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# TRAINING MANUAL

FOR

# Combating Trafficking in WOMEN AND CHILDREN

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## **Executive Summary**

This “Manual on trafficking” is an outcome of a training exercise on trafficking carried out in Myanmar in March 2001. Following the training, and in sharing the recorded information with its partners from both within and outside the country, the UN-Inter Agency Project (UNIAP) received a number of comments and requests for making the training and its outcome available for wider consumption. Although the organisers had not initially considered the idea of a manual, they were mindful of the desirability of keeping a detailed record of the whole training process, particularly as there is little documentation available on trafficking interventions in Myanmar. This detailed record formed the basis on the Manual, which has been expanded and improved following feedback from participants, field workers and other practitioners.

The Manual has two parts. Part One provides background information essential for understanding the issue of trafficking. This includes the various definitions on trafficking; the differences between migration and trafficking; the different stages of trafficking and the concepts that underpin the process of return and reintegration. Part Two brings to life the concepts and theories presented in the first part by breaking them down and putting them into chunks of related activities. Altogether there are eighteen activities, aimed at involving the participants in the various aspects of trafficking interventions. It is hoped that the simplicity of these activities will make the complexity of trafficking much easier to handle. Already, UNIAP has pilot tested segments of the Manual in its training activities. Some of the activities have been modified as a result.

This Manual would not have been possible without the support and cooperation from a number of people and organisations. In particular, we are indebted to Dr. Nwe Nwe Aye and her colleagues at Save the Children (UK) for their time, enthusiasm and commitment on this issue, from participating in the training to providing detailed feedback on the various drafts of the Manual. Heartfelt thanks are also due to Ms. Kiki van Kessel, at IOM for taking the time to fly in to Yangon to provide technical support, especially for the return and the reintegration part of the training, and again for specific

input into the Manual. In this way, the Manual symbolises inter-agency collaboration in combating trafficking in women and children in the Mekong Sub-region.

Finally, despite the determination of the IAP staff in Myanmar, the process of compiling the information into a manual format, this proved too much for a team of two players to handle. UNIAP was fortunate enough to enlist the services of Ms. Maria Van Zuilan, whose expertise on training on gender and development as well as manual writing fitted in nicely with the skills that were needed. Without her skilled input, the Manual would not have been possible.

Although this Manual is based on the Myanmar experience, the authors have endeavoured to ensure flexibility in its structure, allowing for adaptation in different situational contexts and by different players. The team therefore hopes that this will provide a resource for those elsewhere in the Mekong sub-region. Feedback and ideas for improvement are most welcome.

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## Introduction

### I. Why this manual was made

In cooperation with International Organisation for Migration (IOM) and Save the Children, UK (SC-UK), the UN-Inter Agency Project on Trafficking in Women and Children in the Sub-Mekong Region (UN-IAP) undertook a three day workshop on trafficking of women and children from March 15-17, 2001. The main focus of the workshop was on the return and reintegration of trafficked women and children. The need of UN-IAP (Myanmar), UN-IAP (Thailand), the Committee for the Protection of Child Rights (CPCR), IOM and SC(UK) to provide an immediate response to the situation of some Myanmar girls being housed in a number of shelters in Thailand was the reason for this focus.

The workshop was the result of a collaborative effort by all agencies concerned. In fact, it underscored the importance of regional and inter-agency approaches in addressing the problem of trafficking. As no such training of this nature had previously been undertaken in Myanmar, the collaborating agencies worked together to establish a general and basic training module.

This *draft* manual is based on the first workshop held in Myanmar and is meant for use by those involved in return and reintegration of trafficked women and children. Some workshop activities in the manual have been adapted after the first workshop. Background information on trafficking, return and reintegration has been added, drawing from resources available at UN-IAP (Myanmar): GAATW publications, from IOM, SC(UK) and others. This *draft* manual should undergo more pilot-testing, so that it can be further adapted for replication in other contexts.

## **II. Content of the Manual and How to Use It**

As already indicated, the manual was based on a particular training/ workshop which was focussed on the return and the reintegration of trafficked persons. It does, however, include a general section on trafficking including some activities that are relevant to prevention of trafficking (see Activity 18). The inclusion of the general section on trafficking strengthens the participants understanding of the issues enabling them to actively participate in the training. Depending on the background of the participants, the intensity and the focus of the training, that is whether you're focussing on the prevention side or the return and reintegration side, you can choose to pick a few exercises or follow the sequence of the manual.

The manual is divided into two main parts:

**Part 1** comprises general background reading materials for trainers needing information on trafficking. This session is essential for all trainers since it also places the later exercises and activities in context. Whether the trainer wants to share the whole of this section, only a part of it or none of it with participants would depend on the objectives of the training and the preferences of the trainer.

**Part 2** comprises the training activities. This part can be further divided into 3 sub sections. Activities in the first sub-section provide some ideas on getting the training started. Activities in the second sub-section are related to the general understanding of the issue of trafficking. This subsection deals with the prevention side of the trafficking issue and also clarifies the concept of trafficking. The third sub-section has activities to facilitate the understanding of the process of return and reintegration of the trafficked victim.

The training activities in the second part of the manual are presented in the following sequence:

- Activity title
- Learning objective
- Materials needed
- Time needed
- Note for the facilitator
- Steps describing how to implement the activity
- Handouts for participants (where necessary)

Throughout the manual, participatory techniques such as brainstorming, role-plays, small group discussions, simulations using case studies and a family assessment format are used as training activities. These interactive exercises encourage the involvement of participants, help to clarify important concepts related to trafficking and allow participants to experience and practice some of the steps involved in the return and reintegration process.

Part 1:

**TRAFFICKING IN WOMEN AND CHILDREN:  
SOME BACKGROUND INFORMATION**



## I. What is trafficking in persons?

### Examples of trafficking

Trafficking in persons is a complex process. It relates to all acts in the recruitment and/or transport, transfer, harbouring or receipt of persons from one place to another, involving deception and/or force (coercion). The two following stories may shed light on the elements that constitute trafficking. For example:

Thida, 14, lived with her mother in a small village in central Myanmar. Her father had died since she was nine years old. Just after the water festival (April) 1998, her uncle told her mother and herself of the opportunity to work at a rich and kind person's house in Tachilek. Since they were poor and her mother sickly and since her two little brothers were too young to help out much with some earning, Thida decided to take up this opportunity to work at this rich person's place in Tachilek. Her uncle himself accompanied her. When they arrived at Tachilek, the uncle took her to a nice place where a lady acquaintance of his welcomed her. She was kind and offered her good food and told her to take a bath and rest. The uncle said he would leave her in this lady's good hands and she would take her to the rich lady's house the next day. The next day, the lady told her that the rich lady at whose house Thida was to work was away for some days. If she liked she could stay with her until the rich lady returned. After a couple of days, the lady asked whether Thida wanted to come with her to Mesai since she needed to do some business there. Thida willingly agreed. However, they did not stop at Mesai but went further in to a town some 2 hours drive from Mesai. There, they went to a small restaurant for lunch. After lunch the lady said she had to go on an urgent business for a while and asked Thida to wait at the restaurant. From then on Thida never saw the lady again. The small restaurant was in fact a cover-up for a brothel. Thida had effectively been sold. She had to work both as a waitress when there was a high demand for normal restaurant work and as a prostitute as demanded by the situation. She did not receive any payment for a long time, because the brothel owner had paid the lady a large sum of money for her. She misses her mother and her baby brothers but doesn't want to go home. When asked why, she says that " How can I go back? I am no longer clean".

[from a story recorded by UN-IAP]

Teng was a 70 year old woman who came to Thailand with a trafficker who promised she could earn a lot of money from begging. However, once in Thailand, she was forced to give the money to the trafficker and was told she would be punished if she could not earn enough. Teng was arrested for illegal entry and was sent to the border where another trafficker brought her back to Bangkok and demanded 3000 Baht (US\$120) from Teng. Teng was then expected to share her earnings with the trafficker and also had to pay for her room and meals. She said: "The man always scolded me when I could not earn as much as he wanted. I saw him torturing another old woman until she collapsed. I was very frightened."

(case study from: GAATW 1997:p.12)

In general, women and girls are especially vulnerable to trafficking, because they are often less educated than men and boys and thus have less opportunities to work in skilled professions. Their social value is often lower than that of men. Women and girls are trafficked for different types of work including domestic work, factory work, sex work, entertainment and as marriage partners or beggars. At the same time, it must be kept in mind that in some countries there is a higher demand for boys. One case in point is the case of Cambodia, where more boys than girls are trafficked into Thailand.

### **What is the difference between migration and trafficking?**

#### **(a) Migration**

Many women, men and children move from one place to another, either temporarily or permanently, as a survival strategy or simply to find (better) paid work. This is called migration, which can mean moving within one's country of origin or going abroad. The differences in living standards and wages between countries drive people to move to the richer countries, in the hope of improving their quality of life. Migration is an old phenomenon, driven by economic, political, religious and environmental factors. One of the main causes for migration has been identified as poverty although economic disparity is becoming a key determinant. In recent years, female migration has been on the rise in the Mekong Region, as a result of uneven economic development and increasing economic cooperation among the countries (GAATW 1998:p.6;INS-IOM 2000: p.17).

Cross-border migration may occur legally, using passports and official border crossings, or illegally, without personal documents, paying bribes at official border points or crossing the border at illegal points like hidden river and jungle routes. Undocumented migrants (also called illegal migrants or irregular migrants) are those people who do not have a legal status in the receiving country as a result of illegal entry or overstay. Migration therefore, is a process where people **choose with their own consent** to leave one place for another, usually in search for work or a better life.

### **(b) Trafficking: Deception, Coercion, Sale, Abuse**

Sometimes, people are persuaded or forced to migrate by others who give false information about economic opportunities, the nature of work and/or the conditions in which they will be working. Brokers or agents -often people from the same locality such as neighbours, returned migrants, or community leaders - may give the families of the girls and women some money in a form of an “advance” for services to be rendered in the future. The women or girls then become “bonded” to the agent for the money that the agent had advanced to the family. In the process of transferring her to the place of work, the agent may sell her again to one or more other agents. As such, the woman or child accumulates a debt, which she must repay from her earnings, usually with interest and additional charges. Women and children may also be abducted or kidnapped and sold to brothel- or factory-owners. The agents or traffickers may sell and exploit these job-seeking persons (who become trafficked victims) several times by operating as a chain of sellers and buyers.

Trafficked persons mostly end up in abusive and/or coercive working conditions; working long hours every day, sometimes without receiving wages, often subject to mental and/or physical abuse. They often do work which they **did not choose and/or in conditions they are unable to get out of.**

Often *women, men and children* **choose to migrate but end up in a “trafficked” situation** because of the lack of access to information and opportunities, as well as lack of legal channels for migration. Trafficking can take place within one country from one

region to another, or across international border(s). When trafficking takes place across an international border, the consequence is that the trafficked persons are in a particularly vulnerable position as illegal migrants who can be exploited even more easily. The fear of being arrested for illegal entry makes it difficult for them to look for medical assistance, support or legal protection.

