



GOOD PRACTICE GUIDE

**CHANCE AND CHALLENGE IMPROVE ASSISTANCE FOR
CHILDREN AND YOUTH VICTIMS OF HUMAN TRAFFICKING
BY DEVELOPING INNOVATIVE SUPPORT PROGRAMS**

2016

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INTRODUCTION

Human trafficking is one of the most profitable organized crime. This phenomenon represents a flagrant violation of human rights, affecting annually millions of people worldwide.

This phenomenon is one of the most profitable activities of organized crime worldwide, occupying the second position in the top - after drug trafficking - and on the same level with arms trafficking; human trafficking exists in every region of the world and in all types of industries. Human trafficking has a direct effect on physical and mental well-being of victims. During the initial phase of trafficking, victims are forced and deceived usually by exploiting their current circumstances, because most victims have a history of abuse and are already living in precarious conditions. Once enslaved, victims typically are forced into unsanitary and stressful living conditions and receive little to no healthcare or basic services. Their movement is often restricted, their personal documentation withheld, and most experience significant physical, emotional, sexual, and psychological violence with major impact on their lives. Escaping from slavery is extremely difficult and dangerous, putting the victim at great personal risk. If rescued, integration back into society is incredibly difficult because of the shame, stigma, threat of retribution, and trauma experienced during enslavement.

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children and victims of human trafficking by developing innovative support programs implemented, with the financial support of the Erasmus Program Strategic Partnerships, by Association Pro Refugiu Romania, Association Trabe Iniciativas para la Economia Social y Solidaria Spain and Caritas Prague Czech Republic.

The aim of this good practice guide is to provide useful data to professionals (mostly from the social and psychological fields) on innovative methods as peer to peer and coaching that can be used in everyday assistance for victims of human trafficking.

PEER TO PEER METHOD

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.

Psychosocial intervention with children and youth is very complex and requires creativity. Peer to peer programs are an innovative method that could help us in the intervention with children and youth victims of trafficking of human beings.

“Peer” is someone who shares one or more characteristics of their social identification: social group, age, level of studies, social situation, etc.

Peer to peer 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: they speak the

same language; they have the same cultural codes and can build a relationship of trust.

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.

A peer to peer program may result in changes at **different levels**:

1) individual level: modifying knowledge, attitudes, beliefs or behaviour.

2) group or social level: modifying rules and stimulating joint action.

The **objectives** of a peer to peer project have to do with:

- Strengthen the abilities of the participants to be able of being agents of change and be part of the solution in community development.

- Strengthen their trust in themselves and self-esteem.

- A better understanding of their rights and responsibilities.

- Training for a better quality of life and well-being.

- Change the point of view from a passive position to an active one.

- Multiplier effect in the community.

- Strengthen the existent networks.

A peer to peer program **works through:**

- Training
- Sensitization
- Awareness-raising
- Communication and interpersonal skills
- Tool supply in order to relate in the environment, for example, an inquiry.

The **requirements** to develop this methods are:

- Identification of an appropriate agents of change
- Design of a suitable training program
- Support of the communities within the peer to peer program is taking place

To obtain successful results it is critical to make a good **selection process** of the participants:

- They have to be peers.
- Gender, peer educators of the same sex, specially working with victims of trafficking for sexual exploitation. In other cases it could be important to guarantee an equal representation of both sexes. Always take gender into account and develop a gender approach.

- Age range: sometimes it could be interesting that the peer educators of the same age of the target group.
- Personal skills and motivation: it is related to vocation and also some personalities are more bound to it. Leadership skills would be very useful.
- Language: fluent Spanish.
- Availability and commitment: to participate in the training and continue with the process.
- Emotional condition: maybe they are not prepared to revive past experiences. Getting involved in this kind of projects may generate strong emotional responses. Stabilized.
- Risk factors. Especially when we are talking about trafficking. Former victims that are not victims anymore and have no risk.
- Existing groups: take advantage of the groups and structures already functioning in order to save time, work and resources.

