercise involves growing familiar with the tightening and relaxation of muscles. It might be good to start with a breathing exercise. Introduce the exercise by asking the person to lie on the floor and read the instructions slowly with a soft voice, leaving time for the activities.

“Feel how you touch the floor and how heavy you are. Press your left foot against the floor, feeling your muscles get hard. Now release the pressure and sigh. Feel your left leg become soft and relaxed. Feel the difference between your left and right leg. [Repeat for right leg.]

Now press your left hand against the floor, feel the muscles in your arm get stiff. Release the pressure and sigh. Feel your left arm get soft and relaxed. [Repeat for right arm.] Now press your shoulders forcefully against the floor. Feel your shoulders become hard and stiff. Release the pressure of your shoulders and sigh. Feel how warm your shoulders are. Now lift your head up. Feel the muscles you need for this. Lower your head to the ground and sigh. Put your hands on your stomach and feel how relaxed it is. Put your hands at your sides, feel your whole body, feel the relaxation, take a few deep breaths and open your eyes slowly.”

Narrative trauma.

Retelling or Reconstructing the Story can have an important function in the recovery process from psychosocial trauma, for the following reasons:

- The effect of retelling is based on the idea that avoidance increases re-experiencing (which is almost always an undesirable trauma reaction). So decreasing avoidance, by retelling the story, is likely to also decrease re-experiencing.

- By retelling, the child/youth reconstructs what has happened to her/him. S/he becomes capable of handling the situation (imaginary) and becomes more and more ‘prepared’ for the intensely unpleasant memories, which in turn reduces the fear of those memories.

The therapist/counselor’s role is to respect the child’s pace of retelling and provide support. Support can be given by emphasizing present safety, not unnecessarily interfering when the child is talking (e.g. letting go as opposed to asking too many questions), giving empathy. If the empathy. If the child noticeably feels relief by telling what happened, the counselor can consider further exploring the event, for example by asking what the child did, thought, felt at different stages or incidents (possibly moving from the least distressing memories to the most distressing ones). The therapist/counselor should be aware of the risk of re-victimizing the child, if s/he not guided properly. It is advisable to combine this with relaxation techniques. If the child feels the need, the counselor might go back to the trauma event(s) in later sessions.

Process of Retelling/Tools:

When the child or young person initiates or expresses a need to retell the trauma event(s), the therapist/counselor needs to support this. When guided well it can be an important aspect of the recovery process.

1.Support	- Provide empathy - Provide safety
2. Follow child's pace	- Do not rush - Do not push - Do not interfere (unnecessarily) - Check feelings, whether to continue or not.
3. Explore in more detail	- When child wants to - When child initiates - When child clearly shows relief
4.Simultaneous relaxation	- Deep breathing - Imaginary relaxation

Creating support group. Working with groups.

As in individual counseling, working with groups is mostly directed to the expression of feelings and thoughts. Whether it concerns a solvable problem, preparing for potential problems in the future, or reactions to unpleasant experiences, the expression of the disturbing thoughts and feelings are the basic component within the group setting. On the basis of such expressions, discussions, exchanges and interactions are continued, hopefully resulting in the desired outcomes. Working with groups can be very useful for victims of abuse and trauma survivors. And especially for youth, for whom peer groups are very important, it is an effective intervention. It can facilitate daily aspects of life in the group as well as commonly shared difficulties and problems. The group functions simultaneously as a mechanism for support and feedback.

Especially for groups who have a similar problem in common, the mere fact of being together with others who have gone through the same may give emotional support (e.g. 'I am not the only one who feels so sad'). It may result in a feeling of being understood, something that people who have not gone through similar experiences are maybe not able to provide.

Techniques/tools (working with a support group):

- Beginning
 - Introduction of group members
 - Setting the atmosphere
 - Defining the common rules for the group process
 - Explaining the purpose of the group intervention
 - Exploration
 - Exploring the common problems or issues
 - Exploring the group member's expectations
 - Goals
 - Setting the goals for the group process
 - Structuring the themes and topics
 - Working together (through exploration of a theme)
 - Sharing, discussing, confronting
 - Exploring alternatives

- Solution-oriented action

- Termination

Generalizing the learning outside the group

It is widely recognized, in literature as well as in practice, that people who have experienced life-threatening or otherwise traumatic experiences have an increased risk of suffering from psychological distress. People who have been trafficked for sexual exploitation have often been traumatized by a number of terrible events. The vulnerability is heightened when the victims of trafficking and sexual exploitation are young people or children, posing an extraordinary challenge to help them in their healing process. To assist them in dealing with the psychological consequences, individuals working with them need to be trained to provide such assistance.

Therefore professionals need to master the skills of active listening, to perform their job responsibly, give adequate information and not promise the impossible, not judge and not stigmatize. When professionals behave in such a manner, they provide a safe space in which the victim recovers and gathers strength to reintegrate into society, but also to process the emotions and thoughts related to events she/he has survived.

Specific child friendly interventions/therapies used in the recovery of child and youth victims of trafficking.

Additionally to the Evidence-based Treatment (for symptoms and diseases associated with human trafficking) and also other psychotherapeutic approaches, including psychodynamic, humanistic, cognitive, developmental, systems, narrative, solution-focused, etc, therapists can integrate, in the trauma intervention plan, therapies that focuses on self-expression such as: Creative Art Therapy and Expressive Art Therapy, Play Therapy, Horticultural Therapy, Recreational therapy, and others. In addition to the disciplines and approaches mentioned above, many therapists integrate activities that enhance relaxation as part of trauma intervention. Relaxation techniques often include components such as meditation, yoga, guided imagery or visualization and other methods of stress reduction used with child/youths who have experienced trauma or loss.

Creative Art Therapy and Expressive Art Therapy

The creative and expressive arts therapies include art, dance/movement, drama, music, poetry / bibliotherapy and psychodrama. They share a commitment to the value and use of creative arts processes to enhance, improve and change physical, emotional, cognitive and social functioning. This types of therapies have been long used with children and teens (who often are accustomed to using the arts, or who have less sophisticate verbal skills) as a way to access nonverbal material or content that is unavailable to words. Hence, the creative and expressive arts therapies are especially well suited to work with children and youth who have experienced trauma.

Use of the creative and expressive arts multiplies the avenues by which a child/youth in therapy may seek meaning, clarity, and healing. It deepens and transcends traditional talk therapy by acknowledging that each person's process is unique.

The accessibility of creative and expressive arts therapy is due to the focus being not on artistic outcomes but rather on the process of creating. A person who utilizes expressive arts therapy is not required to have any artistic ability. Rather, it is through the use of the individual's senses that the imagination can process, flourish, and support healing.

Art therapy uses the creative process of art making to improve and enhance the physical, mental and emotional well-being of individuals of all ages. It is based on the belief that the creative process involved in artistic self-expression helps people to resolve conflicts and problems, cope with symptoms, stress and traumatic experiences, develop interpersonal skills, manage behaviour, reduce stress, increase self-esteem and self-awareness, and achieve insight. Art therapy integrates the fields of human development, visual art (drawing, painting, sculpture, and other art forms), and the creative process with models of counselling and psychotherapy.

Music therapy is the prescribed use of music to effect positive changes in the psychological, physical, cognitive, or social functioning of individuals with health or educational problems.

Drama therapy is the systematic and intentional use of drama/theatre processes, products, and associations to achieve the therapeutic goals of symptom relief, emotional and physical integration, and personal growth. It is an active approach that helps the client tell his or her story to solve a problem, achieve catharsis, extend the depth and breadth of his or her inner experience, understand the meaning of images, and strengthen his or her ability to observe personal roles while increasing flexibility between roles.

Dance/movement therapy is based on the assumption that body and mind are interrelated and is defined as the psychotherapeutic use of movement as a process that furthers the emotional, cognitive, and physical integration of the individual. Dance/movement therapy effects changes in feelings, cognition, physical functioning, and behaviour.

Poetry therapy and bibliotherapy are terms used synonymously to describe the intentional use of poetry and other forms of literature for healing and personal growth.

Integrative approaches involve two or more expressive therapies to foster awareness, encourage emotional growth, and enhance relationships with others. This approach distinguishes itself through combining modalities within a therapy session. Integrative approaches are based on a variety of orientations, including arts as therapy, arts psychotherapy, and the use of arts for traditional healing.

Puppet Play Therapy

Play as a therapeutic tool can be beneficial for many specialized populations, specifically traumatized children. The necessity of a play-based therapy to aid traumatized children in the processing and understanding of the event(s) is essential to healthy coping, overcoming the trauma, and continuing forward as psychologically healthy children.