Most laws fail to make a distinction between trafficking and illegal entry as migrants. This creates a dangerous situation for the trafficked persons: instead of being considered as the victims of a crime against their person, they are treated as criminals when they are 'caught'; commonly charged with illegal entry and subject to fine and imprisonment before being deported. In general, the trafficked persons are powerless, being sent back to their home countries without any emotional, psychological or economic support. Not having any assistance, they are unable to press criminal charges against the traffickers.

Another common confusion is to equate trafficking with sex work. While a significant number of women are trafficked into the sex and entertainment industries, an equally significant number of them are also trafficked for other purposes. And conversely, not all sex work is forced, some women actually choose to do sex work. The key is to remember that while migration whether regular or irregular is usually voluntary, **trafficking is never voluntary.**

### **Definitions of Trafficking (See activity 6)**

There are a number of different definition of trafficking. In the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the UN Convention against Transnational Organized Crime, trafficking is defined as follows:

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

Save the Children Alliance’s Working Definition of Trafficking is as follows:

**All acts of recruitment, transportation, purchase, sale, transfer, receipt or harbouring of a person including a child (as defined by the United Nations Convention on the Rights of the Child and/or the applicable national laws of states parties) within or across borders that involve the use of deception, coercion (including the use or threat of force or the abuse of authority) or debt bondage, whether or not any payment is given or received, for the purpose of placing or holding such person in involuntary servitude (domestic, sexual or reproductive), in forced or bonded labour, in slavery-like condition or for false adoption.**

The Global Alliance Against Traffic in Women (GAATW) defines trafficking as:

All acts and attempted acts involved in the recruitment, transportation within or across borders, purchase, sale, transfer, harbouring or receipt of a person involving the use of deception and coercion including the use or threat of force or the abuse of authority or debt bondage for the purpose of placing or holding such person, whether for pay or not, in involuntary servitude (domestic, sexual or reproductive), in forced or bonded labour, or in slave-like conditions, in a community other than the one in which such person lived at the time of the original deception, coercion or debt bondage.

All these definitions are long and not very user friendly. They are loaded with several concepts that may need some clarification:

- Ø **“use or threat of force”**: this includes taking away someone’s freedom of movement and their personal choice.
- Ø **“deception”**: giving false information about working conditions or the nature of work to be done.
- Ø **“debt bondage”**: using someone’s labour services as security for a debt, while the value of the labour is not actually ‘subtracted’ from the debt, or the length and nature of the labour services are not clearly defined. Many women are not told the terms of the debt – how long they will have to work to pay it off, or how much they owe or are not even aware that they have entered a debt. Often, the costs of transportation, clothes and personal items for the women are added to the debt and interest is charged. The women in debt bondage have no alternative but to continue working until they have paid off the debt.
- Ø **“abuse of authority or dominant position”**: may be the confiscation of personal documents (identity card/passport), abusing one’s authority as a superior or parent or abusing an illegal migrant’s vulnerable status. Whereas some abusive situation are readily recognised, others are not: as in the case of abuse of trust and moral authority.

Ø **“forced or bonded labour or slave-like conditions”**: abusive and coercive working conditions in which people work without their consent. The work may consist of domestic, reproductive or other services, even those that are not recognised as work or legitimate activities. The work is undefined (tasks) and unlimited (time). If the person has been ‘exchanged’ for an amount of money, the ‘buyer’ ‘owns’ her/him and can exercise full power and authority over her/him.

### **Different Stages of trafficking (See Activity 9)**

From the definitions we can observe different stages or aspects of trafficking:

1. **Recruitment** can occur as an act of physical violence by kidnapping the victim, or by threat, or with consent through deception, when a good job possibilities are promised or implied, or by other forms of coercion such as debt bondage. Abuse of authority plays a role when parents agree to sell a child or when anyone who exercises a form of authority over the victim agrees to or is involved in trafficking.
2. **Transportation** may also be forced as in the case of kidnapping or travel under threat. Agents and brokers may restrict the women’s/girls’ freedom of movement by confiscating their passports or identity cards, thus restricting their independence and ability to return home. Sexual harassment and rape may also occur during or after transportation. Sometimes, the trafficked persons are sold several times to middlemen or other agents, before they reach their final destination. A considerable amount of official involvement (of police and immigration authorities) in the trafficking process has been reported in various research studies in the Mekong Region (see GAATW 1997,1998).

**It is important to note that recruitment and transportation may not always be acts of force.** Many women and older children are willingly recruited and leave their places of origin.

3. **Work/living conditions at final destination**: trafficked persons are forced or

deceived with the aim of exploiting them in abusive, sometimes slavery-like conditions. Even women who choose to migrate for work, are often unaware of or deceived about the conditions in which they will be working. Many women and girls find themselves working against their will in exploitative conditions in a variety of jobs, such as domestic work, factory work or in the sex industry. They lose their right to decide freely over their own destiny and are subject to violence, abuse and other forms of coercion. Some of the women and children get trafficked into sex work, but others are trafficked into other exploitative situations, such as organised begging, domestic work as servants, servile/forced marriage, factory work in the garment, agricultural or fishery industries, and criminal activities. Inhumane working conditions, low wages, being paid less than agreed or non-payment of wages, minimum safety standards, sexual harassment, extortion and debt bondage are common problems. So is confinement, as many employers do not allow the women/children to leave the premises where they work or live. Finally, threats to hand women over to the police or immigration authorities are effectively used by agents and employers against trafficked persons, who are vulnerable without legal travel documents and lack a social safety net in the host country.



## II. Return and reintegration of trafficked women and children<sup>1</sup>

### Definitions

Many trafficked women and children actually want to return home if they have the chance; in this case we speak of **voluntary return**. Others are sent back against their wishes, for instance after they have been arrested as illegal immigrants: in that case we speak of **involuntary return** or **deportation** by immigration police.

### Difficulties

Whether they go back voluntarily or not, trafficked women and children usually need support when they return to their family, community or country. Return and reintegration form a difficult process, in which the returnees may face psychological, family-related, health, legal and financial problems. It is often difficult for them to settle comfortably back into living in their families and communities, for several reasons:

- Ø Trafficked women or children often no longer have (or never had) personal documents like a passport or national identity card and usually need help to travel back safely.
- Ø The woman/child may feel ashamed to return home without having earned a lot of money to support the family or to pay off debts, since that was the reason for going away in the first place. They may feel unsuccessful, as if they have ‘failed’ their families in this way. The family may also have such feelings towards the returnee.
- Ø In some societies, social acceptance of the person returning to the community may be dependent on whether they were able to send money back while they were away. Even though communities often look down on women who were sex workers, they are likely to be accepted back –at least to a certain extent- if they have sent money before or bring money back for their families. However, most trafficked victims do

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<sup>1</sup> Technical input for the major part of this section comes from the IOM.

not manage to send money back to their family while they were at the point of destination, because the wages are not sufficient.

- Ø Opportunities for work in the home community may be very limited, wages are generally lower and some may regard the work as more demanding than the work they did in the place they were trafficked to or were in.
- Ø They may have become used to a different lifestyle elsewhere or abroad, living in cities, wearing different clothes or having more freedom than they had at home. It may be difficult to readjust to the slower pace of life and the isolation in rural areas.
- Ø Women and girls who have worked in the sex industry usually don't share their real experiences with their families and communities, because they feel ashamed. They may also feel alienated from their families due to the often humiliating experiences they have gone through. At the same time, the community may look down on them, consider them to be 'spoilt' and unfit for marriage and as having a 'corrupting' influence on other young people. Some of them may look for a way out by returning to the sex trade as sex workers or by becoming recruiters themselves.

"I feel inferior, I'm afraid my friends will hate me for doing it. (...) we can't be as close as before. I'm different from them. I'm no longer a virgin. I'm afraid their parents would talk about me behind my back. They might think I'm trying to lead their daughters astray."

(From an interview with a Thai former sex worker who returned home, in GAATW 1998 :p. 36)

- Ø The relationship between the woman/child and her (his) family may have changed due to the trafficking experience. Returning daughters or sons may feel resentful, thinking that they exist only to support their parents and or families. Parents and family members may also feel they have less control over their daughters or sons or wives. In the case of married women, their husband may have taken a girlfriend or

another wife while they were away, or the woman may have a boyfriend. Either partner may want to break up the marriage because they no longer trust one another - especially if the woman worked as a sex worker or is suspected to have done so.

- Ø Some returnees come back with an illness. Sometimes the illness may be caused by the conditions in which they were working, as a result of alcohol/drug use or due to physical or sexual abuse. The illness may be complicated because they usually have no access to (good) medical treatment while being in the host country or place.
- Ø Those who return may have emotional or psychological problems, spinal injuries, respiratory problems, tuberculosis, malnutrition, dental problems, STDs and HIV/AIDS, injuries from assault and complications from surgery or abortions. Illness places an additional financial burden on the family. If the illness is HIV/AIDS, it can also cause social shame for the affected person and her/his family. Some women/children who are ill may be afraid of being abandoned by their families.
- Ø Returnees may be afraid of police and other officials, particularly if they have experienced corruption or abuse at their hands during the trafficking. They may also be afraid that they will not be treated well because they left the country or area illegally.
- Ø Fear of some kind of retaliation or persecution by the traffickers is not uncommon, especially for those who were trafficked by people involved in other criminal activities like arms or drug trade, and have seen these activities.
- Ø So trafficked persons who return home may have various problems. If these problems are not solved, and the returnees are not supported, it is likely that they will be abused and exploited again, sometimes even trafficked once more. Because every trafficked person's situation is different, organizations providing support to return and reintegration in the home country need to find out exactly what kind of support the returnee may need. We can obtain the necessary information through

careful planning, prior to return, by asking:

- Ø In the host country - the person who wishes to return and any institution or organization that is helping or taking care of her/him;
- Ø In the home country – the family or nearest relatives to whom the returnee will go back

### **Stages in Return and Reintegration Process (See Activity 11)**

#### **Identification**

The process starts with a request for return/repatriation, either directly from the person who wants to return, but usually from an institution or organization that is helping or looking after her/him in the host country. Necessary information is:

- Ø Who is the returnee: her/his name, address in home country, identity card number (if available).
- Ø Where is she/he now: contact address and telephone numbers.
- Ø Who does she want to be reunified with (names, relationship to her, address).
- Ø Verification that she really wants to return home (in case of voluntary repatriation) or must come back (in case of deportation).

#### **Family tracing (See Activity 14 together with Activity 13)**

In the home country, the support organization needs to 'trace' (search for) the family in the place of origin of the trafficked woman/child. The purpose of tracing the families is to:

- Ø Verify that the family exists and is really related to the returnee; to make sure that they are not 'handed over' to the wrong persons.
- Ø To obtain the family's current address.

### **Family assessment (See Activity 15 together with Activity 13)**

Reunification is never a return to a situation as it was before. The trafficked victim is in many ways not the same as she/he was before. The family has had new experiences with which the family has come to terms with. Family assessment is done in order to determine whether the reunification should take place and if it should, trying to build safeguards into a reunification. A family needs assessment is also done to decide whether and what kinds of after-care is needed. (For example, a family may be so poor that having another family member pushes them over the destitution line).