The natural leaders of the group that are motivated and have availability may be selected to develop sensitization programs.

Take into account **they need support:**

- They are not professionals. They are no substitutes for professionals.
- They need professional support for themselves and the peer group they are contacting with.
- They have other areas in their lives they have to pay attention to.
- The risks of involving each person in the program.

Application areas:

- Health programmes: HIV and other sexually transmitted infections. - Drugs abuse. - Family planning. - Nutrition.
-Prevention of violence.

SUCSESSES AND LIMITATIONS

Successes

- Know the participants very well before inviting them to a peer to peer project, in order to know about their emotional and motivational situation, security aspects, sensitivity, personal and economic situation, etc.
- Make contracts with the victims that highlight their rights and duties and recognize them financially.
- Choose non risky contents: health, resources, etc.
- Support from professionals: supervision and guidance.
- In case of children: different group from adults.

Limitations

- Risk of re-victimization: re-traumatization by revive memories.
- Security: trafficking networks, we have to be very cautious because one person could belong to a network or be a controller of other participants, or have a conflict with the pimps in case of sexual exploitation.
- Projection: defence mechanism by which we can blame others for our internal conflicts, getting rid of them by externalising them. A woman that has suffered being stigmatised may in turn stigmatise others, not being conscious of it.

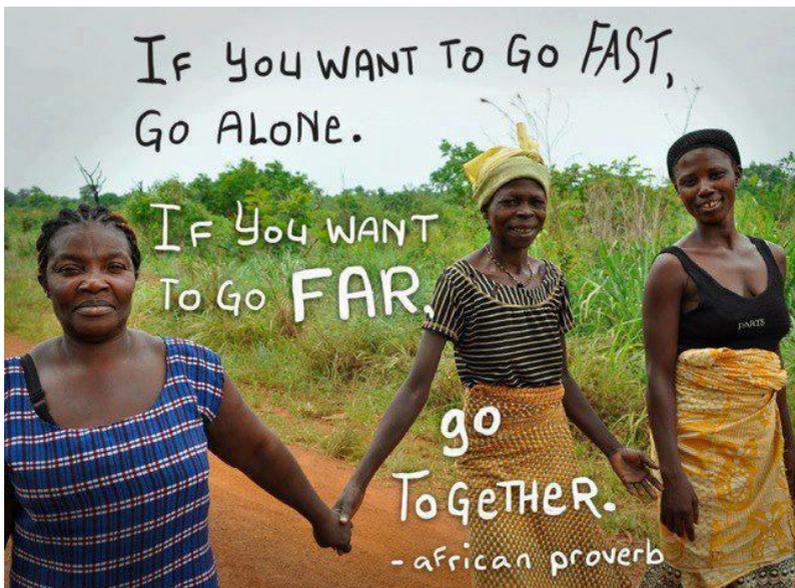
- Stigma: prostitution and other types of exploitation stigma. It is difficult that the people that had been trafficked want to become part of a group that is stigmatised, especially when talking about trafficking for sexual exploitation.
- The depth of the peer to peer relationship. Shouldn't ask them for a very deep approach because of the risk of re-traumatization.
- Not every victim of trafficking identifies herself as a victim of trafficking.
- Sensitivity and awareness of each person. This is a main aspect because they are dealing with people.
- The leader's skills of the participants. It is important to be able to develop this skills.
- Availability: personal and economic situation. This may determine the possibility of participation in a peer to peer program.
- Emotional condition. The person being stabilised becomes a guideline.
- The current situation of the person. The peer to peer educators should not be in trafficking anymore, because of the risks it may involve, for themselves and for the other participants.
- Motivation: they should be motivated to participate, in order to be able to participate in the different phases of the program.