When a child plays, it is a natural, non-threatening, and straightforward activity for the child to express emotions, concerns, and innermost thoughts of which he or she may not even be conscious or able to verbalize due to the child's developmental stage.

According to Piaget (1962), a child under the age of 10 likely does not have the abstract reasoning and language skills to accurately express his or her thoughts or feelings verbally. A mental health practitioner is able to access play therapy as a tool to obtain information from a child that may not be developmentally available or, due to a trauma, repressed.

Play therapy through puppet play is effective when working with traumatized children age 3 to 12 years of age.

Puppet therapy is a useful and helpful technique used by therapists to help kids in communicating thoughts and expressing emotions. This technique has a very important role in cognitive behavioral play therapy. As communication tools, these puppets can be used by kids when acting out certain scenarios, conversations, or events that can help the experts understand what the children are going through. This technique is effective in many cases because many kids are more comfortable in expressing their emotions when they use a play thing or toy such as a puppet, than when communicating directly to an adult. Because kids can feel safer when playing with puppets, therapists can encourage them to mimic or re-enact traumatic events.

The technique of puppet play therapy is broad. First, it is important to become aware of the multiple types of puppets that can be employed through the puppet play therapy process (hand puppets, marionettes, Muppets, and ventriloquist's dummies) and the type of stage on which the puppet play will take place; the feasibility of hand puppets makes them the most logical choice for use in the therapeutic setting by a mental health practitioner.

Carter and Mason (1998) suggest that 15 to 20 is the optimal amount of puppets to have children choose from in a therapeutic setting. Specifically, those puppets chosen by the mental health practitioner "should represent a range of affect such as aggression, friendship and neutrality". The puppets should represent realistic family groups and be mindful of culture. Puppets of familiar occupations (i.e. doctor, teacher, farmer) are also useful in addition to symbolic puppets (i.e. a witch, a superhero) and wild and tame animals (i.e. lions, kittens, dogs). The chosen puppets should not carry universal symbolism in order to encourage imagination and the application of the child's own symbolism and metaphoric value.

The role of the therapist within puppet play therapy is one of a facilitator of fun through a highly therapeutic process. The child and a licensed and trained mental health professional spend time inside a playroom that's also termed as a counseling space. During the first sessions, the therapist invites the kid to play inside the room, in any way he or she wishes to as long as the kid doesn't hurt himself or herself, or anybody else. As the therapy progresses, the therapist becomes more directive and may ask the kid to play with certain toys, such as puppets, or join in certain games. By creating a therapeutic environment with the help of puppets and other similar toys, a child's natural emotional healing abilities will come into play, just like when you admit a child into a hospital ward when dealing with a physical injury. Kids see things differently and may react to events or circumstances in a different way. Instead of saying everything in words, allowing a child to play with puppets will help him or her re-enact events through play scenarios. This will then also help the therapist understand the child more and provide the more appropriate treatment.

Expressive Sandwork

Expressive Sandwork is an adaptation of the World Technique and of Sandplay Therapy, for situations in which individual psychotherapy is not possible. Expressive Sandwork mostly take place in groups. Nevertheless, individual care is ensured during the entire process. Each child works at one sandtray, and one adult accompanies and observe each child's play. The main difference to psychotherapeutic treatment is that this adults are not psychotherapists, but teachers, students of psychology or pedagogy, social workers and volunteers, who have received a short training.

Expressive Sandwork is a psychoanalytic method intended for intervention in crisis situations, specifically in post-traumatic stress disorder (PTSD), for children ages 6 to 14 years.

One of the central axioms along which sandwork has orientated itself is that depicting psychological content already means change it. An unconscious problem is played out in the sand box, just like a drama. The conflict is transferred from the inner world to the outer world and is made visible. This game of fantasy influences the dynamics of the unconscious in the child and thus moves his psyche.

The basic requirements for sandwork are: a sandtray filled with slightly moist sand and the miniature figures that should correspond to the child's cultural milieu - (familiar objects the child knows from his environment), and also a few unknown objects. There should be enough objects to allow whole worlds to be created in miniature, by each child.

The elaborate equipment involved – the sandtray and miniature figures – helps reduce the lay therapist's influence as much as possible. The lay therapist's task limits itself to creating the external requirements for a self-regulating process to take place within the child's psyche. No psychotherapeutic intervention is expected of the facilitator, nor any interpretation or verbalization of problems. It is enough for the lay therapists to participate in the play process with their thoughts and feelings.

Play induces effortless change that serves psychological development and emotional differentiation. Bad experiences are replayed as often as is required for their emotional load to be weakened. In the world of play, new behavioral strategies are refined and rehearsed until a better adaptation to the outside world is achieved.

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2. Child-Friendly Justice

Child-friendly justice” refers to justice systems which guarantee the respect and the effective implementation of all children’s rights at the highest attainable level. It is, in particular, justice that is accessible, age appropriate, speedy, diligent, adapted to and focused on the needs and rights of the child, respecting the rights of the child including the rights to due process, to participate in and to understand the proceedings, to respect for private and family life and to integrity and dignity.

Definition states: “Child friendly legal aid is the provision of legal assistance to children that is accessible, age appropriate, multi-disciplinary, effective, and that is responsive to the range of legal and social needs faced by children and youth. Child-friendly legal aid should be provided by lawyers who are trained in law and child and adolescent development, and who are able to communicate effectively with children at their level of understanding.” Legal aid is an essential element of a fair, humane and efficient justice system that is based on the rule of law. Legal aid means legal advice, assistance and representation. Children need to have access to legal aid under the same or more lenient conditions as adults. Child friendly legal aid should be of high quality, effective, provided with high professional and ethical standards, which positive impact lives of children. Training focuses on the unique needs of children and legal specialization.

Legal information and advice provided to children should be communicated in a manner adapted to their age, maturity and specific circumstances, in language children can understand and which is gender and culture-sensitive, and support by child-friendly materials and information.

Fundamental principles

Participation: The right of all children to be informed about their rights, to be given appropriate ways to access justice and to be consulted and heard in proceedings involving or affecting them should be respected. This includes giving due weight to the children’s views bearing in mind their maturity and any communication difficulties they may have in order to make this participation meaningful. Children should be considered and treated as full bearers of rights and should be entitled to exercise all their rights in a manner that takes into account their capacity to form their own views and the circumstances of the case.

Best Interest of the Child

In assessing the best interests of the involved or affected children:

- a. their views and opinions should be given due weight;

b. all other rights of the child, such as the right to dignity, liberty and equal treatment should be respected at all times;

c. a comprehensive approach should be adopted by all relevant authorities so as to take due account of all interests at stake, including psychological and physical well-being and legal, social and economic interests of the child.

The best interests of all children involved in the same procedure or case should be separately assessed and balanced with a view to reconciling possible conflicting interests of the children.

The best interests of the child must always be considered in combination with other children's rights, for example, the right to be heard, the right to be protected from violence, the right not to be separated from parents, etc.

Dignity

Children should be treated with care, sensitivity, fairness and respect throughout any procedure or case, with special attention for their personal situation, well-being and specific needs, and with full respect for their physical and psychological integrity. This treatment should be given to them, in whichever way they have come into contact with judicial or non-judicial proceedings or other interventions, and regardless of their legal status and capacity in any procedure or case.

Protection from discrimination

The rights of children shall be secured without discrimination on any grounds such as sex, race, color or ethnic background, age, language, religion, political or other opinion, national or social origin, socio-economic background, status of their parent(s), association with a national minority, property, birth, sexual orientation, gender identity or other status.

Rule of Law

The rule of law principle should apply fully to children as it does to adults.

Elements of due process such as the principles of legality and proportionality, the presumption of innocence, the right to a fair trial, the right to legal advice, the right to access to courts and the right to appeal, should be guaranteed for children as they are for adults and should not be minimized or denied under the pretext of the child's best interests. This applies to all judicial and non-judicial and administrative proceedings.

Child friendly justice before, during and after judicial proceedings

General Elements

From their first involvement with the justice system or other competent authorities and throughout that process, children and their parents should be promptly and adequately informed of, *inter alia*:

- Their rights;
- The system and the procedures involved;
- The existing support mechanisms;
- The appropriateness and possible consequences of given in-court or out-of-court proceedings;
- Where applicable, the charges or the follow-up given to their complaint;
- The general progress and outcome of the proceedings or intervention.
- The availability of protective measures;

- The existing opportunities to obtain reparation from the offender or from the state through the justice process, through alternative civil proceedings or through other processes;
- Any special arrangements available in order to protect as far as possible their best interests if they are resident in another state.