In order to achieve a successful reunification and reintegration, the support organization should thus conduct a family assessment, to find out *if* the family is able to and *how* they are likely to respond to the return of the woman/child. Questions should deal with:

- Ø Accurate assessment of the causes of why the trafficked person left her family.
- Ø What is the socioeconomic situation of the family; will they be able to accept this family member back and house and feed her/him?
- Ø What are the attitudes of parents and other close relatives to the possibility of reunification? Are they willing to accept the returnee back?

This information needs to be shared with the person who wants to return, so the organization can check if she still wants to return to the family, and also provide appropriate counseling as required.

### **Preparing for the family reunification (See Activity 17)**

If that is the case, the family should be assisted to prepare mentally and emotionally for the reunification. The support organization should assess their reaction to the return and make a plan for the day. ***If both sides agree***, you can help to organize a reunification ceremony with witnesses from the community, so that the family is publicly seen to accept the person back. This stage in the reunification process can be quite sensitive. Some returnees and their families do not want this to be a public event. The

organisation assisting with the reunification must try to balance the means to encourage the returnee to stay home and of respecting their desire for not wishing to make the reunification a public event. Discuss the family's hopes and concerns for the period after the reunification. The family may not be aware of the nature of her work or the problems (s)he faced. Explain that they can help the returnee by:

- Ø Allowing her/him to talk about the experience when (s)he wants to, but not to push her/him to say things (s)he wants to keep for herself because (s)he had difficult, sometimes painful experiences.
- Ø Encouraging her/him to take her/his own decisions, not be over-protective.
- Ø Being patient, trusting and supportive.
- Ø Encouraging her/him to use available services<sup>2</sup> such as counseling services, legal advise and medical help .

Identify someone locally who can keep an eye on how the returnee settles in and who can advise in case problems arise.

### **Preparing to travel**

The returnee needs assistance to get the necessary travel documents and other relevant papers, as well as arrangements for air and/or road travel. For the security of the returnee, someone should accompany her/him on both sides of the border. The organizations assisting the returnee in the host and home countries should coordinate the return, also with immigration and government officials in case of an official return. This is necessary to ensure continuous support and guaranteed safety for the returnee.

Discuss the procedures clearly with her/him, explaining who will accompany her/him to the border, who will be there to assist her/him on the other side and what will happen. Give names and contact addresses and telephone numbers in writing, so (s)he can get assistance independently when necessary. Information about her/his legal situation upon return will also be useful, in case (s)he faces problems for having left her/his country illegally. If possible, put her/him in contact with others in her area who have similar experiences, so they can support each other. Discuss what kind of support

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<sup>2</sup> If all of these services are available, then the returnee should be encouraged to identify and use appropriate services.

(s)he may need and can get from the organisation in the home country, while (s)he is settling in.

### **Mental and emotional support**

It is very important to help the returnee prepare mentally and emotionally for the return and reunification. Discuss what reactions (s)he expects to get in the community, what (s)he will tell her family about her/his experiences, what (s)he is planning to do. Expressing her/his hopes and concerns will help her/him to feel stronger to face possible difficulties and fears. Support from relatives and friends at home will be essential. You may assist her/him to write to them before (s)he goes home, to prepare for the actual return.

### **Follow-up (See Activity 18)**

Once the actual return and reunification have taken place, regular follow-up visits are essential, in order to make sure that the reintegration process is going well and to assist in case of any problems.

### **Follow-up is done in order to:**

- Ø Monitor the success of reunification. See whether the returned woman/child (returnee) is still living at the family home
- Ø Observe whether the family takes care of or supports the woman/child
- Ø Find out if others in the community are treating the returnee well
- Ø Provide emotional support to the woman/child. Follow-up visits may offer reassurance to the child/women, so that not all links to her recent past are severed
- Ø Listen to the feelings and plans of the returnee
- Ø Follow-up visits offer protection to the returnee because when bad things happen there is someone who wants to know
- Ø During follow-up visits, the situation of the returnee and the difficulties she is facing may be assessed. Problems the returnee faces can vary and should be addressed during the follow-up visits. There may be problems that need to be discussed with

the returnee and/or with the family. Some examples the returnee may face are: relationship problems, risk of being re-trafficked, guilt for not being able to help the family, problems of readjustment to village life etc. Issues which may need to be addressed with the family are: attitudes regarding migration and trafficking, pressure on the child to contribute to family income, uncaring family, abuse, etc.

- Ø Provide material support to facilitate reintegration
- Ø Follow-up visits offer feedback to the programme on which aspects need improving. It will provide an opportunity to assess the progress and the results of activities/assistance, the problems encountered, adjustments necessary, etc.

(Key points from: SC (UK) manual *Working with separated children – 1998*; Personal Communication with IOM, 2001)

### **Proposed Steps for Follow-up**

#### **1. Visit the family & develop a plan of action**

- Ø Invite the returnee to talk about the situation since (s)he returned.
- Ø Compare circumstances in the past to now.
- Ø Assess the problems encountered by the returnee and the family. (Problems assessed should cover all of the following areas: problems with family members, problems with community members, health problems, mental health or emotional problems, economical problems, housing problems, schooling problems, etc.)
- Ø Observe any other difficulties or issues where support may be necessary.
- Ø Elicit the returnees' plans for the future.
- Ø Discuss with the returnee (and/or with the family) how to solve each problem. Develop an action plan together that includes information on when concrete action will be taken. It is important to assess what the returnees themselves see as their priority needs. The returned girl/woman will participate in finding solutions to the problems and in the implementation of identified strategies. It is helpful if these issues are recorded (see "follow-up form")



- Ø You can provide information that the returnee can use in making decisions and taking action. Inform the returnee on how your organization can (and cannot) assist. **(Be careful not to make any false promises!)**
- Ø You can also assist in linking the returnee with available resources/projects (e.g. skills training, income generating activities, etc. You can discuss possible referral options and how the returnee and/or the family may get access to these services.
- Ø Summarize what action you will take to assist and/or refer family members to other organizations that might give them assistance.
- Ø Affirm achievements of the family.
- Ø If possible, agree on a date for your next visit.
- Ø Make notes for the file.

## **2. Refer the case to other organizations if possible**

- Ø Contact organization and summarize the need.
- Ø Confirm what steps should be taken to refer the returnee and /or the family.
- Ø Inform the returnee and the family of this on your next visit.
- Ø Make notes for the file.

## **3. Concrete assistance**

- Ø If you promised assistance, you have to take action to ensure implementation of the returnee's action plan.
- Ø On your next visits, discuss progress, result and impact of planned activities. Also discuss the problems that the returnee encountered in implementing the activity, and discuss solutions to the mentioned problems.

## **4. If the returned trafficked victim disappears**

- Ø Ask family about the whereabouts of the returnee.
- Ø Express any concerns you might have.
- Ø If the returnee has been re-trafficked or migrated, make notes for the file, and inform the appropriate persons and organisations.

## **5. Reporting Progress**

- Ø At the end of each month, send a progress report on each case to the appropriate organisation. The progress report may have the same structure as the follow-up form.
- Ø In future, if you have received any funds for assisting the returned victim of trafficking, a special reporting form will be given to you on which you can report expenditures and type of assistance provided.

## **6. Case Closure**

- Ø At the end of 12 months, close the case.
- Ø Tell the returnee and the family that you will not be visiting any more but make sure the returnee knows that they can contact you if they fear for their safety at some time in the future.
- Ø Summarize what has occurred over the last 12 months and the current situation of the returned trafficked victim for the file
- Ø Report to your organisation for storage of the case file.

(Personal Communication with IOM, 2001)

Part 2:

## Training Activities

## 2A: GETTING STARTED

## Activities in this part:

- 1. Getting to know one another (20-30 mins.)**
- 2. Expectations and fears (20-30 mins)**
- 3. Ground rules for the workshop (15 mins)**

## Activity 1: Getting to know one another

<b>Learning objective:</b>	To break the ice among participants and let them get to know one another.
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**Materials needed:** none

**Time needed:** 20-30 minutes

### Note for the facilitator:

*This introductory activity consists of two exercises (paired introductions and 'name chain') that do not immediately touch upon the issue of trafficking. You may choose to do either both exercises or just one, depending on how well participants know one another at the start of the workshop.*

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### How to do this exercise:

1. **Paired introductions:** The facilitator requests every participant to choose a partner and to stand or sit facing one another. Explain that each person gets 5 minutes to tell something about her/himself to the other. The other person may ask questions also. When each person has had their turn, they will be introducing their partners to the group.
2. Indicate the start of the first 5 minutes and let the pairs talk.
3. After 5 minutes have passed, the facilitator asks the other person of each pair to talk for 5 minutes to their partner.
4. After another 5 minutes, ask the pairs to come back to the group (plenary) and let every participant in turn introduce their partner to the other participants. Allow 1 minute per participant.

5. **Name chain:** the facilitator asks the participants to stand in a circle. Explain the exercise: the first participant will start by calling out her/his name, the next one (clock-wise) will call out the previous name and then her/his own, the next one will call out the first and second names and then her/his own, and so on.
6. Ask the participants to think of a task for those who miss a name and agree on something – this should be light and funny, so it is not seen as a ‘punishment’.
7. Start the exercise, asking anyone who misses a name to do as the group has requested. Keep going until most participants remember each other’s names.

## Activity 2: Expectations and fears about the training

<b>Learning objective:</b>	To let participants explore and express their expectations and fears regarding the workshop.
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**Materials needed:** Two flipcharts: one with questions about 'expectations' and one with questions about 'concerns/fears'.  
Coloured sheets of paper (two different colours), or Post-It (sticky) notes of two different colours.

**Time needed:** 20-30 minutes

### Note for the facilitator:

*As a trainer, you can make this activity less threatening for participants by starting to express your own expectations and fears or concerns regarding the workshop: its topic, objectives or methods to be used. This may lower the barrier for participants to speak out about their own expectations and concerns.*

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### How to do this exercise:

1. Distribute several sheets of paper or sticky notes of two different colours to every participant and make sure they have pens or markers to write with.
2. Explain that on one colour (mention which one) they should write their most important expectations of the workshop, and the other colour (mention which one) their main concerns or fears. Ask participants to use a separate sheet or note for each expectation, fear or concern they write down.
3. Put a flipchart on the wall or whiteboard with the following questions:



## Two flipcharts:

<p><u>Expectations:</u></p> <ul style="list-style-type: none"><li>• What do you hope to learn or achieve in this workshop?</li><li>• What do you hope will happen in the workshop?</li></ul>
--

<p><u>Fears/concerns:</u></p> <ul style="list-style-type: none"><li>• What concerns or reservations do you have about the workshop?</li><li>• Is there anything you are uncomfortable with – if so, what?</li></ul>
---

4. Give the participants 10 minutes to write down their expectations and fears on the sheets and ask them to come forward to stick them on the appropriate flipchart, once they are ready.
5. After 10 minutes, ask all participants (who have not done so already) to put their papers on the flipcharts.
6. The facilitators read through the sheets quickly on their own, grouping similar expectations or fears together on the flipchart. Make notes of concerns which need to be addressed immediately and discuss those. Mention that the other fears and concerns expressed by participants will be addressed later during the training.