REAL PRACTICES

A Spontaneous Peer to Peer experience

A Nigerian woman, attended in the "Concepción Arenal Centre" in Madrid, had an spontaneous experience in her country of origin on her own. She didn't tell anyone about her intention to make a sensitization program designed on her own, it was when she came back from her country of origin, that she told her psychologist.

In a holiday trip to her country of origin this woman -let's call her Jennifer- gathered girls and young women from her neighbourhood in order to tell them her trafficking story, to try to prevent them from being victims of trafficking.



To do this, she prepared the meeting with the girls from Spain planning several things. The objective was to prevent other girls from trafficking telling them what happened to her when she came to Spain, as a victim of trafficking for sexual exploitation. She talked to her sisters in Nigeria, who helped her preparing a party and contacting the girls to invite to the party. When Jennifer arrived she brought some clothes for the girls and many of them went to the party, so she was able to tell them what happened to her. They were surprised by her story and the toughness of it.

Afterwards she also went to talk to the family that had trafficked her to Spain. To do this she got in touch with a community leader to guarantee that they would listen to her and also to keep herself and her family safe. She talked to them and told them the harm they are producing to several girls and women.

Snowball Project "Me cuentas, te cuento", "You tell me, I tell you", in Concepción Arenal Centre Madrid

Snow Ball Project "You tell me, I tell you" aims to find new intervention strategies with women in prostitution and human trafficking by involving peer educators in order to achieve social integration and empowerment in Human Rights context. It provides information for

sensitization and prevention within women victims of sexual exploitation. Some of them are victims of human trafficking for sexual exploitation. It is a method of gathering and transmission of information and seeks a multiplying effect so more people is outreached.



BOLA DE NIEVE
ME CUENTAS TEGUENTO

The project objectives are:

1. Provide preventive information to modify risk and disempowering behaviours.

2. Provide social and employment support through outreach intervention

3. Check peer to peer method: peer educator as an agent of change and therefore, a methodology that reaches and involves high number of women.

The project stages are:

1. Work tools: which and why.
2. Peer educators selection process and recruitment.
3. Training: Through a training process they can learn about health, legal, security and resources issues and transmit them to other women.
4. Peer educators outreach intervention: an inquiry will be used as a tool in order to transmit this contents to as many women as possible. This way, we will have information about the knowledge of the women about this items and also, the peer educators have an opportunity to transmit the learning acquired during the training.
5. Assessment. Discussion and conclusion.

The work tool is an inquiry focused on:

-Prostitution and human trafficking situations.

-Health.

-Risk behaviours

- Community involvement: knowledge and use of community services

The Expertise is acquired by:

- Training
- Life experience - validity of lay experience

The peer educator's skills and competence are the following ones:

- ✓ Be appreciated by peers.
- ✓ Social support in and out of prostitution.
- ✓ Open-minded, respectfulness, flexible.
- ✓ Assertiveness, teamwork and communication skills.

The peer educators selection process and recruitment was the following:

- Between 6 – 15 participants involved (20 women were contacted, 15 of them accepted and were interviewed, 10 were selected and 6 women finally enrolled)
- Diverse group in terms of age, nationality, legal situation, prostitution situation, human trafficking.

The training consists of two weeks, 50 hrs to be remunerated and recognized by credentials.

The training contents are the following:

1st: Health

- Sexuality.
- Affective bonds and violence against women.
- Sexual and reproductive health.
- Stigma and empowerment.
- Sexual diversity.
- Awareness of risk behaviours.

2nd: Safety, Security and Protection.

- Self- defense workshop.
- Physical and psychological aggression and sexual abuse.

3th: Rights and Justice: Health, citizenship, immigration, prostitution and human trafficking laws.

4th: Stigma and empowerment.

5th: Assessment and evaluation.

Peer educator outreach intervention:

- Each peer educator agrees to contact at least 15 women.
- They will provide information according to training and they will obtain information from interviewees about knowledge, personal situation, risk behaviours, etc. and giving appropriate referral when necessary.