The information and advice should be provided to children in a manner adapted to their age and maturity, in a language which they can understand and which is gender and culture sensitive. Child-friendly materials containing relevant legal information should be made available and widely distributed, and special information services for children such as specialized websites and helplines established.

Information on any charges against the child must be given promptly and directly after the charges are brought. This information should be given to both the child and the parents in such a way that they understand the exact charge and the possible consequences.

Child Friendly Justice before legal proceedings

- Children should be thoroughly informed and consulted on the opportunity to have recourse to either a court proceeding or alternatives outside court settings. Alternatives to court proceedings should guarantee an equivalent level of legal safeguards.
- Police should respect the personal rights and dignity of all children and have regard to their vulnerability, that is, take account of their age and maturity and any special needs of those who may be under a physical or mental disability or have communication difficulties.
- During police proceedings, the child should be informed in a manner and in language that is appropriate to his or her age and level of understanding.

Child friendly justice during legal proceedings

- Any obstacles to access to court, such as the cost of the proceedings or the lack of legal counsel, should be removed.
- Children should have the right to their own legal counsel and representation, in their own name, in proceedings where there is, or could be, a conflict of interest between the child and the parents or other involved parties.
- Children should have access to free legal aid, under the same or more lenient conditions as adults.
- Children should be considered as fully fledged clients with their own rights and lawyers representing children should bring forward the opinion of the child.
- Adequate representation and the right to be represented independently from the parents should be guaranteed, especially in proceedings where the parents, members of the family or caregivers are the alleged offenders.
- Judges should respect the right of children to be heard in all matters that affect them or at least to be heard when they are deemed to have a sufficient understanding of the matters in question. The right to be heard is a right of the child, not a duty of the child.
- In all proceedings involving children, the urgency principle should be applied to provide a speedy response and protect the best interests of the child, while respecting the rule of law.
- In all proceedings, children should be treated with respect for their age, their special needs, their maturity and level of understanding, and bearing in mind any communication difficulties they may have. Cases involving children should be dealt with in non-intimidating and child-sensitive settings.

- When children are heard or interviewed in judicial and non-judicial proceedings and during other interventions, judges and other professionals should interact with them with respect and sensitivity.
- Direct contact, confrontation or interaction between a child victim or witness with alleged perpetrators should, as far as possible, be avoided unless at the request of the child victim.
- Children should have the opportunity to give evidence in criminal cases without the presence of the alleged perpetrator.
- Interviews of and the gathering of statements from children should, as far as possible, be carried out by trained professionals.

Child friendly justice after the legal proceedings

- The child's lawyer, guardian *ad litem* or legal representative should communicate and explain the given decision or judgment to the child in a language adapted to the child's level of understanding and should give the necessary information on possible measures that could be taken, such as appeal or independent complaint mechanisms.
- When a decision has not been enforced, children should be informed, possibly through their lawyer, guardian *ad litem* or legal representative, of available remedies either through non-judicial mechanisms or access to justice.

3. A Brief Guide for Lawyers to overstep barriers to interview and assist based on a victim centered approach

Victims of trafficking may need a range of services, particularly victims who are still linked to their traffickers or subject to their control and those who have recently escaped or been freed from their traffickers.

Lawyers should be aware of the range of possible needs and be prepared to discuss them with clients. Among these needs are: safety, immigration, shelter, housing, health, future planning, other legal needs (besides the ones linked to the human trafficking case).

Interviewing and assisting survivors of human trafficking pose many of the same challenges as interviewing and assisting victims of domestic violence. For this reason, it can be immensely helpful to reach out to experienced domestic violence victim advocates for suggestions about safety planning and addressing clients' other needs. While working in respectful partnership to assist a client with the strength and courage to survive the unimaginable will test the knowledge and skill of even the most seasoned legal professional, it is likely to be one of the most rewarding experiences of an attorney's legal career.

Work to Develop a Relationship of Trust

Building the trust that is essential to a healthy attorney-client relationship is not an easy task but there are steps you can take to help create a strong, trusting relationship.

- Dispel misunderstandings about your role as lawyer. Even though you may be a private practitioner or a state lawyer, your client may assume that you are a government official and regard you with suspicion and fear. Explain to the client that you are not working for government and that all of his or her communications to you will be kept strictly confidential.
- Emphasize that your client can speak with you freely and openly, without concern that you will disclose his or her confidences to the government or the traffickers.

- If your client is an immigrant, broach the subject of immigration status with sensitivity: For example, instead of asking “Are you undocumented?” you could say “We may be able to help you with your immigration legal needs.”
- Be alert to the power imbalance inherent in the attorney-client relationship and work to diminish it by acknowledging the client’s strengths, listening to his or her concerns, and demonstrating responsiveness to his or her needs.

Prioritize Effective Communication

- Effective communication is the foundation of a strong attorney-client relationship. If your client does not speak your language and you do not speak her or his language, be sure that you communicate through a competent interpreter who not only speaks your client’s language but, if appropriate, your client’s dialect.
- Make sure that the interpreter treats your client with sensitivity, professionalism, and respect. If you can communicate with your client at all without an interpreter, after the interpretation has begun try to ask your client, outside of the interpreter’s earshot, whether he or she feels comfortable with the interpreter’s level of skill and attitude. Both your client and the interpreter must understand his or her duty of confidentiality. If the interpreter is from your client’s ethnic community, inquire as to whether he or she has connections to your client’s kinship group or that of the exploiters and, if so, find another interpreter.
- Whether your client speaks your language or not, try to use language that is readily accessible to a layperson and, whenever possible, avoid legal jargon.
- Take time to thoroughly explain to your client the available legal remedies, each step of the process, the identities and role of key players, what to expect during interaction with each of them, and what will be expected of your client in and outside of court. The better prepared your client is for each stage of the case, the more comfortable he or she will feel, the better he or she will present, and the more confidence he or she will have in the representation. Because emergencies often arise suddenly in trafficking cases, make sure that your client has a way to reach you if necessary.

Be Alert to Symptoms of Psychological Distress

- Legal professionals working with victims need to be alert to the possibility that their clients are experiencing psychological distress and be able to recognize its symptoms. Many trafficking victims suffer from anxiety, depression, and other symptoms of trauma. A normal response to acutely distressing abnormal experiences, these symptoms can interfere with the victim rebuilding her life and working with her attorney on her case.
- Victims may avoid talking about painful experiences, may deny that they occurred, or may break down when attempting to describe them. You may discover that your client has suicidal ideations or is actively suicidal.
- If possible, attempt to make referrals to appropriately trained professionals with experience and skill in working with trauma victims.
- Be aware that your client may have developed substance abuse problems in an effort to alleviate feelings of depression and anxiety. If you see signs that this is the case, identify appropriate substance abuse treatment providers and encourage your client to seek their assistance.

Strive to Mitigate the Effects of Recounting Traumatic Events

Describing traumatic experiences almost invariably forces trafficking survivors to relive them and often sparks traumatic symptoms. Legal professionals cannot avoid such inquiries because an accurate, detailed account of incidents of trafficking, the tactics of the traffickers, and the effects on the victim is essential to almost every kind of case intended to provide survivors with legal relief.

While there is no easy solution to this dilemma, there are ways that the psychological harm from participation in the legal process can be alleviated. It may be less injurious, and even therapeutic, for victims to transcribe accounts of their traumatic experiences. If your client is literate, consider asking her or him to prepare a written narrative of her or his experiences.

- Ask questions in a supportive, nonjudgmental way and affirm your client's responses in a manner that demonstrates understanding and compassion.
- Avoid body language, expressions, or comments that indicate that you find her pitiful or her experiences shocking or disgusting or that you take a voyeuristic interest in her ordeal.
- Understand that there may need to be multiple meetings before your client can disclose incidents that are especially painful to remember or humiliating to reveal. Scheduling the interview over several days may help prevent your client from being flooded with feelings of distress. If your client breaks down in the course of a session and timing permits, take a break and consider ending early.
- Reassure your client that it is not unusual to become upset in an interview when asked to remember traumatic occurrences.
- Remember that your client has survived an experience in which his or her autonomy was severely curtailed if not destroyed; in the interview, let your client determine the timing and pace to the greatest extent possible.
- Try to end the interview in a positive way, for example, by acknowledging your client's strength and courage.