### Activity 3: Ground rules for the workshop

<b>Learning objective:</b>	To establish some basic rules together with the participants, in order to have well-functioning training sessions.
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**Materials needed:** Flipcharts and markers

**Time needed:** 15 minutes

#### Note for the facilitator:

*Some examples for useful ground rules in a workshop are:*

- |   |
|---|
| <ul style="list-style-type: none"><li>✓ Being on time</li><li>✓ Respecting others' opinions</li><li>✓ Active participation in the training</li><li>✓ Not putting others down</li><li>✓ Not interrupting others when they are talking</li><li>✓ Not to monopolize the time by talking too much</li></ul> |
|---|

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#### How to do this exercise:

1. The facilitator explains that it may be useful to agree on some basic rules, so that the discussions and other activities in the workshop will be pleasant and effective.
2. Ask participants what rules they would like to have for the workshop, and write them on a flipchart.
3. The facilitator reads out the list of rules suggested by the participants and asks for comments and agreement from the group. S/he can also give her/his own comments, or suggest to add some rules.

4. When the list is complete, put it up on a wall in the training room, for reference during the rest of the workshop. Stress that these are the rules everyone, facilitator(s) included, should try to go by.
  
5. If participants want to add any rules later in the workshop, they can suggest this to the facilitators, who will discuss it with the group and ask for approval to add them to the list.

## 2B. Trafficking:

## Activities in this part:

- 4. What does the word trafficking mean to me? (30 mins)**
- 5. Sharing stories (1 hour)**
- 6. Definitions of trafficking (1 hour)**
- 7. Analyzing priority causes of trafficking (1 hour)**
- 8. Exploring alternatives and solutions (1 hour)**
- 9. Aspects of trafficking: an overview (30 mins)**

## Activity 4: What does the word trafficking mean to me?

<b>Learning objective:</b>	To explore participants' perceptions of and explanations for the phenomenon of trafficking.
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**Materials needed:** flipcharts, markers, tape

**Time needed:** 30 minutes

### Note for the facilitator:

*This exercise is an important one, as it allows participants to analyze their own meanings for the concept of trafficking and to arrive at a common understanding of the phenomenon.*

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### How to do this exercise:

1. Introduce the English word 'trafficking' together with the standard word or the official term in the local language. Write both words on a flipchart.
2. The facilitator explains that it is very important to explore our own understanding of trafficking – to ask the questions 'what does it mean to us?' The words used in different languages tell us something about what the local meaning is.
3. Ask the participants to express the word 'trafficking' their own local language. There may be one or more words to describe the concept.
4. The facilitator writes these words on a flipchart, without commenting on whether they are 'correct' or representative of the concept.
5. When there are no more new ideas, go over the list and ask participants to agree on one word or a combination of words describing best what trafficking means to them. Use this word throughout the training.

## Activity 5:        Sharing stories

<b>Learning objective:</b>	To connect the concept of trafficking with experiences of participants in their work or home areas.
----------------------------	---

**Materials needed:**            Flipchart and markers

**Time needed:**                1 hour (depending on group size)

### **Note for the facilitator:**

*There are two alternatives for this exercise. If the participants have experience with trafficking, having them share these experiences in story form would be the most appropriate alternative. In case they don't have experiences to share, the facilitator can provide case studies or a video about trafficking to further introduce the issue.*

---

### **How to do this exercise:**

1. Ask participants if trafficking occurs in their areas of residence and whether they have heard stories about it or talked personally with trafficked persons. If it is not the case, discuss case studies or show a video.
2. If the participants do have any experience with trafficking, ask them to form small groups, based on the areas where they work and/or live. In the groups they can share these experiences and decide on a particular example story to share with the rest of the participants. Ask them to select a story they think is representative for the issue of trafficking in their area. (Allow 30 minutes.)
3. Ask one spokesperson from each small group to tell the story they selected to the other participants. Meanwhile, the facilitator takes notes on key issues like the reasons for being trafficked, modes of recruitment and transport, etcetera. Keep the flipchart with key issues from the stories to use in the next activities.

4. When each group has told its story, ask participants to discuss the similarities and differences between the different stories and to ask any questions they may have – to other groups or to the facilitator.



## Activity 6: Definitions of trafficking

<b>Learning objective:</b>	To use the local words for trafficking and participants' experiences with the phenomenon to come up with an easily understandable definition of trafficking. Compare this definition with any one or all of the internationally used definition.
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**Materials needed:** Flipchart and markers  
Handouts with UN definition  
Cards with key words from definition (see next page)

**Time needed:** 1 hour

### Note for the facilitator:

*Make sure that participants understand the different terms used in the UN, Save the Children Alliance', and GAAATW's definition by spending some time on discussing these. You can also stress that it is **more important to understand the concept of trafficking than to remember the official definition(s) exactly.***

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### How to do this exercise:

1. Ask the participants to form small groups and discuss the words selected to describe trafficking (outcome from activity 4) and the key issues emerging from the stories they shared (outcome from activity 5), to come up with their own definition of trafficking. Allow 15 minutes.
2. A presenter from each group is asked to share the group's definition in the plenary. The facilitator takes notes on key points mentioned.
3. When every group has presented its definition, the facilitator comments on the key points and the main similarities and differences between the various definitions.

4. The facilitator explains to the participants that there is not just one 'official' definition of trafficking which is used internationally, but several different ones. Trafficking is a complex issue, as we have already seen and the definitions are equally complex. The following are some of the most widely used definitions on trafficking:

**UN definition of trafficking:**

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

**GAATW (Global Alliance Against Traffic in Women) definition of trafficking:**

All acts and attempted acts involved in the recruitment, transportation within or across borders, purchase, sale, transfer, harbouring or receipt of a person involving the use of deception and coercion including the use or threat of force or the abuse of authority or debt bondage for the purpose of placing or holding such person, whether for pay or not, in involuntary servitude (domestic, sexual or reproductive), in forced or bonded labour, or in slave-like conditions, in a community other than the one in which such person lived at the time of the original deception, coercion or debt bondage.

**Save the Children Alliance's Working definition:**

**All acts of recruitment, transportation, purchase, sale, transfer, receipt or harbouring of a person including a child (as defined by the United Nations Convention on the Rights of the Child and/or the applicable national laws of states parties) within or across borders that involve the use of deception, coercion (including the use or threat of force or the abuse of authority) or debt bondage, whether or not any payment is given or received, for the purpose of placing or holding such person in involuntary servitude (domestic, sexual or reproductive), in forced or bonded labour, in slavery-like condition or for false adoption.**

Key words from the above definitions (to be written on separate cards for discussion, (see attachment at the back of the manual for the activity card) activities using these cards proved to be very popular):

RECRUITMENT

TRANSPORTATION

HARBOURING

RECEIPT

DECEPTION

COERCION

USE/THREAT OF FORCE

ABUSE OF AUTHORITY

INVOLUNTARY SERVITUDE

SLAVE-LIKE CONDITION

DEBT BONDAGE

FORCED LABOUR

PLACE OF ORIGIN

PLACE OF TRANSIT

PLACE OF DESTINATION

FRAUD

ABDUCTION

EXPLOITATION

5. Discuss some of the key concepts from this definition with participants, by distributing cards with the words printed on them randomly to participants. Ask participants to read out the word on their card and explain in simple terms what they mean. Other participants can help with suggestions. The facilitator takes notes on a flipchart and if none are found by the participants- suggests easier equivalents for the key concepts (see 'background information').
6. In a plenary discussion, try to combine the simpler terms of the key concepts from the definition into a more easily understandable yet comprehensible definition of trafficking. Use the participants' own definitions in this process.
7. The facilitator writes the simplified definition on a flipchart and keeps the flipchart on the wall during the rest of the workshop.

8. Give each participant a handout with the UN, and/or GAATW and/or Save the Children Alliance definition and ask them to write the simplified definition from step 6 on their handout, for future reference.

## Handout

### **UN definition of trafficking:**

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

### **GAATW (Global Alliance Against Traffic in Women) definition of trafficking:**

All acts and attempted acts involved in the recruitment, transportation within or across borders, purchase, sale, transfer, harbouring or receipt of a person involving the use of deception and coercion including the use or threat of force or the abuse of authority or debt bondage for the purpose of placing or holding such person, whether for pay or not, in involuntary servitude (domestic, sexual or reproductive), in forced or bonded labour, or in slave-like conditions, in a community other than the one in which such person lived at the time of the original deception, coercion or debt bondage.

### **Save the Children Alliance's Working definition:**

**All acts of recruitment, transportation, purchase, sale, transfer, receipt or harbouring of a person including a child (as defined by the United Nations Convention on the Rights of the Child and/or the applicable national laws of states parties) within or across borders that involve the use of deception, coercion (including the use or threat of force or the abuse of authority) or debt bondage, whether or not any payment is given or received, for the purpose of placing or holding such person in involuntary servitude (domestic, sexual or reproductive), in forced or bonded labour, in slavery-like condition or for false adoption.**

**Write your own definition of trafficking in the space below:**

## **Activity 7:       Analysing the main causes of migration and trafficking**

<b>Learning objective:</b>	To help participants think about the root causes of trafficking; how they are interrelated and explore opportunities and capabilities in the communities which can be used to create alternatives and find solutions to combat trafficking.
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**Materials needed:**           Flipchart and markers

**Time needed:**                1 hour

### **Note for the facilitator:**

*In this exercise, participants are again encouraged to reflect on their own experiences with trafficking and on what has been discussed during the training so far to identify some salient causes of trafficking.*

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### **How to do this exercise:**

1. In a plenary discussion, the facilitator asks participants to respond to the question ***“Why do you think trafficking occurs?”*** The facilitator takes notes on a flipchart, listing the causes mentioned by participants.
2. When there are no more suggestions, the facilitator reads out the list of causes and asks participants to think about *how important* each cause is in relation to the others. If someone thinks a particular cause is the most important one, that participant should raise her/his hand when the cause is mentioned.
3. The facilitator counts the number of hands raised after reading out a cause, and notes it down on the flipchart. In this way, an initial prioritisation of the causes is done – the main cause being the one that got most votes, and so on.

An example of prioritisation of causes of trafficking done in the Myanmar workshop is printed below. Only the top five causes are listed as an example of the activity undertaken:

Causes of trafficking	Hand counts	Priority Cause
Issue of livelihood	36	1st
Better job opportunity in Thailand	27	2nd
Lack of knowledge and information	25	3rd
Lack of peace and security	13	4th
Get more wage on the other side	12	5th

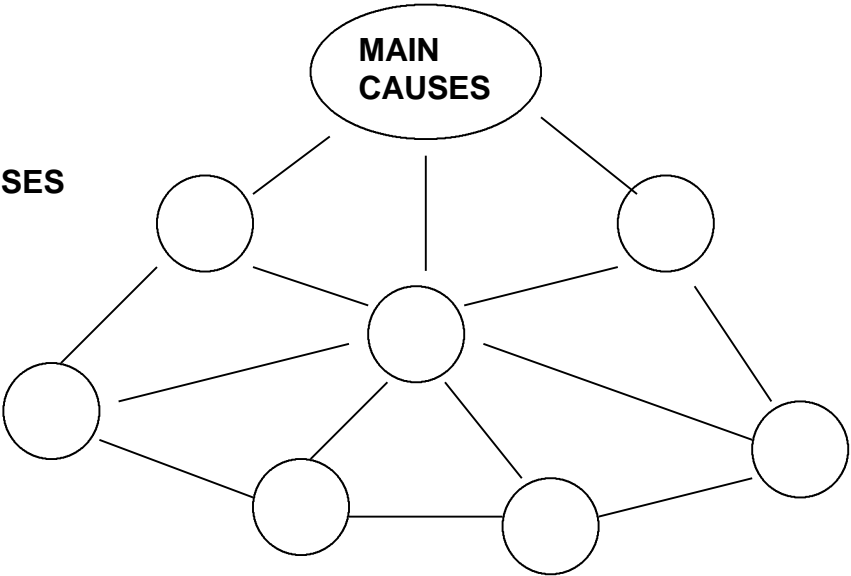
4. Related to the above activity is to draw a “problem tree”. The facilitator writes the priority cause identified by the participants on a flipchart, and asks participants to suggest how the other causes they identified are related to this main cause. You can draw out this ‘problem tree’ or another graph (see example below) to visualize the interrelations between the various causes and add other factors participants identify.