Evaluation of the project

Evaluation will be based in the collected data but also through evaluation tests (satisfaction survey among participants).

Indicators to be considered to evaluate the project are the following:

- Level of acquired knowledge and skills.
Verification source: Test completed at the beginning and the end of the training.
- Increase of attendance to medical services and sexual health clinics.
Verification source: Number of appointments registered in Montesa and Sandoval Helath Clinicas (specialised sexual health services)
- Level of awareness and/or self- identification as victims of sexual exploitation.
Verification source: Number of women assisted by specialised services (Proyecto Esperanza, APRAMP, Concepción Arenal Centre, Villa Teresita, etc.)
- Increase of seeking alternatives to prostitution.
Verification source: Number of participants assisted in Job Centres

"Mutiplícate"/"Multiply yourself"

A project made by the Mobile Unit of Sicar-Gijón, from Adoratrices that is called "Mutiplícate", "Multiply yourself". Their objective is to provide a meeting space to think about the own experiences and offer tools to pass this learning for the benefit of other women. This project

considered peers women in prostitution and migrants to Spain.



This "Multiply yourself" program, started by a research with Gijón`s University about the lack of information and the demands of the participants. They considered interesting these items:

- Fundamental rights
- Health and Sanitary System
- Education System
- Social Services
- Job market
- Communication skills and customs

In order to do so, they carried out group training divided in the following sessions:

- 1) Session 1: Presentation
- 2) Session 2: Women and prostitution: networking and sharing experiences
- 3) Session 3: Women and prostitution: needs and legal models
- 4) Session 4: Women and health
- 5) Session 5: Women and violence
- 6) Session 6: Women and the community
- 7) Session 7: Multiply it!: clarify key aspects of the training
- 8) Session 8: Multiply it!: tools and strategies
- 9) Session 9: “We want to learn more” (in depth learning of some topics)
- 10) Session 10: Evaluation

Each session lasted 1 hour approximately. Although it could seem limited time, participants had previous knowledge on the topics and didn't required basic training. Also, it was taken into consideration their difficulties to attend sessions and lack of spare time.

<http://www.fundacionamaranta.org/wp-content/uploads/2014/10/multiplicate.pdf>

COACHING METHOD

This chapter is about basic coaching methods and offers possibilities for coach practice with children and youth who became victims of human trafficking. It can be an inspiration for coach work.



Coaching is an innovative method that could help children and youth victims of human trafficking to solve their problems and to live full-blown life.

Coaching represents trustful relation that helps a client to make concrete steps in order to reach his visions, aims or wishes. It uses process of exploration and self-knowledge to build client's consciousness and responsibility acceptance that reaches through bigger structure, support and active feedback. Coaching helps a

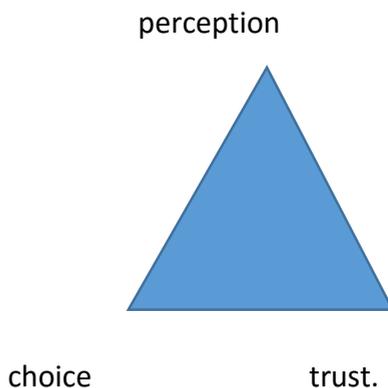
client not only to define his aims but also to reach them faster and more effectively.

Coaching is the way of work when a coach and his client/couchee create/make together during interview new possibilities in order to reach client's aim by using the current resources.

Coaching focused on solution seems to be appropriate innovation way at work with children and youth victims.

Principles of coaching

Represents so- called "coaching triangle".



Perception

Observation and detailed description are important, because they deepen and extend perception toward the given situation. Perception is often influenced by different disturbing influence e.g. angst, thought that my behavior caused this situation. Perception can focus just on the issue and can overlook strong points or success in other field. For that reason is useful to deepen perception of the concrete situation and draw/describe it in detail.