Avoid Exacerbating Feelings of Embarrassment, Shame, or Self-blame

- Choose a meeting location that is private and avoid interruptions once your interview begins. Do not disclose your client's circumstances to anyone other than colleagues who are part of your legal team.
- Realize that your client may not have disclosed the trafficking to family members or friends, who could be judgmental or critical, so don't interview her or him in their presence or allude in their presence to her or his victimization.
- Be careful not to imply in your comments or questions that your client was responsible for the exploitation or stayed in an abusive situation voluntarily. Avoid, for example, asking, "Why couldn't you leave?"
- When inquiring about sexual abuse, let your client guide the discussion and reassure her or him that such victimization is common in trafficking cases and that he or she is not to blame. Understand that sex trafficking victims often experience prostitution as rape. Avoid asking questions such as "Was sex a part of your job?" that downplay the seriousness of the violation survivors typically feel.

Be Sensitive to Issues of Gender

- If you are male lawyer and your client is a female victim of sexual exploitation or abuse, ask her if she would be more comfortable talking with a legal professional who is female and, if so, try to enlist the help of a sensitive female colleague.
- Demonstrate through your words and actions that you are not being judgmental.
- You may wish to acknowledge the strength and agency that facilitated her survival.
- Recognize that trafficking victims often have complex relationships with and feelings about their traffickers and that traumatic bonding may still be at work.
- If appropriate, explain that it is not unusual for victims to have feelings of love or gratitude toward those who abused them.

Develop and Implement a Safety Plan

Safety planning is as essential in trafficking cases as in cases of domestic violence. It may have begun before you even meet your client; inquire about safety considerations from any referral sources, such as law enforcement providers.

- Ensure that the meeting place for your interviews with your client is in a safe location, ideally one that is confidential.
- Help your client understand the importance of keeping the fact and substance of your meetings confidential.
- Find out where your client's traffickers and any confederates are, and work with your client to develop a plan in which they can be avoided.
- Often the next step — and the most difficult one — is identifying a safe place for the survivor to live. Shelter resources for trafficking survivors are scarce. Explore the possibility of your client entering a domestic violence shelter and, if there is resistance on the part of shelter staff, emphasize to them the similarities of trafficking to intimate partner violence. Be sure that the shelter is not near the living quarters or operations of the traffickers and their associates. If local shelter is not available, explore the possibility of your client relocating to another part of the state or to another state with such facilities.

Be Attentive to Your Client's Material Needs

Trafficking survivors have an array of urgent material needs.

- Be attentive to these needs and work to address them. They include the need for a safe place to live, food, toiletries, clothing, and medical care. Material assistance also includes providing your client with a glass of water, tissues, and snacks during the interview. Helping the survivor address these needs not only will free him or her from dependence on exploiters but will help facilitate a relationship of trust.

Useful techniques in providing legal aid to child and youth victims

Listening

Active listening implies that lawyers care about the child situation.

Lawyers can miss important information without carefully listening. During an interview is important eye contact, body language and facial expression. However, traumatized children avoid eye contact which can cause mistrust.

Ask open questions

It allows children to tell story that make sense to them.

Acknowledge child feeling

Lawyers can say to children that they can't imagine themselves in their situation.

Let the child know that they are not alone

Lawyers have clients who have had similar experience that can be generalized and used for encouragement. It can be useful because clients /children realize they are not alone and they can master their current unpleasant situation and win.

Use a plain language

Legal terminology is difficult and complicated. Lawyers should imagine themselves being in the same age as children and use simple words and also explain all issues in simple way.

When to jump in

When children are overshadowed by emotions, lawyers should stop talking about the issue in question and go to a more actual focus (example favored film). They have control of the session, make pause or even end the session. Supporting person can propose everything that is good for children.

Is office a safe place?

For work with children and youth is suitable to have safe place office. It is good to have a box of tissues on the table. Some toys, pens, pencils and papers can be in the room and children can use them at breaks. Children need to have the feeling that their privacy is assured.

Lawyers need to ask their colleagues from the office not to disturb. It shows respect towards the client. However, when a child wants to have a trustee, a social worker or other person to be present it can be.

Legal counselling

The lawyer has to follow the principle that the decisions are essentially made by the client. The client decides alone which solution to choose. He/she also takes into account non-legal aspects of the decision. The consequences may interfere with the economic, social and psychological sphere. The lawyer needs to provide the client with information about his/her legal situation and explains to him/her all possibilities and implications. The final decision is always made by the client.

The lawyer should be able to explain to the client that he/she isn't an expert in any other field or specialization. If it is necessary the lawyer or a social worker refers him/her to an expert.

The lawyer should not interfere with the client's decisions, even though he/she is convinced that the client has not made the right decision.

The lawyer should find out the facts and circumstances. Moreover, he/she should know the legislation.

The lawyer should repeat the circumstances about the case showing that he/she listened. The client has to be informed that he/she can stop the lawyer any time during the counselling.

The client has to discuss all possible solutions together with the lawyer. They focus on the pros, cons and other information that may affect the decision. The client's decision is influenced by the consequences as well - the length of the proceedings, emotional impact etc.

Understanding is very important for the child /youth client. It is not possible to use complicated legal terminology. It is appropriate to talk logically, coherently and to use simple language. It is not a shame to make sure and even repeatedly whether the client understands the information provided. If he/she sees that the client does not understand the lawyer tries to explain it in any other way.

The client should not have the feeling that the lawyer is arrogant. The counselling should be provided in neutral way. The client should not feel that the lawyer imposes one solution over another. The lawyer has to keep in mind that the client makes the final decision.

CHAPTER V

INNOVATIVE METHODS OF SUPPORT

1. COACHING

In the last years specific techniques from coaching were applied successfully in helping vulnerable groups, but unfortunately not enough used in helping victims of human trafficking. Coaching approach is a very innovative topic used in various domains in helping people to learn how to increase their self-awareness, improve confidence in dealing with various obstacles and challenges in their current life, increase motivation. There is a strong need for a new approach to refugees' assistance –one that takes in account to reduce vulnerability over time, actively promoting victims' ability to support themselves in dealing with current integration problems, rather than a simple counselling.

What is coaching

There are many definitions for what coaching is all about. The dictionary definition of coaching is a method of directing, instructing and training a person or group of people, with the aim to achieve some goal or develop specific skills. There are many ways to coach, types of coaching and methods to coaching. Direction may include motivational speaking and training may include seminars, workshops, and supervised practice.

Training is teaching people to do what they don't know how to do.

Mentoring is showing people how the people who are really good at doing something do it.

Counselling is helping people come to terms with issues they are facing.

Coaching is none of these – it is helping to identify the skills and capabilities that are within the person, and enabling them to use them to the best of their ability. Professional coaching uses a range of communication skills (such as targeted restatements, listening, questioning, clarifying etc.) to help the person in need to shift his/her perspectives and thereby discover different solutions to achieve the goals.

A coach helps people to learn themselves, rather than to impose anything. A professional coach provides a partnership designed to help clients achieve exquisite results in personal or professional life, namely, to improve performance and increase quality of life. A coach is trained to listen, observe and adapt to subjects according to each client. He seeks to apply solutions and strategies considering from the beginning that the client is creative and resourceful. The job of a coach is to provide the necessary support to develop the skills, resources and creativity that each client has inside him.

Active listening is part of the basic posture of the coach. It is necessary for a coach to take in consideration active listening.

Coach Skills Building rapport or relationship. Different levels of listening. Using intuition. Asking questions. Giving supportive feedback

The coachee is the person who receives the coach support, in our case the victim of human trafficking.

Coaching of children and youth victims of human trafficking

Planning of coaching session

The coaching session usually lasts an hour - an hour and half. It depends on the agreement. If we work with children and youth. It is better to count with 90 minutes because we will have more time for creativity when applying a method or a technique.

The place of the meeting is important. A coachee should feel safe. When planning a session with children or youth take into consideration that the place can influence on method and technique application.

The coaching session can take place in the office, in a restaurant, at client`s etc.

Inform the coachee about the coaching.

What brings me coaching?

- I will have my own experience
- I realize better what I want, my aims
- I will learn to work better with my advantages and reserves
- I will master better to solve problems and difficult situations
- I will look easier for solutions

Describe briefly coaching process. Especially children and youth victims of human trafficking are often anxious, they are afraid of new things or speaking about something they do not like. Stress that coaching is aimed at the future and no evaluation. Right presentation and good mood means desire to cooperate. You can use the visualization of the coaching process, eg.

Coaching session

1. Introduction of partners – coach and coachee introduce themselves
2. Expectation setting – the coachee`s needs, imagination and expectation
3. Aim/aims setting – why coachee is coming. The coachee makes clear his/her needs and how coaching can help him, it can take more time
4. Analyze problem - a concrete problem of coachee
5. Awareness – the coachee finds solution or a way
6. Summarize and set next steps – coachee has other topics to be solved/ opened or the topic in question is closed. Progress evaluation.