**Note:** The Problem Tree exercise enables the participants to see trafficking as a complex and multi-faceted issue needing wholistic and integrated programmes to combat the issue.



# The Problem Tree Diagram

RELATED CAUSES  
AND LINKS:



## Activity 8: Exploring alternatives and solutions

<b>Learning objective:</b>	To help participants explore the existing strengths and capabilities in the communities that can be used to create possible alternatives for / solutions to the problem of trafficking.
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**Materials needed:** Flipchart and markers

**Time needed:** 1 hour

### Note for the facilitator:

*In this exercise, participants are encouraged to think about creating their own alternatives for and possible solutions to the problem of trafficking at the community level. The time is of course too limited to come up with detailed strategies or solutions, but the exercise provides a first step in this process. This activity basically focuses on the preventive side of the trafficking continuum. Depending on the focus of the training the activity can be expanded into Action Plans for prevention.*

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### How to do this exercise:

1. Ask the participants to form small groups. Each group then identifies an issue or a cause that they feel they would need to/like to and can address. Discuss ways of tackling the identified cause (s) of trafficking (see the previous activity).
2. Stress that it is important to think of the strengths that lie in their community and of ways in which they can mobilize and use these strengths to create activities contributing to finding solutions to the problem of trafficking. Facilitators must encourage the participants to think about how the activities will be implemented, with what resources and within what timeframe.

3. Give each group flipcharts and markers to take notes about the views, ideas and strategies on how to handle the identified issues emerging from the group discussion. Allow 30 minutes for the small group discussion.
4. The facilitator goes from group to group to ask questions, eliciting as many ideas and sometimes probing into their ideas as much as possible.
5. Call the groups back together and ask one person from each group to present the outcome of their discussion to the rest of the participants. Encourage the participants to ask questions and provide comments.

## Activity 9: Aspects of trafficking: an overview

**Learning objective:** To bring together the information from previous activities in a presentation. To encourage participants to look critically and analytically at the issues related to trafficking.

**Materials needed:** (optional) overhead projector, presentation on OHP sheets

**Time needed:** 30 minutes

### **Note for the facilitator:**

*Use this presentation to wrap up the 2B part of the workshop and make a **transition to the third part**, which will focus solely on return and reintegration.*

*An alternative to this exercise is for the facilitator to design a “Quiz” on trafficking issues either separately or following this exercise.*

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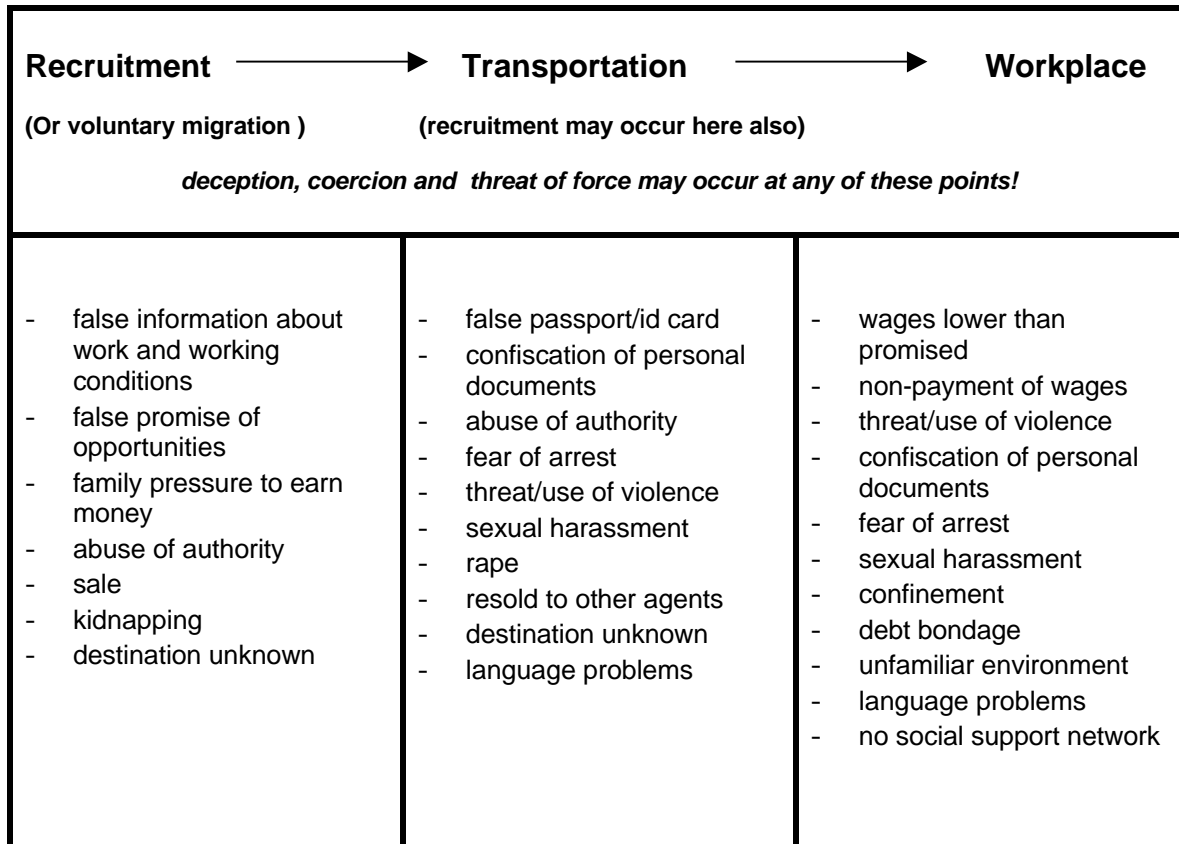
### **How to do the presentation:**

1. The facilitator presents an overview of the issues related to trafficking which have been discussed in the workshop so far (see next page), to reinforce the participants' understanding of these issues. In addition to the table provided, the facilitator can also refer back to the key words in the definition of trafficking or any other section as she/he sees fit.
2. Encourage participants to ask questions and make comments during the presentation, so that any doubts can be clarified before ending the second part of the workshop.

## Presentation (Handout and in Transparency)

### A brief overview of the trafficking process<sup>3</sup>:

#### What happens when a person is trafficked?



In the next part of the workshop we will look at the possibilities to support those who want to return home after being trafficked and practice some skills needed to do the job properly.

<sup>3</sup> Adapted from GAATW brochure *Trafficking in Persons* (1999).

**PART 2C :**  
**RETURN AND REINTEGRATION**

## Activities in this part:

- 10. Going back home (45 mins)**
- 11. Presentation on key issues in return & reintegration  
(30 mins)**
- 12. How can we assist in return & reintegration? (1 hour)**
- 13. Communication and interviewing skills (1 hour)**
- 14. Family tracing (30 mins)**
- 15. Family assessment guidelines (30 mins)**
- 16. Using the family assessment guidelines (1 hour)**
- 17. Reunification (30 mins)**
- 18. Follow-up for reintegration (30 mins)**

## Activity 10: Going back home

<b>Learning objective:</b>	To look at return and reintegration from the perspective of trafficked women/children.
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**Materials needed:** Flipchart and markers

**Time needed:** 45 minutes

### Note for the facilitator:

*In this exercise, participants are challenged to look at return and reintegration through the eyes of the trafficked persons instead of as those who provide professional support. It is important to address this perspective, because it reduces the emotional distance we may feel from the process and thus enhances our capacity to understand and empathize.*

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### How to do this exercise:

1. Give each participant a copy of the case study “Sanda” and ask them to read it for themselves. (See handout below: case study, adapted from a true story recorded by UN-IAP Myanmar). Allow 10 minutes.
2. Explain that before we start talking about what support we could give Sanda as fieldworkers, we will brainstorm about how Sanda feels. The facilitator guides the plenary discussion by asking the following questions:
  - Ø Why do you think Sanda wants to return home?
  - Ø What would Sanda be worried about?
  - Ø What do you think will happen when she returns home?



- Ø Can she discuss openly about her experiences in her home town?
  - Ø How do you think her parents will react when she comes home?
  - Ø How will she feel about living with her parents again?
  - Ø What kind of work will she want to do in the future?
  - Ø What would happen if Sanda had become infected with HIV and the community would get to know about this?
3. The facilitator notes down key points (emotions or events) mentioned by the participants and puts the flipchart on the wall for future reference.

## Case study “Sanda”

Sanda comes from a small town in Mandalay division over 100 miles west of *Aung Ban*. She is 17 years old and has a four months old baby. She does not know who the father of the baby is. Of her six brothers and sisters, she is the eldest.

Sanda went to school until 7<sup>th</sup> grade, after which she dropped out of school because her family didn't have enough money to send her to school. After that she helped support the family by doing the laundry at people's houses and later she started working at a teashop, washing dishes in addition to the laundry. Despite her contribution and the work by both her parents as hired labourers on people's farms the family wasn't able to make ends meet. It was at this point in time, two years ago, that a couple in their middle age approached her and told her of the opportunity to work in Thailand. They told her that she can continue to work in the same kind of way as she was doing here, working in a teashop or a restaurant. They explained that since the economy was much better in Thailand, there were more restaurants and the salary much higher. She told of this “job opportunity” to her parents, who neither encouraged nor discouraged her from making any decision. After a couple of days of thinking, she finally decided to go with the couple. (They did not advance any money either to her parents or to her).

They crossed the Tachileik border and reached Mae Sai. The next day, they proceeded to a place called Chiang Rai where she was taken to a “guest house”. They told her that they would be staying there for the night and she believed them. The couple left as if to go out for a while and it was soon after this that she was told by the “guest house” owner that she had been sold. She knew no one there and wasn't fully aware of her whereabouts. The owner took her national identification card away from her. She had no means of escape and was told that she had to work for them because they had already advanced her wages to the couple that brought her there. She didn't know how much she was sold for.

She worked at the brothel for about a year. She later understood that they received 500 kyat per customer, of which 50% went to the owner. Of the remaining 50%, room charges and cost of food in addition to other necessities would be deducted, leaving her with very little income. After nearly a year at the brothel, she had become very close with four other Burmese women there who wanted to escape from the brothel. It took them a couple of months to plan out their strategy, but the five of them managed to convince the brothel owner to take them to Bangkok where they could be sold at a price which would be of much profit to the owner. After much persuasion, the owner decided they were sincere in their desire to be sold in Bangkok and so he took the five of them there by car. It was during a stop at a petrol station that all five of them ran away and soon after that they were arrested by the Thai police. The police brought them to the Immigration Detention Center in Bangkok.