Choice

Learning is more effective, if a client can choose what he/she wants to learn and is active.

Trust

A couch should believe in resources and abilities of his client, which helps the client to believe in it, too.

Coach task is to create conditions for effective learning and not to pass his/her knowledge and skills on.

Coaching aims at:

Client´ s wishes – something which is attractive and reachable

Client´ s resources – searching for knowledge and abilities being in existence and development of new resources

Movement – define and plan steps leading to client’s aim, progress monitoring and support at its systematic and advancing realization

Jointly forming = cooperation – a coach and a client contribute to the common result. A coach contributes with his knowledge and abilities to keep interview in the effective way and client with his/her resources (knowledge, experiences, abilities)

Coaching of children and youth victims of human trafficking

All children are exceptional, they lived out different situations that could impact them in the way that they need a specific access. Children have to learn how to compensate their problems by using new resources. Child’s personality can influence its opinion how to deal with:

- his determination to be the best as he can be
- his desire to be equal to other children
- his intellectual abilities

Do not focus on child’s problem and do not put them in boxes.

Always try to use child’s natural abilities and individual knowledge/experience/skills.

Try to create access made to measure to the child.

Keep the following principles:

1. Child is a human being - ask him about its hobbies, friends, success (what is he/she good at) etc.
2. Name resources, (ability, possibilities) of child, parents, friends and environment.
3. Consider what "good reason" can be for a child to have such/specific problem.
4. Look at the other way how to meet child's needs to diminish or eliminate his "unsuitable" behavior.

Principles can be used nearly in all situations. In addition to that coach can apply his creativity.

Work with children

- Respect them.
- Take into consideration their wishes, imaginations, opinions and personality traits.
- Realize – child alone knows what is the best for him/her.
- Respect personal specifics.
- Sympathize with them.
- Ask child its opinion.
- Avoid classify them into any category.
- Be concerned with things children want or search for.
- Respect child's suffering and pain.
- Listen to them with attention and meet their needs.
- Do not stand up for your opinion.

Remember

Talk to children with their own languages/words
Children communicate through activities, pictures, playing games and other creative activities. When they work with a coach, they should feel well. They should have feeling they can influence their life.

Create comfortable environment

Place of the meeting should be comfortable for all children and youth.

Toys

It is good to have some toys in the office and lend them to children during a session.

Eye contact

Use method “walking and talking” when possible.
Children and teenagers feel better when they walk and think about difficult questions at the same time.

Naming and imagination of changes

It is always good to have a name for a solution – solution naming. Concrete ideas how to change a problem into solution appear easily.
It is good to name a change that should come. A change should be reasonable in the context of child’s life.

Hand puppets

Work with hand puppets is suitable especially for younger children.

Hand puppets represent a very good object for the beginning or continuation of conversation.



Coach can ask:

What is your name? How old are you?

Do you have any friends? What are their names?

What do you like to do? What is your favorite game?

What is important for you when everything is going well?

What animal do you like?

Day by night or on the scale 1 -10, an old nymph came, waved with a magic wand and showed that all problems bothering a child disappeared.

When a coach feels that a child can make other steps to reach its aim he/she can ask a child to draw a picture. Child can easily describe its progress by drawing.

SUCSESSES AND LIMITATIONS

Successes

Client will be able to:

- Sign a contract on coaching and to work with the chosen coach
- Name what is for him/her in his/her life important
- Name his/her aims and steps to their realization
- Work with the coach on advancing fulfilment of his/her aims
- Name his/her strong points that helps him/her to master-overcome the situation
- Accept himself/herself with the positive and negative qualities
- Learn to deal with the emotions
- Change perspective of himself/herself and the situation