Who is the coach? The coach is somebody who:

- supports a coachee, is his/her partner and is in contact with him/her
- works with coachee`s energy and feelings
- uses experiments for better awareness
- respects fully coachee, his needs and accepts him
- works with coachee`s potential and they reach determined aims together

How to hold conversation. According to Whitmore it is advisable to use questions beginning with the words such as: what, when, who, how much, because the words help get quantifications and gain facts. It is not recommended to initiate questions with the word: why, because the word often implies criticism and evokes defensiveness.

There are not good or wrong questions but more or less helpful.

Helpful questions:

- are direct
- are spontaneous
- are easy formulated
- are asked just once
- force coachee to think
- take description of the present time, they do not analyze the past
- are aimed at the presence or the future
- respect coachee's thinking
- enable coachee to address things he is interested in
- are asked with the aim to help coachee to discover his hidden possibilities and make own choice
- are asked friendly
- are followed by silence allowing coachee to think
- support way to aim, not explanation or even justification of the past activities

If you agree with the above mentioned you realize easily that the play of words can influence on the results. We are looking for new vision and access to the situation to be solved.

Many coaches are afraid of children and youth because their naturalness. It is not easy to assess their reaction and they need completely coach's attention and previous preparation. Our brain connects the aim with something we want. Our subconscious interprets the task like something we have or would to do. We solve often an equation

I WANT vs I MUST

The word I WANT belongs to the miracle words that enables us to program our subconscious. Children had intensively used the word I WANT in their childhood and later dropped it from their vocabulary. Coach helps a coachee to rediscover it.

Methods and techniques

Coaching of children and youth respects their needs and types. We can use the same techniques and adapt them to the age and understanding of children. All methods and techniques are just an aid for coaching and it depends always on context.

GROW – universal and the most used method because it is simple and effective.

GROW stands for:

G= goal – what do you want

R= current reality – what is happening

O=options or obstacles – what could you do

W= will or way forward – what will you do

Coach uses different auxiliary evaluating aids and scales.

Scale – can be used in many variations. It is universal and can clarify the current situation of coachee and his progress. (Whitmore, Coaching, Praha, Management Press, 2014)

Contemporary population of children and youth find to be difficult to identify own aim. Aim able to accomplish their own needs define only 10% of coaches. However, with the aid of coach and good question the remaining 90% can concretize their new aim.

It is necessary to pay attention and time to aims/goals, recur and re-evaluate them.

The aim should be SMARTER

SMARTER stands for

S = specific

M = measurable

A = acceptable

R = realistic

T = time bound

E = exciting

R = recorded

Aims should also be positive determined, good understood, relative and ethical. The most important factor at the common dialogue is impartiality and detached view. If the coach is not unbiased than can misrepresent real needs. In order to find out real situation of a coachee we use simple, direct and easily comprehensible questions directed at reality. We assure necessary facts aiming at the real situation of a coachee.

Sensitively asked questions to children and youth create their motivation to look for new solutions and possibilities.

Coachee become more active and ceases to be just a beneficiary of social assistance or support.

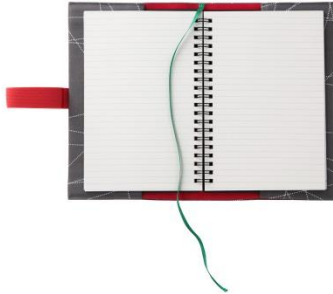
Coachee learns to see better possibilities of a change that allows him to solve his situation. He can lead a dialogue with somebody giving him time and leeway.

Individual access helps to the coach become closer to a child or a victim and understand better his needs. Problem or the lost of family create big emotional pressure on children and they lose emotional balance for some time. Their rocking self-confidence, non-acceptance or misunderstanding in their family lead to short circuit behavior. Be defiant create own identity and effort to find himself are features of growing up. Both together can lead to family leaving. Confrontation with street life and other people become often propulsion power and a motive to look for professional assistance.

Coaching can become a prevention of social pathological phenomenon.

DIARY

Diary or a folder with inserted sheets is the effective method. We can talk over diary cover – what goals has a coachee and he can put them on the cover. He can put inside remarks, pictures, photos



Results of basic mental needs of children

For better understanding we mention results a study about basic mental needs of children growing up in non-functional families.

On the basis of the study some basic psychological needs were derived that have to be satisfied at right time in order to enable a child to become healthy personality (Langmeier, Matějčiek, 1974).

1. Need of stimulation
2. Need of meaningful world
3. Need of life security
4. Need of positive identity
5. Need of open future

The following part is aimed at:

- emotional development, behavior and social relation of children and youth
- their identity and social presentation
- self-reliance and limits discovering

We solve comprehensive difficult life situation of children. On the base of analyze and the best interest of a child or youth we develop the most suitable way of assistance to victims. We take into consideration contemporary situation of a child. We can't choose just a method and think that it provides sufficient support and assistance to children and youth victims of human trafficking.

It is necessary to unit our strength and functional methods. Children and youth should be provided not only with coaching but also with regularly assistance of psychologist or therapist.

Coaching is dealing with contemporary things and aiming at the future and positive things. Therapy can master trauma, nightmares, PTSD etc.

What to do when children and youth are not willing to cooperate

(they answer back, they do not want to open their heart, relation is not functioning)

- Have time enough to sit down and try to make informal atmosphere
- Make the place more interesting and agreeable
- Play a game that a child likes
- Be patient, do not force a child to talk when he/she does not want to talk. Explain the problem and let it be.
- Keep verbal connection, tell him what you are seeing and that you understand his attitude/feelings
- Stimulate his inner language – support him to answer himself
- Do not be afraid to talk about serious problems
- Try to find together a compromise
- Pay attention to your voice and behavior – children should have feelings they are respected
- They can be touched by verbal communication – take into consideration their age
- Take them the way they are

Work with children and youth aimed at their emotional development, behavior and social relations

Avoid solving the past. We solve contemporary feelings, behavior, situation and things influencing their current life.

We help them to understand and to master their reaction.

We explain the below mentioned questions according their age. If they are not able to write down, we can do it visibly instead of them. We ask them to choose a system of draw remarks – symbol to all situation. After choosing one, he paint it and we go on conversation. We can use emotional cards that we made together or that coachee made at home. We can use them during the next session.

At the beginning of the session we talk about coachee´s interesting event, what he pleased or child can just choose a card.

I am

The technique can be used at the first session.



We need a paper and a pencil or colored pencils. We ask a coachee if he/she is willing to draw and after receiving the positive answer we choose the technique. Otherwise we choose writing. Coach asks coachee to be silent and concentrate to his words. Draw, please, what you see when we say together I AM. We repeat the sentence at least 5 times.

Later we talk about the meaning of the word “role”. We talk about life role and explain that every person has a lot of roles in life having different importance. They address the picture particular life role of coachee.

We can just realize life roles or we can go on.

Coach asks: Can you abandon one of them? Which of them you choose? Would you miss it?

And go on until 3 life roles remain. We can talk about them, why are so important.

Work with risks – lost of life role. What could happen in case of lost? How to balance a lost?

The exercise can be performed during more sessions. We choose or a big size of paper or a small paper for every role that a coachee draws. Coachee can decide if he takes drawn pictures or gives them to his coach.

Children can have a diary where they put all papers.

Coachee learns to work with diary which can help him to plan in the future. We have to think everything because even small things can influence positive coachee’s future.

Be careful working with victims. Get information about their current situation and do not exercises that could aggravate their psyche.

Other example of common work

Write down the situations you find to be hard for you/emotional strenuous.

1....2....3...4...5...6...7....

Choose one of them

I feel

I experience

I usually do in the situation

My reaction or my behavior

How to use a scale? /1. = minimum – 10 = maximum/

How difficult is situation for you?		How often it happens/is?		Does it affect your life in the negative way?		I believe I master it.	
	1.		1.		1.		1.
	2.		2.		2.		2.

	3.			3.			3.			3.	
	4.			4.			4.			4.	
	5.			5.			5.			5.	
	6.			6.			6.			6.	
	7.			7.			7.			7.	
	8.			8.			8.			8.	
	9.			9.			9.			9.	
	10.			10.			10.			10.	

You can use colored pencils and paint it. Older children can circle it but visualization is not so evident.

We can use scales in different ways. The play is easy for children and youth, they can use fingers or things. It is comprehensible for everybody, including ethnic group and foreigners. Value 1 means small difficulty or incidence, undemanding things etc. Value 10 means maximal difficulty, often incidence, big demands etc.