An NGO working in Bangkok talked to them and asked if they wanted to stay at a more pleasant shelter to await their return to Myanmar. It was at the shelter that Sanda was told she was pregnant. After staying at the shelter in Bangkok for 3 months, Sanda started feeling depressed and desperate. She was told that in Myanmar, an organization would trace her family and that after they had contacted her family, she would be repatriated to her town near Mandalay.

## Activity 11: Presentation on key issues in return & reintegration

<b>Learning objective:</b>	To familiarize participants with key stages in the return and reintegration process of trafficked women/children.
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**Materials needed:** Handout 'Assisting Return and Reintegration' (one for each participant)

**Time needed:** 45 minutes

### **Note for the facilitator:**

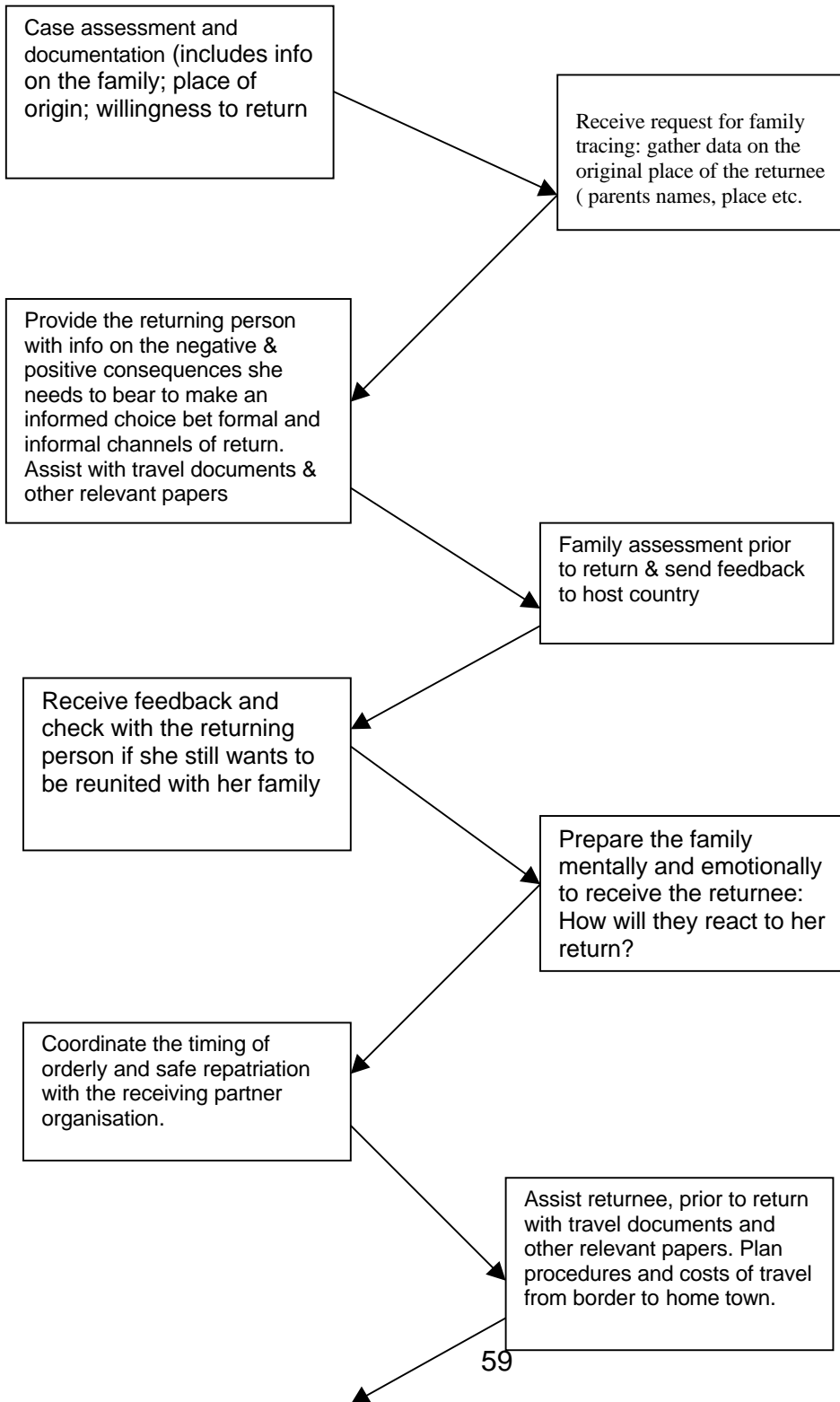
*This presentation will be more effective if it is done in an interactive way, asking questions to participants while you present the key issues. Try to link your presentation with participants' work experience by asking whether they have come across such issues in their work and how they dealt with them in the past.*

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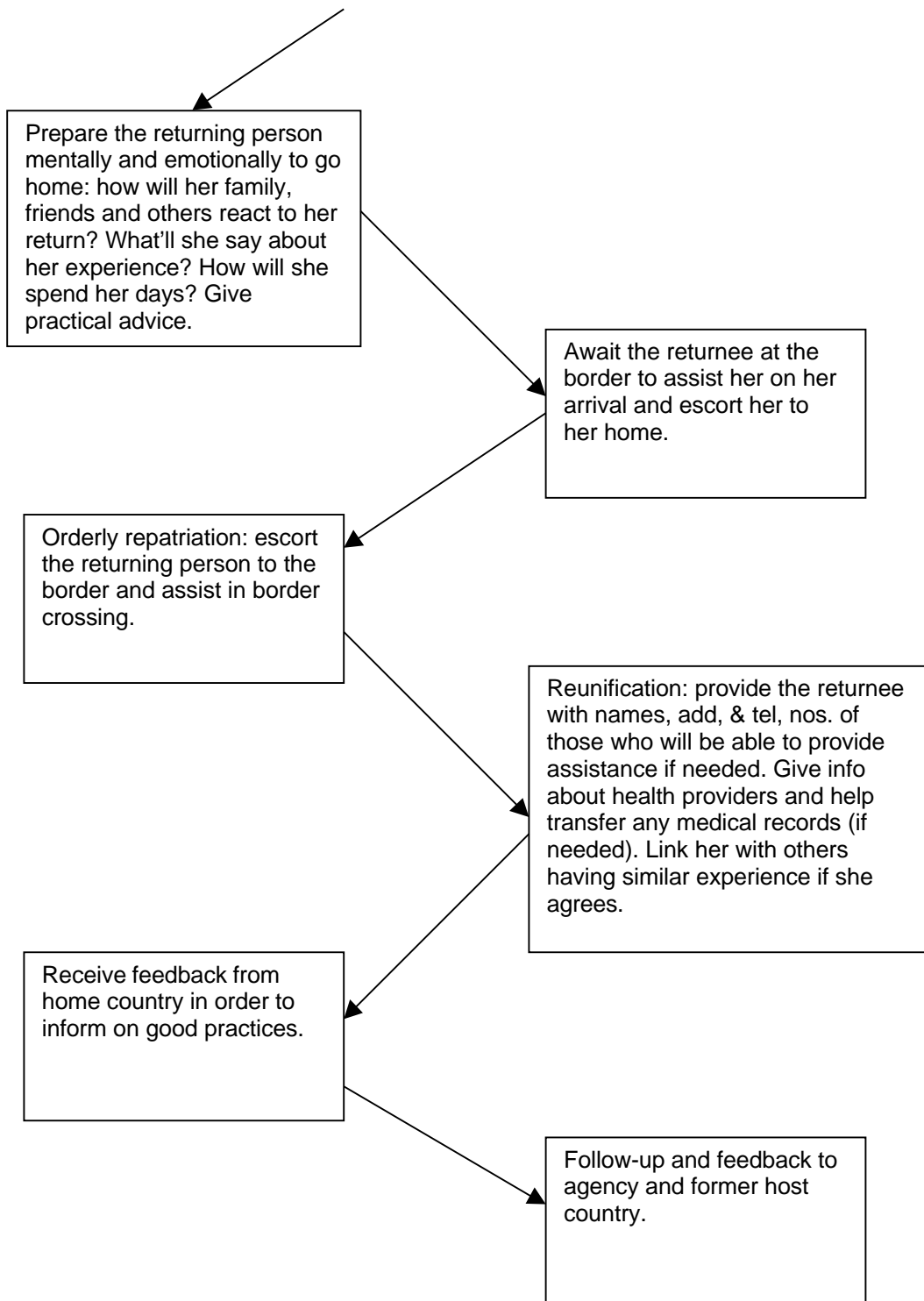
### **Key points for the presentation:**

*Explain the distinction between **informal return** – which may be within one country and individual, without involvement of an organisation- and **formal repatriation**, which refers to both return and reintegration, involving organisation(s) who provide assistance in the process.*

## Assisting Return and Reintegration



## Assisting Return and Reintegration (Contd)



## Activity 12: How can we assist in return and reintegration?

<b>Learning objective:</b>	To acquire knowledge on how to assist in the return and reintegration of trafficked women/children.
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**Materials needed:** Flipcharts and markers  
Handouts ‘fieldworker and Sanda’s family’ (one per participant)

**Time needed:** 45 mins

### Note for the facilitator:

*This exercise is meant to let participants express their own ideas about the needs and possibilities of support to returnees and their families, before you will explain more formal procedures like family assessment and reunification (activities 14, 15, and 17). This is also done before you do the next activity on Communication and interviewing skills so as to highlight the difference “communication skills” make in determining the quality of information received.*

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1. Tell participants that we will use the case study about Sanda (see activity 10).
2. Ask participants to form small groups of 4 and explain that 2 members of each group will have the role of ‘fieldworker’ and the other members have the role of ‘Sanda’s family’.
3. Give each participant a handout ‘fieldworker and Sanda’s family’.
4. In the small groups, let participants discuss what kind of support or assistance the caseworkers and family members could give to Sanda when she wants to return home. Ask each group to take notes so they can present their ideas in the plenary.

5. After 15 minutes, the facilitator asks one person from each group to present their ideas. Note down key points from the presentations on a flipchart.



## Handout

### **Field worker and Sanda's family**

Your organization has asked you to find Sanda's family and discuss with them what needs to be done so that she can come back home from Thailand.

You have been told that Sanda wants to return home, but she is also very worried because she is pregnant and she is afraid of how her parents might react. She does not have any money to bring home to her family. She does not know what she could do to earn an income when she would be back home.

You have found out where Sanda's family lives and are making your first visit there today. The discussion will be general but you will be observant as to how the family will react to Sanda being pregnant or that she is not bringing back any money. You want to find out what support the family needs and how they think about Sanda's return. You also need to assess if they are prepared to take her back and support her especially if they know that she is pregnant.