Limitations

Coaching cannot be convenient for a client in acute crisis situation

Lack of interest – client does not want to cooperate with any coach

Parents of minor child – can reject without any reason coaching of their child

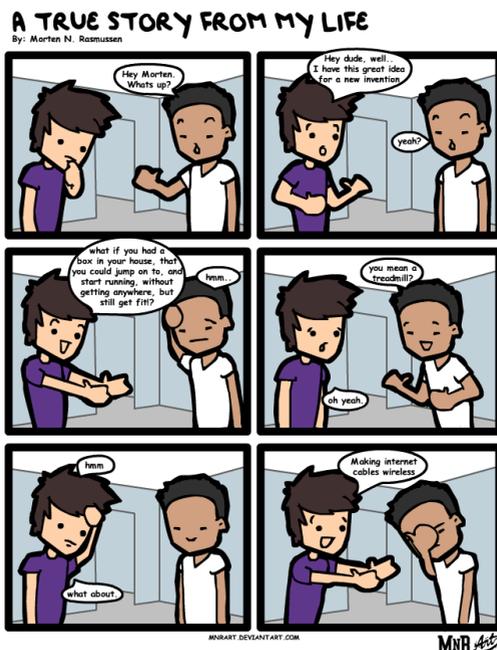
Cultural and religious differences – a client can be persuaded that coaching can be in contrast with his/her culture or religion

Lack of financial means – neither organization taking care of a client or even the client do not have financial means for payment for coaching sessions

Return to the country of origin – a client is a foreigner and decide from whatever reason to go back to his/her country of the origin

Practical exercises

Solution building cartoon





1. The first picture represents a problem
2. The second picture shows a strong assistant who solves the problem
3. The third picture shows a solution that a child came up with his assistant and that creates exception for the problem
4. The fourth picture shows what is different with the exception
5. The fifth picture is aimed at the future – exception becomes reality
6. The sixth picture shows the child thanking to its strong assistant

Instruction:

1. Give a piece of paper to a child and ask him to divide paper into 6 panels.

2. Ask the child to draw a picture of the problem or just a color representing it on the first panel.
3. Ask the child to think about a strong person /e.g. Batman/, who solves the problem and draw it on the second panel.
4. Ask the child to dream about a gift for the problem that helps the problem to disappear. The perfect gift is drawn on the third panel on top.
5. The fourth panel represents the situation, when the problem accepted the gift.
6. Ask the child to dream about its future when the child has to call the assistant again.
7. Ask the child to draw a picture/sign to thanks to its strong assistant.

Pictures number 2 and 3 require more attention. They answer the question - what would be different in their lives if a miracle happens. A client has to come into contact with his/her inner resource. It takes some time and the client needs tolerant and sensitive assistance.

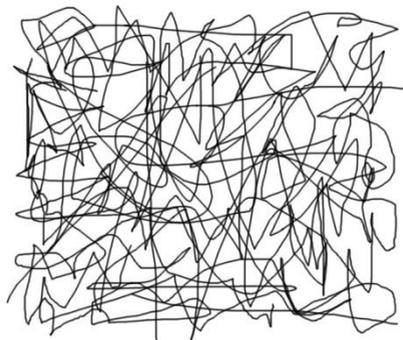
Following questions can help:

What person is the strongest and can cope good with difficult situations?

Do you remember a story when somebody was in a difficult situation and suddenly somebody came something happened and everything turned into the positive way/ was solved?

Do not interfere into child' s activity

Scribble game



The main aim is to create spontaneous and non-planned reaction at scribble. It is recommended to choose a color and use it till the end of a game. Children are proud of their creativity and partnership with adults strengths their satisfaction.

Instruction:

1. Tell a child to scribble anything on paper.
2. Ask a child for paper after finishing a line, one scrawl = one essay.
3. Add another line by starting at point, when child finished.
4. Take turns, until you find that work is done.
5. Write down your names in the corner.

Take another paper and now it is your turn to start scribbling.

Repeat points 1 -5.

Create 5 or 6 complete scrawls and ask a child to choose one of them.

A child can take scribble home or place it on the wall in coach office.