Coach looks at the scale and through open questions tries to clarify contemporary situation.

Coach can ask: What influence you have on it?

Do you have it under control?

Four leaf clover

Draw a four leaf clover and cut it

Write down a most often experienced emotion in every leaf

Think of each and say why, when and how is going on

Which of them do you like, underline it. Why do you like it?

Which of them would you like to remove? Tear away its leaf.



Think: Why is it so? What could you do to experience the emotion as little as possible.

Put the removed leaf on the clean paper. Make a line in the middle – write down plus sign on a half of paper and minus sign on the other. Draw or write down something positive relating to the chosen emotion, what can it done/bring to you? As concerns negative emotion – why is difficult, exacting. Coachee learns to realize and term strong and weak sides of emotions.

How to help children to make a satisfied imagination on them?

- Do not let them be influenced by dramatic vision of the future
- Look together for their strong sides
- Nobody is perfect – so accept themselves ...
- Help them to develop their limits
- Support , calm and encourage them, when they feel third rate
- Teach them to speak nice about themselves
- Do not be too demanding
- Try them to understand their ways of situation and people evaluation
- Do not react when they do not want to talk
- Be open towards them, do not hurry, do not think instead of them
- Do not forget – basis of successful coaching of children and youth is trust, time and empathy.



Questionnaire – **DRAW & WRITE**

Use the questionnaire that a coachee will fill alone or with coach's assistance. Questionnaire belongs to coachee and he/she can look at it later. If coachee has a diary he/she can put it inside.

I like on me

Others like on me..

Things I do well.....

I have solved a problem recently

I am very happy that I

People who know me are happy that I

I have been appreciated recently for

People can rely on me when

I get on better this year than last year

I learned

I managed to overcome

I have good relationship with others when

I myself was surprised when

I think I have courage

If I say something good about me I would say

I am very reliable regarding

An important thing I want to finish soon

Keep carefully the fulfilled questionnaire. It is principally for you.

Read it or just look at it whenever you doubt about yourself or you have a bad day.

Monitoring the coachee progress

Exercise: The Scale from 1 to 10

If you ask someone to increase their awareness of a particular aspect of behavior, he/she might not know how to perform this. People need some practical way to increase their awareness on which to focus. A good exercise is the **Scale from 1 to 10**.

Exercise: A coachee every time when he/she feels threatened becomes aggressive and much less effective than usual. He / She wants to develop the ability to remain calm and unruffled when others attacking him/her unfairly. As a coach you can suggest to use a scale from 1-10 to monitor the degree of calm. Grade 10 will be the target of calm, a perfect calm that allows the coachee to think clearly and to realize what he/she has to do. Note 1 is given to the worst state in which he/she can get, completely pissed off and affected by emotional reactions.

As a result of performing this exercise, the simple act of monitoring will lead to a decrease in the degree of annoyance.

Exercise: Homework

A good coaching means also that the coach asks the coachee to perform certain tasks until the next coaching sessions. It is very important for a coach to give “homework” because it will help the coachee to consolidate his/her desire to improve.

For example the coach is asking the coachee until next session to make a list with all important qualities needed to achieve professional development. During the next sessions the discussions will be based on what the coachee inserted on that list.

PEER TO PEER SUPPORT

Socio-educative intervention with children and young people is extremely complex and requires creativity for its success. Therefore, social intervention is based on several models in order to gain intervention tools to face human trafficking related problems. Behaviour theory perspective, Dynamic and Cognitive approaches, Pedagogy of everyday life, Family systems Theory, Symbolic Interactionism, Competency model, Social constructivism, Socio-ecological and Socio-

environmental models, etc., are the theory foundation in which social practice with children and young people is based.

It is necessary to take into consideration children's age when establishing intervention methods, although flexible strategies that give children an active role in decision making are the key to achieve a successful intervention. It is equally important to create a positive bond between professionals and children or young people, trying to get a good knowledge of their social environment and everyday life. In this way, professionals would be able to accompany and guide them better.

Therefore, we could summarise some strategies that have proven to be effective in socio-educative intervention with young people:

- To get a good knowledge of children and young people social environment, that will allow a more flexible intervention.
- To carry out actions and activities to promote children's participation and prominence.
- To create and keep a good bond between professionals and children and/or young people.
- Actions from resilience basic elements, promoting frustration resistance and helping to build positive self-images.

Nevertheless, working with human trafficking victims also implies helping them to identify their victim status and increase awareness in their origin and destination communities. In order to do so, it appears appropriate to adjust intervention methods that have been useful to achieve those goals. Accordingly, ***peer to peer education*** seems to be an innovative and suitable method to work with victims of human trafficking.

What is *peer to peer education*?

Peer to peer is a strategy that implies participation of members of a certain group to promote changes among other group members. It is often used to promote individual changes, trying to modify knowledge, attitudes, beliefs or behaviors. However, peer education can also make changes in the whole group or community, modifying rules and stimulation collective actions which could have an impact on programs and policies.

Peer education happens when boys, girls, young people or adults teach others of their age, history, culture or social status. This approach can be used in different forms, but in many cases implies academic support, increasing communication and interpersonal skills or guidance while in other cases may create awareness. This approach is based on the belief that people, especially youth, are more willing to listen and respond to information that comes from their peers.

To do that, children and young people who are meant to be peer educators must be empowered to play an active role. They should also be trained in order to be able to transfer their acquired knowledge and beliefs.

Peer to peer education has been frequently used as a strategy to work on HIV/AIDS and other Sexually Transmitted Illnesses prevention among teenagers and young people. However, applying this strategy to social intervention with children and young people victims of human trafficking could have some advantages.

How can *peer to peer education* be applied to social intervention with children and young people victims of human trafficking?

This method could be used to achieve 2 goals:

- 1- Raising awareness: these projects can be designed to raise awareness among origin communities or communities in which victims of human trafficking are living at the time.
- 2- Identification of victim status: Another possible use for this method could be pointing at helping children and young people who are victims or potential victims of human trafficking to identify their own victim status, both in origin and destination countries.

The places in which these projects would be developed depend on the selected target group (girls victims of sexual exploitation, young men victims of labor exploitation, etc.), and where they can be contacted (Schools, health centers, day centers, children shelters, etc.).

Peer to peer education strengthens participants' action taking by being part of their community development solutions instead of taking a passive, submissive and receptive part. Children and young people are resourceful, dynamic and creative and, above all, they instinctively know how to relate to younger and more vulnerable children. They speak the same language and can establish strong trusting relationships with their peers. When they are supported by their communities, and being armed with knowledge and information, peer educators can be powerful allies to prevent, reduce and erase tolerant conceptions towards human trafficking for sexual or labor exploitation.

It is essential to identify an appropriate group of peer educators and to design suitable training programmes to meet their competencies and the project objectives. Gender and age should also be considered when choosing the peer educators group. Moreover, it is important to have involved communities' support to develop these projects. In that way, community and religious leaders, school workers, teachers, parents, boys and girls and any other relevant groups, such as women and young people, should be involved in the programme, understand what peer education is and give their opinions.

One of the most important keys of this approach is to select a good peer education group. Criteria to be taken into account when choosing the peer group should include the following:

Gender: Gender composition is vital in peer educator groups. If the project is focused on labor exploitation that affects mainly girls or boys, it makes sense that peer educators are also the same gender, so establishing contact with the target group is easier. In other cases, it may be important that gender proportion is balanced in the group. Nevertheless, in every case peer educators must be trained to be aware of gender related matters.

Age: Similar age and history of both groups (peer educators and target group) is an implicit concept of peer education. It can be difficult for younger children to be peer educators of older children, although there can be situations where this alternative is also viable.

Personal skills and motivation: Peer education is, somehow, vocational and some personalities fit it better than others for this purpose. Children and young people should be motivated to participate in a peer education project as it would require a considerable effort from them.

Required skills: Abilities required to be a peer educator in certain projects are dependent on the project objectives, but all should be acquirable through proper learning.

Availability: When looking for potential peer educators it is necessary to take into account their availability to be trained and carry out planned activities.

History: Peer educators can be part of the community or come from a different one and it should be considered whether it is beneficial that peer educators know the target group. When peer

educators are part of the community and share the same background with the target group, children are more likely to engage with the project. Additionally, peer educators' emotional and psychological state at the time has to be monitored, as they may not be ready to deal with memories of past traumas and experiences.

Existing groups: Working with existing groups and structures can save time, efforts and resources. Groups should be identified during visits and explorations to target communities. Some communities and schools already have various children groups that could meet the project needs.