## Activity 13: Communication and interviewing skills

<b>Learning objective:</b>	To strengthen participants' skills in communication and interviewing, for use in family assessment and support during return and reintegration.
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**Materials needed:** Handout 'effective communication' (one per participant)  
Handout 'feedback form' (for the person[s] playing the role of the observer only)

**Time needed:** 1 hour

### Note for the facilitator:

*This activity comprises a brief presentation (15 mins), followed by role-playing and discussion to practice communication/interviewing skills.*

---

### How to do this exercise:

1. The facilitator writes on a flipchart the 3 main tools we use for effective communication:
  - Ø Listening
  - Ø Non-verbal communication
  - Ø Asking questions
2. Present the 3 main communication tools, using the handout 'effective communication' (see below). Tell participants that you will give them each a copy of this handout after your presentation.
3. Ask the participants how we can use the points presented about effective communication when trying to get information from a trafficked woman/child or their

family.

4. Explain that for obtaining information from or about a trafficked woman/child or their family, we use both informal conversation and interviews. For interviews, we usually make a checklist of questions to use as a guide for the conversation (like in the family assessment). In this activity, we will practice informal conversations to find out basic information about the trafficked person or her/his family.
5. Ask participants to form groups of 3, in which one person is the fieldworker, one a trafficked person or family member of a trafficked person, and the 3<sup>rd</sup> person is the observer.
6. Give a 'feedback form' to every observer (see handout).
7. Explain that each small group will practice a 'tracing' situation, in which the fieldworker either tries to ask questions to the trafficked person or someone in the community from which the trafficked person originated. The observers should watch how the questions are being asked and note down points to provide feedback later. Feedback should be based on what was previously presented about listening, non-verbal communication and asking questions. Allow 10 minutes for discussion.
8. After 10 minutes, the facilitator asks the observers to share their feedback in the small groups (allow 10 minutes).
9. Call all groups back together and let them share their observations and experiences in a plenary discussion. The facilitator asks some questions:
  - § What went well in the conversation?
  - § What was difficult?
  - § What should be done differently to achieve effective communication?You may note down some key point on a flipchart for future reference.

## Effective communication

### Ø What is important when we listen to another person?

- § To show interest; paying attention to what the other person is saying.
- § To be non-judgmental and open to new, unexpected information or different points of view.
- § Listen to the words and to the feelings behind those words (fear, anger, distrust, suspicion, etc).
- § Create trust: show understanding and empathy with the other person.
- § Have the ability to recognize and remember important information.
- § Only take notes if absolutely necessary, when taking notes you cannot make eye contact and it may be intimidating or distracting for the other person.
- § Do not make quick assumptions about what is said – then you will note down only what you expect to hear.

### Ø What is important about non-verbal communication?

- § Look at the other person, make eye-contact, so (s)he knows you are listening and taking an interest.
- § Sit at the same level (both on the floor, or both on a chair for instance) as the person you are talking with to increase rapport (contact).
- § Nodding your head, making hand gestures, 'humming' or saying "aye-aye" also confirm that you are interested in the other person.
- § You can express empathy through your facial expression and in your tone of voice.

(more on next page)

## Handout (continued)

### Ø **What to remember when you are asking questions:**

- § Always explain first why you want to ask questions and what you will do with the information you get.
- § Ask for permission to share the information with others, if you intend to do so. Explain the confidentiality by ensuring that the person's real name and place of origin will not be mentioned to others.
- § Ask **open** questions, which encourage people to talk (give example).
- § Avoid yes/no questions because they give only limited information (give example).
- § Avoid leading questions in which you point to person to the answer already (give example).
- § The most important part of asking a question is listening to the answer!
- § After listening, ask questions to make sure that you have understood correctly what the other person said.
- § Give feedback about the other person's answers for example by summarizing what (s)he said. In this way, the other person knows that you understand her/him or can clarify what you did not understand.

## Handout

### **Feedback form**

Please note down your (positive and negative) observations and comments about the following aspects of the conversation:

**1. How the fieldworker asked questions:**

**2. How well (s)he was listening:**

**3. What non-verbal communication signs could be observed:**

## Activity 14: Family tracing

<b>Learning objective:</b>	To understand what family tracing is and to be able to assess what is needed to do tracing successfully.
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**Materials needed:** Handout 'What is needed for tracing' (one per participant)

**Time needed:** 45 minutes

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### How to do this exercise:

1. In a plenary, the facilitator asks participants what 'tracing' means in their own language and notes the words on a flipchart.
2. After clarifying what "tracing" means, the facilitator then asks what "**family** tracing" means.
3. If responses are somewhat way off the mark, guide them back to the commonly held meaning of "family tracing" in the context of the return and reintegration of trafficked victims.
4. Ask the participants' their views on what they think are the purposes of family tracing is and what is needed to undertake a successful family tracing activity.
5. Link their responses to the identified purpose of tracing the families of trafficked women/children as follows:
  - Ø To verify that the family exists and is really related to the returnee; to make sure that they are not going back to the 'wrong' persons.
  - Ø To obtain the family's current address.
  - Ø If possible, to observe the situation of the family and get a first impression of how able and likely they are to accept the woman/child back.

This information is recorded and shared with the person who wants to return and the organisations assisting her. If the person still wants to (or must) return, the next step would be to get more detailed information from the family through a family assessment.

6. Distribute the handout 'What is needed for tracing' to participants and go through the text together with them, asking questions about each point to see if they understand.



## Handout

### **'What is needed for tracing?'**

- § Familiarity with the area, its situation, culture and customs
- § Fluency in the local language
- § Knowledge of difficulties which can be encountered along the way, including possible difficulties for travel
- § Self-confidence as a 'tracer' or fieldworker
- § Good communication skills (including listening!)
- § Good interpersonal skills
- § Openness and transparency with returnee and family
- § Knowing how to be tactful, polite and diplomatic when necessary (with local leaders and government officials)
- § Ability to plan and organise
- § Ability to record information systematically
- § Ability to identify possible linkages with other individuals or organisations that can help the returnee
- § Be adaptable to sudden, unexpected changes in situations
- § Perseverance

## Activity 15: Family assessment guidelines

<b>Learning objective:</b>	To understand what family assessment is and review the appropriateness of the “standard” family assessment format for the local context.
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**Materials needed:** Handout ‘Family assessment guidelines’ (one per participant)

**Time needed:** 30 minutes

### Note for the facilitator:

*In this activity you can obtain comments from participants on necessary adjustments to the standard family assessment format, to enhance its usefulness in the local context.*

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### How to do this exercise:

1. The facilitator explains that a family assessment is done to find out:
  - Ø What the socioeconomic situation of the family is; will they be **able** to accept the returning woman/child back; house and feed her/him?
  - Ø What the attitudes of parents and other close relatives are to the possibility of reunification? Are they **willing** to accept the returnee back?
  - Ø Should family reunification take place, are the conditions favourable enough for the woman/child?
  - Ø What are the needs of contact and support after reunification has taken place (economic/counseling/legal etc.)?
2. Distribute the handout ‘Family assessment guidelines’ (see below) to all the participants and give them 15 minutes to read it carefully and critically, noting down any questions or comments they have.
3. The facilitator presents the family assessment guidelines to the group, stopping after

each point to ask for questions and comments from the participants and discussing these.

4. The facilitator takes notes on the participants' comments and suggestions for adaptation to the local context.
5. It is important to link up items in the Family Assessment Guidelines with the rationale that underpins the return and reintegration process see activity 11)

## Family Assessment Guidelines for Myanmar

### DRAFT

Case name : \_\_\_\_\_

Name interviewer : \_\_\_\_\_

Date of interview : \_\_\_\_\_

#### I. Introduction

- ***Introduce yourself to the family by stating your name and the organisation your are working for in conducting this family assessment.***
1. Ask the family if they have a child that is not currently living with them.
  2. If yes, ask the family for the name, surname (if applicable), age, date of birth, and level of education of the child.

Child's name	
Child's surname (if applicable)	
Child's age	
Child's date of birth	
Child's level of education	

3. Where does the family believe their child is?

- 
- ***Explain to the family of the child that their child is at a shelter of the Tha/Chinese Government (the Department of Public Welfare ) where she/he is temporarily taken care of.***
  - ***Explain that the child expressed that he/she wants to return to his/her family.***
  - ***Explain that the child is not legally allowed to stay in Thailand.***
  - ***Explain that you would like to talk with the family so that you can bring some news to the child before he/she will return to his/her family.***

What is the parents' reaction to your information? (Carefully observe the parent's reaction and write your observations down.)

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## II. Family Chart

Name	Age	Sex	Relation to the child*)	Last known address	Place of work	Comments

\*) N.b.: "Relation to the child" can be: father, mother, stepfather, stepmother, grandmother, grandfather, sister, brother, uncle, aunt, etc.

## III. Life of the Family Prior to the Child's Latest Travel to the other side

1. What did the child do before she/he went to the other side?

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2. Did the child have a particular role in the family?

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3. Was the child ever in Thailand/China before?

Yes

No

4. For what reason(s) did the child travel to Thailand/China before?

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5. Have any of the child's family members been in Thailand/China before?

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6. If yes, what did the family member(s) do in Thailand/China ?

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7. Did the family have any problems with the child?

Yes

No

8. If yes, what kind of problems?

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9. What did the parents do to solve those problems?

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#### **IV. The Separation**

1. Why was the child separated from the family?

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2. Was this separation .....

Forced by outsiders?

Voluntary?

3. Did the child travel to the other side alone?

The child traveled alone.

The child traveled in a group

The child traveled with a trafficker.

The child traveled in a group with a trafficker.

The child traveled with (a) family member(s).

The child traveled with (a) family member(s) and a trafficker.

Others

4. Was the entire family traveling when separation occurred?

Yes

No

5. If yes, where was the family going?

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6. If yes, why was the family travelling?

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7. Does the child have any (extended) family members on the other side?

Yes

No

8. If yes, where on the other side are those family members?

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9. If the child was trafficked, what is the relationship between the family and the trafficker?

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10. Have other children from the same area been trafficked to the other side?

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11. Have other children from the same area migrated alone to the other side?

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**V. The Current Situation**

1. Does the family have enough food?

Yes

No

2. What is the housing situation of the family?

Good

Poor, because

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3. What are the sources of income?

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4. Are these activities providing enough income?

Yes

No, because

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5. Does the family have debts?

Yes, namely an amount of \_\_\_\_\_

No

6. Is the family poorer compared to others living in the same area?

Yes, the family is poorer than others in the same area.

No, the family is not poorer than others in the same area.

7. Is the family satisfied with the living conditions?

Yes

No, because

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8. Are there health care provisions nearby?

Yes

No

9. Are there educational opportunities for the child?

No

Yes, namely:

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10. Is there an organization that implements projects in the area?

No

Yes

name of the organization : \_\_\_\_\_

address of the organization:

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activities of the organization:

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11. Does the family want the child to return and live with the family?

Yes

No, because

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12. Does the family feel they have enough to offer the child?

Yes

No, because

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13. Does the family expect the child to return with some earnings of possible work the child may have done on the other side?

Yes

No

14. What does the family expect the child will be doing once he/she returns?

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15. Would the family want the child (or another child in the family) to return to the other side in search for a job/ a better life again?