It is good to watch child and not to analyze/interpret the scribble. A coach has a chance to discover and get in touch with power and resource of a child.

A coach can say: "It looks that it helps you, when you can't be in a hurry and has enough time."

Or " It seems you have many good ideas and want to start fast and surprise yourself."

Many children say that they did not know they are so good painters.

Creation of stories

Children, youth and especially foreigners like stories. Stories represent a good



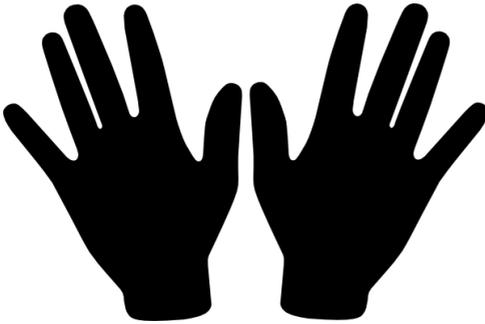
way how to communicate with adults and children. They like to listen to stories about persons, animals, toys or monsters that lived out difficulties and won over evil that was similar to that they had to cope with alone.

Instruction:

1. Tell a child to choose one picture you created. Put a picture between you and a child.
2. Start creating a story based on your picture inspiration – say the first sentence e.g. It was once a very angry face
3. Ask a child to complete the sentence.
4. Go on adding your part of the story.
5. Continue until you find together end of the story.

Completing the story is subject of admiration and a chance for another conversation.

Strong hands



Instruction:

1. Give a piece of paper to a child and ask him to put its hands on the paper and copy both hands.
2. Let a child choose the first finger.
3. Ask about quality of the chosen finger.
4. Take the chosen finger, shake with it and ask e.g. what is your finger good at?
5. Let the child name an activity e.g. football, jump rope etc.
6. Ask the child what color suits to the chosen activity (e.g. football) and let a child to color the finger with the chosen color or draw a football player etc.
7. Do it with all fingers.

Finally, you will have all 10 fingers of different colors and strength. To finish the activity in the positive way, asks a child to put hands together and to make a roof and to push them. Tell a child with gently and nice voice: “Bring

the magical small house full of strength with you and whenever you need to feel strong, put your fingers together and you will feel your strength.”

Conversation focused on resources serve:

- to perceive of own abilities and strong points
- to reflect on current possibilities and their application
- to verify usefulness for solution searching



A coach aims at strong points of his/her client.
They talk about things that a client knows well.
What do you know well? Other questions
focuses on the **strong points**.

The main aim is client’s own activity.

We can concentrate on different resources:

Personal abilities – I can concentrate on, I can lose

Professional abilities – I can listen, I can understand fast

Social competences – I can be a friend, I can protect a weaker person

Creative abilities – I can dream, I can devise good ideas

1. Describe one of your abilities that you know well.
2. How do you find that you have the ability to? What do you do after that?
3. When did you behave like that for the last time? What was the result of the behavior? What did develop from it?
4. What are the situations when your friends, teachers, parents see that you behave like that?
5. How can you behave today, indicate it on the scale (1= min. 10 = max.)? What belongs to the chosen number? What do you do when you are at the number? How did you get there?
6. What has to be done in order to move higher on the scale? What can you do for it?
7. How can be your ability/behavior useful for solving the problem?
8. How did you realize that you founded a solution? How do other people find it out?

Coach can ask other question e.g.

When did you experience it?

How did you feel at it? Etc.

It is necessary to adopt questions to child's age.

Rose bush - Identity flower



The aim is the perception of oneself versus ideal perception.

We find out how children and youth perceive themselves – through size, colors, flowers and roses.

For youth - flower of masculinity and flower of femininity

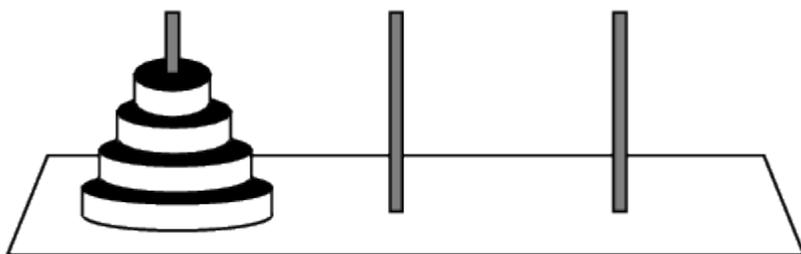
Instruction:

1. Draw a flower, write I in the middle and draw five petals/leaves
2. Find out 5 adjectives representing you and write one adjective into each leaf/petal.
3. Draw the second flower representing ideal I - how they want to be- write down again 5 adjectives into petals.

4. Draw the third flower – how they do not want to be - write down into petals adjectives or personality traits that they reject themselves.

It follows a discussion about what has to happen to get more ideal qualities and how to overcome his/her weak points

Success tower



Take a box full of dies of different colors and sit down with child/children. Ask him/them what improved since the last session.

Tell a child to build a die for every positive things on the table and other build tower. When child can't remember anything else talk about tower together. Let a child speak what every die means. A coach can make a picture of a child and its tower.

Remember – all techniques has to be chosen according a concrete client/coachee.

Transnational Referral Mechanism of victims among destination – transit - origin countries

A transnational referral mechanism = co-operative agreement for the cross-border comprehensive assistance of trafficked persons, that should be used by entities (organizations, institutions) from destination-transit-origin countries.

The standard operating procedures:

1. Identification:

- Initial screening and referral.
- Access to basic needs and information.
- Early risk assessment.
- Language interpretation and cultural mediation.
- Recovery and reflection period.

2. First assistance and protection:

- Information on assistance options and conditions.
- Intake and needs assessment.
- Assistance provision and protection.

3. Long-term assistance and social inclusion:

- Joint development of the individual assistance plan.
- Consent of the victim on the procedures part of the plan.

-Adjustment and social inclusion.

4. Return and social inclusion:

-Informed decision to return.

-Risk and social inclusion assessment.

-Risk management plan.

-Family tracing.

-Documentation.

-Pre-departure individual assistance plan.

-Safe transport / transfer and assistance upon arrival in the origin country.

Develop a transferral template for the facilitation of transnational cooperation at the operational level between NGOs from countries of destination, origin and transit.

Steps:

1. **EXPLAIN** to the victim what is a referral protocol, what is it for, who are the people at the other country (reference NGO), etc... and be sure the victim agrees with all the procedure and the transference of his/her data and story.
2. **Reporting data** (it will depend of the kind of victim, data available, need of assistance, etc...) but basically could be:

Personal data	Name, age, gender, origin, family situation .children, husband, relatives of interest...
Current legal situation	If she/he is a registered THB victim or not. Nationality, Residence permits; asylum seeker, etc... other relevant legal information
Personal story	Relevant data of his/her story.
Social situation	Professional / employment needs; housing needs; incomes; dependants.....
Psychological situation	Only relevant information for the management of case
Healthcare needs	Diseases, chronic conditions, medicines or other relevant information
Services received	Assistance provided by referral NGO or other institutions in the country she is coming from.
Reasons for travelling	Voluntary/forced return? Familiar trip? Others?
Risks to be considered	Potential risks to be considered
Data protection, confidentiality	Measures to respect the confidentiality
Ethic issues	Other issues related to ethics

Other relevant information	
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3. **Case assessment** made by NGO transferring the victim

Reasons or evidences that suggest that she/he is a trafficked victim

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Detected and potential needs

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Suggestions about potential services to be offered to the victim

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Any other information?

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4. **READ** the report to the victims and make sure she/he UNDERSTANDS it. Ask him/her to sign the report before send it to the reference NGO