In addition, it is essential to properly train peer educators for a good Project development. Training and skill acquisition not only provide children and young people with knowledge and abilities but also reinforce their confidence, self-esteem and respect to themselves, helping them to better understand their rights and responsibilities in the society.

Peer to peer education challenges

Although peer to peer education is an effective strategy, it can't deal with all victims of human trafficking matters by itself. Peer educators are, after all, boys, girls and young people. Moreover, being involved in such projects can evoke past feelings or emotions (even physical responses) related to their own experience. Therefore, the following aspects should be considered:

-Peer educators are not psychologists, psychiatrist, counselors, teachers, social workers, nurses or doctors. They may be trained to get basic knowledge about these areas and provide some services, but they cannot replace professionals.

-Peer educators require support themselves and need to be trained on how to respond to situations to which they do not have an answer for or are out of reach for them. It is necessary to have professional support available for peer educators as well as their peers, as participating in a peer education project could have a significant emotional impact on them.

-It can be difficult for young people to maintain the level of effort that the project

-In some cultures it is considered inappropriate that children speak to older people. In such cases, peer educators might need to work together with adults in order to get access to older generations.

Even though peer to peer education can be a really good working method with children and young people victims of human trafficking, there are only a few experiences to learn from. Therefore, it is difficult to foresee the impact that this method would have in projects which goal is to raise awareness of human trafficking among communities sharing this problem.

A PRACTICAL EXAMPLE: SNOWBALL PROJECT

How to apply peer education method in practice

Snowball Project "I tell you, you tell me" is a method to transmit and obtain information.

This methodology tries to provide information to raise awareness and prevention within a specific group, victims of human trafficking for sexual exploitation in this particular case. The aim is to multiply the information so it has a bigger impact. In order to achieve this goal, it is necessary to select a group of young women who had been victims of human trafficking for sexual exploitation and provide them with an ongoing and specific training. Purposes of human trafficking can be

different, but we are going to focus our attention on victims of human trafficking for sexual exploitation only. These women will be trained to identify other victims and offer them information about services available, if they require them. When using this method with victims who have been trafficked for other purposes (for instance, labour exploitation), training contents must be adjusted.

Once young women have completed their training and risks assessments have been conducted, there is a possibility for them to have an impact on their environment. They can use some tools, for example, questionnaires, to sound out other women's knowledge of a certain topic (health, safety, rights and services) and broadcast the acquired knowledge from their own training. These established contacts could make access to services available easier for other potential victims. By using this tool we can get information about the level of knowledge that possible victims have about some topics but also provide them with key information that peer educators have obtained during their training.

We will work with young women, mainly over 16 years of age, to make effective the multiplier effect of this experience.

From the group, natural leaders can be selected (if they show interest) to develop awareness programs in schools or youth centres, associations, etc. This would be a second project that, together with their natural and daily relationships, could have a multiplier effect.

Methodology

To select a peer group between 6 and 10 people with the following characteristics:

- Women who **are no longer trafficked**: considering associated risks for them and the other participants. Also, while being victims of human trafficking there is an emotional and cognitive impact that could affect their basic cognitive processes and learning.
- Current psychological state: women must be **minimally stable**, without symptomatology that could jeopardise their attention and integration of knowledge.
- **Personal motivation**: wishing to work and resilience motivation to transform their experience and make the most of it in order to help others.

It has been developed in order to achieve two different goals:

1. Raise awareness: get to know indicators that could alert about a person being a victim of human trafficking, in which circumstances they normally live, coercion and control mechanisms, unequal relationships between men and women and demands that this form of gender violence generate.

2. Identification and detection of human trafficking conditions: to assist self and hetero-identification as victims of human trafficking.

CONTENTS:

To achieve the Project goals, the group of participants will be trained in the following subjects:

- MODULE 1: Health

We will work **health and self-care** in this module. To do so, participants will be provided with information about general health and health care services as well as self-care. In particular, they will be provided with information about sexual and reproductive health, sexually transmitted infections, importance of prevention and early diagnosis, contraceptive methods, etc.

Together with theoretical information it is important to develop **participative activities** for participants to affix acquired knowledge and test its practical application.

In this way, case scenarios easy recognizable for participants can be presented so possible courses of action can be analysed. These exercises could be conducted before and after the participants have received the information in order to evaluate knowledge acquisition

CASE SCENARIO: PREGNANCY AND RELATIONSHIPS

Ana is a 25 years woman who arrived in Spain 3 years ago as victim of human trafficking for sexual exploitation. She has been in a relationship with her boyfriend for the past 2 years. They always use preservative in their sexual intercourses because Ana **does not want to have more children. Three days ago**, her partner asked her to have unprotected sex arguing that they love each other very much, that they have been together for 2 years and it would be a proof of trust. Ana, although hesitating, consents.

Few weeks after Ana start to worry because there is a few days delay in her period and, on her **experience** (she already has a daughter), she is **pregnant**.

Questions to could be presented to participants:

- What is catching your attention from this story?
- What do you think about the couple decision of not using preservative?
- What are the implications of having unprotected sex?
- What are Ana´s options?

Ana decides not to continue with the pregnancy and asks other women for advice. They advise:

- Day after pill. Ana dismisses this alternative as there has been more than 72 hours since they had sex.
- Some women mention “CYTOTEC”, tablets prescribed for gastrointestinal treatments but that some women use to induce an abortion. Ana dismisses this option for fear of side effects.
- Some women recommend to seek advice from professionals on termination options.

Questions to formulate to the group:

- Why did Ana dismiss the day after pill?
- What do you think of the advice Ana was given?
- What has been Ana´s partner role in this situation?
- What would you advise her?

Information about contraceptive methods, consequences of using “Cytotec” to induce abortions, conceptions about love and trust, etc., can be provided using the discussion aroused from this case scenario.

- MODULE 2: SECURITY AND PROTECTION

Being a victim of human trafficking for sexual exploitation involves many risks. On the one hand, risks women have to deal with in prostitution; on the other, risks of being victim of a trafficking network.

Accordingly, it is very important to **create a safety plan**, especially if the victim is in a decision making process to abandon prostitution and the trafficking network. There may be reprisals from the trafficking network if there is still an outstanding "debt" or they have any further plan for the victim. In many cases reprisals may involve the family of the victim in the country of origin. Risks must be assessed in detail and decision making must be scheduled, counting on a properly designed safety plan. The plan should include protected and secure accommodation where the trafficking network can't find the victim, support and backing of state bodies and security forces, safe transfers and accompaniment, assure documentation, not telling anyone where she is, switching off the options for sharing the location in the mobile phone and, if the victim has children, change the education and health centres, etc.

It is frequent that former victims of human trafficking fro sexual exploitation go on in prostitution, even when they are out of the trafficking network, In case they continue in prostitution, it is very important to consider several recommendations to reduce the damage.

Prostitution environments have many associated risks some of which cannot be prevented. However, it is possible to minimise risk situations and know and acquire some tools in order to handle some of them. As long as the understanding of risky situations improve, protection and safety chances become better (understanding of the surroundings, resources, people, the own capacities, etc.).

Training workshops will be mainly based on the experiences shared by women that are in prostitution and the situations of risk they face every day.

Self-defence Workshops

It is very important to provide participants with tools for self-defence, designing specific women self-defence workshops. The aim is to create a trusting environment where they can experience empowerment practices, what may give participants the capacity of internal control back, as well as feeling empowered and skilled to face all different situations they deal with on their day to day life.

In case participants are still in prostitution, it may be useful to address:

The "client" election¹

¹ It has been decided to use the name "client" because it is the common name women in prostitution or trafficked use to talk about the men who buy sex.

It is important to keep a safe distance while dealing with a "client", as women that are or have been in prostitution recommend. Limits need to be established very clearly from the beginning.

It is important to be able to say NO to a client if you don't agree with the negotiation or if, for some reason, you find the client untrustworthy. In case of women supervised by sexual exploiters and who are not allowed to say NO, they will have to be very careful and try to remain next to other women, taking as many safety precautions as possible to keep themselves safe.

It is advisable to avoid talking about private life, not disclosing information that "clients" may use for emotional blackmailing or to manipulate agreed limits.

Another recommendation is to avoid "clients" who are under the influence of alcohol and/or drugs, or the ones who exhibit aggressiveness or behave rudely.

In case of contacting "clients" in the street, it is recommended to observe every detail (the car, their complexion, the way they talk, etc.). Taking some details into account may help a quick appropriate decision making and find out whether it may be a reliable person or not.

If the place where the contact is taking place is the woman's house, it is important to meet the "client" before in a public place, a bar or the street to complete the negotiation. This way, there is an opportunity to decide whether to accept or reject the deal. Under any circumstances should the woman provide her address if there is no one else in the house.

Negotiation

It is important to clarify rules and limits during the negotiation and not to promise anything that it would not be possible to accomplish.

It is recommended to reach an agreement at the beginning and get paid in advance.

Money

Daily or weekly earnings are normally irregular. Therefore, it is important to manage money correctly to prevent situations of extreme need that may encourage flexibility over established limits or to accept "clients" who would usually be ruled out.

Safety

- There are many aggressions committed by "clients" in prostitution and sexual exploitation environments. It needs to be taken into account that the easiest way to approach a woman for a man who intends to assault her is pretending to be a "client". Therefore, our own safety should be paramount at all times. Some general recommendations are the following:

- **Positions**

Some positions are riskier than others, especially those in which the "client" is out of sight. Generally speaking, positions with the back to the "client" are the riskiest. Safer positions are the ones on top facing the "client". This way it is possible to see what he is doing, have control over his hands and check that a preservative is being used.

- **Mobile phone**

It is advisable to always have a mobile phone on us. A speed dial number (the police or a colleague) for emergencies should be added to our contacts.

- **Objects**

Valuable objects should not be carried when working in prostitution. Whenever possible, earnings should be kept in a safe place and always have control over your belongings. If you are in a hotel or flat, try to keep your belongings where you can see them. In case it is needed to get out of the room or go to the bathroom, take your belongings with you. If you are in a car, try to leave your belongings in a place out of reach for the “client” (under the passenger seat, for example). If you are in your own flat (not advisable for “clients” you do not know), never lose sight of him.

- **Places**

It is not advisable to remain in dark or isolated places. It is always good to know the area or neighbourhood where you are: stores, bars, 24-hour pharmacies, police stations, etc. If there is a good relationship with women working in the area, it is recommended to exchange phone numbers, write down plate numbers of clients’ cars and keep track of time.

To complete this part of the training it is recommendable to carry out group activities encouraging women’s participation. Participants would not only share and increase their knowledge but also become aware of knowledge and abilities they had already.

PREPARING OUR PLAN

Aim:

To encourage reflexions about risks as victims of human trafficking for sexual exploitation and be able to make a personal safety plan.

A brainstorming will be carried out to evaluate participants’ pre- conceptions of safety issues before the training session. New elements not mentioned during the discussion could be added to also reflect on them. In case there are women within the group who have been supported by specialised human trafficking services, they are likely to have received training in these matters already. If so, and they are willing to do so, they could be prompted to share their knowledge with the group

All participants will be asked to individually select the key elements they for their personal safety plan. If they are no longer in a risk situation, they will be asked to assess and distinguish essential aspects to be considered whenever they are risks.

Work groups will be created to reflect on these matters so conclusions and ideas from the discussion could assist participants to develop their safety plan.

- MODULE 3: Rights and human trafficking for sexual exploitation.

Rights:

Legal training should aim to inform as well as work on identifying violations of human rights.

As an example, we can start working on some rights, reading some of them from the Universal Declaration of Human Rights. We can take notice of the different meaning for each person and country but highlight that the set out of rights are universal and benefit every culture, ethnic origin, gender and religion.

TRANSLATION OF OUR RIGHTS

We will start analysing several fundamental rights:

- the right to personal freedom; - the right to physical integrity; - the right to security and protection
- the right to sexual freedom; - the right to education and training.

Taking as an example the analysis of the right to personal freedom, we can work as a team, as follows:

- Understanding situations that affect that right (for example when a girl's passport is retained).
- Identifying proceedings that can affect that right: coercive mechanisms that restrict this fundamental right.
- Analysing the retention of passports and other documents such as residence permit, electoral roll registration and the right and duty to be identified, as stated in the law of each country. Analyse also the dualism and the paradox for many people who are not able to access legal documentation. At this point we can approach some of the main issues of immigration laws.
- Addressing personal document loss and recovery processes.
- Promoting practical tools that facilitate the responsibility of participants in the custody of their own documents, (avoiding documents being mislaid and implementation of an alarm when it needs renewing, etc.). Or identification of real consequences of having documents retained as a practice of control and coercion.
- Pointing out what it is that the person with rights might be able to do. Be able to detect how the behaviour of the people around us might affect our rights. Gather previous experiences of the participants.
- Pointing out what institutions, governments and associations can do.

What this means is realizing the connexion between the text of the human rights and the practical situations in real life that affects their exercise. This means advancing on personal capacities and empowerment. In addition it is important to present the need for support and where to ask for help (developed in the next chapter). Also how institutions and associations may protect us.

The methodology to address this information should be through a dialogue process, taking into account individual examples. It would be useful to apply an inductive method that starts from the

collection and analysis of individual experiences that can lead to some findings, shared and elaborated from the real life and named with the trainers help.

Trafficking for sexual exploitation:

When talking about the right to physical integrity and personal freedom it is necessary to approach sexual freedom. That way we can identify signs of violence and detect human trafficking for sexual exploitation.

It is important to connect the right to personal freedom and security with the right to sexual freedom, analyse their positive and negative effects, and making explicit that this right is maintained and can be used regardless of the situation of the person involved.

Starting from the selected universal rights we will take a look at which ones are violated in the personal experiences of the participants. That way sexual exploitation and human trafficking for sexual exploitation can be identified and named. Participants will be able to name what has happened to them and give it a new meaning. They are victims of a crime, the crime of the human trafficking for sexual exploitation, and this is something that is publicly acknowledged and penalized socially. This may help them identify the situation they have been through and alleviate the stigma. That way guilt and shame can be relieved. Beyond the personal situation we can understand human trafficking for sexual exploitation as a global and political phenomenon that has millions of victims all over the world.

There are different laws in different countries, but there are points in common. The key players in the different scenarios are the same and their proceedings may affect the violation of rights or support the defence of rights.

- MODULE 4: Resources and services.

Gather and facilitate resources that may be useful to the participants according to their needs. This allows that they can transfer this information to other women in their situation in order to improve their quality of life and access a support network.

It will be useful to gather accessible services and ways of access to services that have to do with:

- Organizations specialised on human trafficking: these organizations may have different services to cover the needs of victims. They may cover accommodation, living expenses, financial, social, legal and psychological support. They cannot always provide integral care and it is important that, in either case, the victims may be able to access normalized community services.

- Health: health centres and access to them, providing information and support to obtain a health card or arrange access to health services, specific to each country. In the case of human trafficking victims for sexual exploitation, access to sexual health services is of the utmost importance, medical follow up in case of STIs (Sexually Transmitted Infections), VTPs (Voluntary Termination of Pregnancy), etc.

- Education: according to age, educational background, educational needs and the law, we will be able to determine whether the person or her children are of compulsory education age.

- Training: explore the person's interests and possibilities to enter different courses.

- Security: emergency phone (specific to the country or region), victim assistance telephones, human trafficking specialized police telephone. Contact with the Protection Prosecution Service if necessary. Provide information about its functions and their rights.
- Accommodation and housing: accommodation network and way to access it.
- Benefits, financial support and compensations: offer the participants information about their rights, requirements for obtaining an aid or benefit and institutions where they can apply for them.
- Employment: employment support centres, where they can encourage active job search, job boards, etc.
- Basic needs: food banks, hygiene products, etc.
- Social Service Centres.
- Information about voluntary return if the person wants to and it is safe to return to the country of origin.
- Legal support: for immigration law, specialized assistance and advisory in human trafficking and other legal issues that victims might have.
- Emergency phone numbers.
- Mobile units working the streets.
- Sexual diversity: assistance centres for LGBT people.

THINKING ABOUT OUR NEEDS

We can start by connecting with moments in which we had the need for support and haven't known where help can be found as a victim of human trafficking.

To address this needs we can count on different support resources.

The trainer will provide the participants with the gathered resources, and if there are other needs that we had not taken into account, we may think of new resources and organizations that can support them. We may complete among all the trainees the bank of resources taking notice of the participant's needs and the support and help experienced. It is important to emphasize the need of communication and social networks. They may help us to cover our needs and create a sharing culture.

In order to provide effective information, it will be useful to gather a list of organizations that work within this field in the area (municipality or geographical area) in close proximity to the women in the workshop. Furthermore it is important to point out access barriers and find out a way to overcome them through social referrals, procedure development with different organizations that provide assistance according to the needs of the people we work with. It is also fundamental to establish coordination programmes with social action organizations to monitor correct assistance.