Yes

No

Other remarks: *(write down any other issues that the family told you or that you have discovered on the family)*

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16. Describe the community where the family of the child lives:

- Geographical information:

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- Number of inhabitants/population: \_\_\_\_\_

- Leadership structures:

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- Resources available ( school, clinics, bank, organizations, etc.):

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- Problems confronting people living in the area:

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17. Other information the community gave to you:

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-end-

## Activity 16: Using the family assessment guidelines

<b>Learning objective:</b>	To practice using the family assessment guidelines, as an interviewer and also experiencing an assessment from the perspective of the family.
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**Materials needed:** Case study “Sanda” (see activity 10) or any other locally identified “case studies”  
Handout “Sanda’s family” (for half the participants)  
Handout ‘Family assessment guidelines’ (activity 15)

**Time needed:** 1 hour

### Note for the facilitator:

*It is important to have a debriefing discussion with participants after the role-playing, to contrast the experiences of interviewers with those of the families who were interviewed/ assessed. Point out possible sensitivities and how interviewers can deal with those. Discuss any further necessary adaptations to the local context. One added pay off from this exercise is that it provides the interviewees to actually apply the “communication and interviewing skills” (see activity 13) and for those playing other roles to critically observe the “level of communication skills” needed to undertake a successful family assessment intervention.*

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### How to do this exercise:

1. Explain that we will practice using the family assessment guidelines in a role-play, based on the case study of ‘Sanda’ which we used in activity 10. (Participants should still have a copy of this case study or else you can use the story of Thida on page 7 after some minor adaptation or any other “case studies” you may already have).

2. Divide the group in two, and explain that half the participants will play the role of interviewers, while the other half will be Sanda's family members.
3. Give the handout 'Sanda's family' to those playing family members.
4. Ask participants to form small groups of 3 interviewers and 2 or 3 family members, according to the number of participants. The interviewers should decide whom of the 3 will ask questions, who will fill in the assessment form, and who will observe and take notes about if all the questions were asked and if anything was not discussed/left out in the assessment. Allow 20-30 minutes for the role-playing.
5. Call the group back together and let the family members of every group express how it felt to be interviewed, asking them to mention both positive and negative points. Take notes on a flipchart.
6. The facilitator requests all the observers to share their feedback on how the assessment interview was conducted, if all important issues were discussed and other positive and negative points they observed. Take notes on a flipchart.
7. Then the facilitator asks the interviewers to tell how it was for them to use the family assessment guidelines during the interview and whether it was difficult and if so what specific areas or questions they found difficult. Take notes on a flipchart.
8. Next, the note-takers who filled in the form can express what they found difficult or inappropriate when using the guidelines/format. Take notes on a flipchart.
9. The facilitator makes a synthesis of the key points mentioned by the different groups and discusses possible further adjustments in the family assessment guidelines form with the group.

## Handout

### **‘Sanda’s family’**

A woman/man has come to see you in your home town, in Mandalay division over 100 miles west of *Aung Ban*, and he says he want to speak to you about your oldest daughter. You have six other children.

Your daughter Sanda was 15 years old when she left. Sanda went to school until 7<sup>th</sup> grade, after which she dropped out of school because you didn’t have enough money to send her to school. After that she helped support the family by doing the laundry at people’s houses and later she started working at a teashop, washing dishes in addition to the laundry. Despite her contribution and the work by you as hired labourers on people’s farms, you were not able to make ends meet. It was at this point in time, two years ago, that a couple in their middle age approached your daughter and told her of the opportunity to work in Thailand. They told her that she can continue to work in the same kind of way as working in a tea house or a restaurant as she was doing here, except that since the economy was much better in Thailand, there were more restaurants and the salary much higher. Your daughter asked your advise about this “job opportunity”, but you neither encouraged nor discouraged her from making a decision. After a couple of days Sanda left with the couple. (They did not advance any money either to you or to her). Since then you have not heard anything from her. You do not know were she is, where she has been or what she has been doing. She has not sent any money home as she said she would. You are worried.

The person is going to ask you some questions about your family and about Sanda.



## Activity 17: Family reunification

<b>Learning objective:</b>	To analyse the possible ways of helping to organize a family reunification.
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**Materials needed:** Handout 'Reunification form' (for each participant)

**Time needed:** 30 minutes

### Note for the facilitator:

*It is important to stress that **some returnees may not want to have a ceremony** for the reunification, because of security concerns or for other reasons. The underlying aim of this activity is to provide an element of "security" or "safeguard" for the returnee.*

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### How to do this exercise:

1. The facilitator explains that, after the return there may be various problems in the reintegration process, such as:

- emotional problems of the returnee
- socioeconomic problems in the family
- possibility of a dysfunctional family situation (abuse )
- danger of being trafficked again

All these problems increase the likelihood that the woman/child would leave the family or that reunification would not be to her/his benefit.

There are some ways of building in '**safeguards**':

- Making the arrival of the returnee a publicly witnessed event<sup>4</sup>.
- Request the family to confirm in writing their willingness to accept the returnee back and look after her/him.
- Identifying a community member who can keep an eye on the situation and give advice in case any problems occur.

- Have follow-up visits from the fieldworker of the support organisation.
- 2. Distribute the handout 'Reunification form' to the participants and ask them to read it carefully.
- 3. The facilitator presents the reunification form and encourages participants to express their questions and comments. Take notes on any comments or questions the participants have, as well as on possible alterations of the form.

---

<sup>4</sup> Experience in Myanmar shows that this particular form of a "safeguard" is not always appreciated by either the returnee or her family, including the next step.

Handout

**Reunification form**

Name of the child \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_

Name of institution where child has been living \_\_\_\_\_

Name of person with whom child was reunified \_\_\_\_\_

Relationship of the person to the child \_\_\_\_\_

Physical address (detailed) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Items (reunification kit) given to the child<sup>5</sup>

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature/Thumb print of the child :

Signature/Thumb print of parent/relative/guardian :

Signature/thumb print of witness from the community :

<sup>5</sup> Not all packages on reunification include the "reunification kit" as indicated here.

*To be filled in by fieldworker:*

Comments on reunification:

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Date of follow-up visit agreed with the child \_\_\_\_\_

Name of the person who carried out the reunification \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

## Activity 18: Follow-up

<b>Learning objective:</b>	To understand the importance and ways of conducting follow-up visits after the family reunification.
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**Materials needed:** Flipcharts and markers  
Handout 'Follow-up record' (one per participant)

**Time needed:** 30 minutes

**Note for the facilitator:** This exercise sensitises participants to why follow-ups are needed and through thinking about problems faced by the returnees allows them to empathise with the situation.

---

### How to do this exercise:

1. The facilitator explains that the returned woman or child may face various problems after the family reunification. The follow-up visits are meant to:
  - Assess the situation of the returned woman/child and the difficulties (s)he is facing.
  - Discuss any problems and help the returnee and family to look for solutions.
  - Reassure the returnee, to show that someone who knows about her/his past still cares for her/his well-being.
  - Offer counseling and/or protection when needed.
  - Get feedback on the support programme of the organization and about what aspects need improving.
2. Ask participants to brainstorm about the possible problems that may come up and hence need to be addressed during follow-up visits and note them down on 2 flipcharts:

Problems of the returnee:  
 For example  
 -relationship with husband/  
 parents/others  
 -risk of being re-trafficked  
 -guilt for not having helped the  
 family financially  
 -adjustment problems in the  
 village  
 -.....

Problems of the family:  
 For example:  
 -uncaring toward the returnee  
 -attitudes regarding migration and  
 trafficking  
 -pressure on the returnee to  
 contribute to the family income  
 -abuse  
 -.....

3. After the brainstorming session, the facilitator emphasizes that it is important to record the problems of the returnee and her/his family during follow-up visits. Fieldworkers should discuss with returnees what they themselves see as their priority needs during the follow-up visits. There is no need to give instant advice, it is much better to encourage the returnee to take responsibility for solving her/his own problems. Of course (s)he can ask for your support in giving information, analyzing the situation and identifying possible strategies to solve the problems. The main responsibility lies with her/himself, however, and it is important that the fieldworker makes this clear repeatedly.

4. Ask the participants to form small groups and discuss an 'action plan' with a returned woman/child who has problems. Each group must think of two possible problems encountered by the returnee and come up with strategies for solving these, following the format below. Ask them to write this on a flipchart. (Allow 15 minutes.)

Problems encountered	Strategies to solve the problems	Who will do this & who will provide support?	Time frame

5. After 15 minutes, the facilitator asks one person from each group to present their action plan. The other participants may ask questions and give comments.
6. Give each participant a copy of the handout 'Follow-up record' and explain that this could be a tool for systematic record keeping of follow-up visits by the fieldworker. Ask for comments and possible adjustments to the form.

Handout

**Follow-up form<sup>6</sup>**

1. Date of visit \_\_\_\_\_
2. Name of returnee \_\_\_\_\_
3. Address \_\_\_\_\_
4. Problems encountered by the returnee:

(Problems assessed should cover all of the following areas: problems with family members, problems with community members, health problems, mental health or emotional problems, economical problems, housing problems, schooling problems)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

5. Recommended activities to solve problems (corresponding to each problem):  
(Note: there can be more than one activity to solve each problem)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

6. Time frame to implement recommended activities (corresponding to each activity):

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

<sup>6</sup> The form is provided by the IOM and is yet to be used in the Myanmar context at the time of writing this. The form should be filed and carried in subsequent visits in order to provide continuity in support and advice.



7. Result and impact of activities already implemented:

a. Activity: \_\_\_\_\_  
Result: \_\_\_\_\_  
Problems encountered in implementing the activity: \_\_\_\_\_  
Recommendation: \_\_\_\_\_

b. Activity: \_\_\_\_\_  
Result: \_\_\_\_\_  
Problems encountered in implementing the activity: \_\_\_\_\_  
Recommendation: \_\_\_\_\_

c. Activity: \_\_\_\_\_  
Result: \_\_\_\_\_  
Problems encountered in implementing the activity: \_\_\_\_\_  
Recommendation: \_\_\_\_\_

d. Activity: \_\_\_\_\_  
Result: \_\_\_\_\_  
Problems encountered in implementing the activity: \_\_\_\_\_  
Recommendation: \_\_\_\_\_

e. Activity: \_\_\_\_\_  
Result: \_\_\_\_\_  
Problems encountered in implementing the activity: \_\_\_\_\_  
Recommendation: \_\_\_\_\_

f. Activity: \_\_\_\_\_  
Result: \_\_\_\_\_  
Problems encountered in implementing the activity: \_\_\_\_\_  
Recommendation: \_\_\_\_\_

8. Strengths and positive developments regarding (the reintegration of) the case:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9. Date of next planned and agreed visit: \_\_\_\_\_

Name of caseworker: \_\_\_\_\_ Date: \_\_\_\_\_

## Daily evaluation form

*N.b.: This form can be distributed at the end of every day of the workshop and collected, so that the facilitators can make adjustments in programme based on feedback from participants. Each new day can begin with a feedback to the participants on their comments making them feel that their perception and thoughts matter. It is a powerful tool to show your commitment to their participation. A slightly modified and a more detailed form can be designed for the evaluation of the entire workshop.*

Date: \_\_\_\_\_

1. Which parts of today's programme did you understand well?
  
2. Which parts of today's programme did you not understand well?
  
3. What did you like about today's training programme?
  
4. What did you not like about today's training programme?
  
5. Which parts of today's training programme will help you in your work?

6. Which parts of today's training programme are not useful for your work?

7. Other remarks or suggestions: