



Црвени крст Србије  
Red Cross of Serbia



HUMAN TRAFFICKING

PREVENTION  
ACTIVITIES

KIT

**AUTHORS:**

Prof. dr Miodrag Starčević

Prof. dr Milan Žarković

Snežana Petrović

Jelena Anđelić

Katarina Stojanović

Jelena Ilić

Milan Mitić

Milan Arsenov

Renata Blau

Maša Davidović

**REVIEWER:**

Snežana Elez

**LECTOR:**

Vladan Petrović

**ENGLISH TRANSLATION**

Sonja Felbab Vukašinović

**PUBLISHED BY:**

Red Cross of Serbia

Belgrade, 2017

**HUMAN TRAFFICKING**

# **PREVENTION ACTIVITIES**

# **KIT**



Црвени крст Србије  
Red Cross of Serbia

1876



# THE FUNDAMENTAL PRINCIPLES OF THE **INTERNATIONAL RED CROSS** AND **RED CRESCENT MOVEMENT**



## **HUMANITY**

The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, cooperation and lasting peace amongst all peoples.



## **IMPARTIALITY**

It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.



## **NEUTRALITY**

In order to continue to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.





### **INDEPENDENCE**

The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.



### **VOLUNTARY SERVICE**

It is a voluntary relief movement not prompted in any manner by desire for gain.



### **UNITY**

There can be only one Red Cross or one Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.



### **UNIVERSALITY**

The International Red Cross and Red Crescent Movement, in which all Societies have equal status and share equal responsibilities and duties in helping each other, is worldwide.

---

# CONTENTS

- 6 Preface
- 8 Notes to the english edition
- 11 The definition of human trafficking and  
The trafficking chain
- 12 What is human trafficking?
- 14 Victims of human trafficking
- 16 Traffickers
- 18 Trafficking chain
- 24 Control of the victims
- 26 Getting out of the trafficking chain
- 29 International legal framework and Red Cross / Red Crescent  
action frame for the prevention of trafficking in human beings
- 30 International framework and regulations
- 31 Red Cross and Red Crescent Action frame on anti-trafficking
- 33 The Serbian Red Cross anti-trafficking strategy
- 35 Precaution measures

## 41 Prevention through education

- 42 Peer education
- 43 What is a workshop?
- 46 Preparation for the workshop
- 48 The facilitator's role
- 49 Discussion as the highlight of the workshop

## 51 Game-like activities

Activities targeted to children from the 1<sup>st</sup> to the 4<sup>th</sup> grade of primary school

- 52 One, two, three...
- 53 Pictures and words
- 54 What if...
- 56 Word after word

Activities targeted to children of the 5<sup>th</sup> grade of primary school and older

- 57 Associations
- 58 Think before you speak
- 59 Introducing yourself
- 60 Find a way out
- 63 Trap
- 64 Eyes wide open
- 65 One step forward
- 69 Think before you act
- 71 Knowledge quiz

Activities targeted to children of the 7<sup>th</sup> grade of primary school and older

- 73 Investigative reporters
- 74 Debt is a bad friend
- 75 Truth or misconception?
- 76 One minute test
- 77 Stroop test
- 78 Shake before use
- 80 I would like to...
- 82 Fork in the road

Activities targeted to high school students and older

- 84 Yes, no, maybe
- 85 Should i stay or should i go

# PREFACE

From year to year, **human trafficking** is becoming an alarmingly rising and serious social issue all over the world. Its core is the **abuse and exploitation of human beings** with an aim to acquire enormous financial profit for its organizers and other persons involved in the trafficking chain in many different ways: i.e. forced slavery, forced labour, exploitation of prostitution, the use of victims as tools for other criminal offences, etc.

Any of the above mentioned means of victim abuse is undoubtedly a deprivation of human dignity and a **violation of basic human rights** such as the right to freedom, freedom of movement, freedom of choice, of profession and work, and in the most severe cases immediate life threat.

There is not a country or a region in the world that is not affected by this problem. Of course, the type of human trafficking varies from country to country depending on the current situation in the affected country. While some countries are “the source” of people subject to trafficking, others are “transit countries” used as a venue for transferring victims to the final destination, and yet others are the countries where the victims are being exploited. However, most countries are more or less faced with **all of the above mentioned means of human trafficking.**



The Red Cross of Serbia in accordance with its mission and mandate, is actively engaged in the efforts to prevent human trafficking, decrease the number of victims, and alleviate the consequences. The primary goal of the Red Cross of Serbia is to raise awareness and spread knowledge about human trafficking and preventive measures, especially among the youth and other potential victims.

The Serbian original edition of this Manual was written and published by the Red Cross of Serbia with a goal to create a unified approach to and methodology of spreading the knowledge about human trafficking as well as in order to achieve greater efficiency in anti-trafficking activities. The Manual should facilitate the realization of the activities, especially for educators, thus enabling them to completely master the necessary knowledge and understanding of human trafficking problem with all its characteristics and manifestations. Additionally, it should enable the educators to acquire the necessary skills and methods of the most efficient knowledge dissemination.


In order to fully achieve those goals we have tried to keep the Manual written in simple and easily understandable language. The Manual contains practical examples which in the best way enable the adoption of the knowledge and skills necessary to understand the complexity of human trafficking more easily. Acknowledging that anyone can be a victim and that almost everyone can contribute to the prevention of this serious social evil is the necessary precondition for decreasing and preventing human trafficking as much as possible.

# NOTES TO THE ENGLISH EDITION OF THE “HUMAN TRAFFICKING – PREVENTION ACTIVITIES KIT”

**A**s a follow up to the commitment on anti-trafficking renewed by the Mediterranean Red Cross and Red Crescent (RC/RC) National Societies through the San Marino Declaration<sup>1</sup>, stemming from the 12th Mediterranean Conference (2015), this English edition of the Manual, produced by the Red Cross of Serbia with the support of the Centre for the Cooperation in the Mediterranean (CCM) of the Spanish Red Cross, is aimed at further fostering the knowledge and experience sharing on human trafficking prevention activities in the region and facilitate the organization of related Training of Trainers (ToT) initiatives targeted to Mediterranean Red Cross and Red Crescent (RC/RC) young volunteers and staff.

---

<sup>1</sup> Within the San Marino Declaration (2015), National Societies recommended that: “Awareness and education be raised among the general public, including front-line responders, as a key aspect of humanitarian response to human trafficking with special attention for children and youth at risk. [E]”.



The aim of the English version is then to make possible and encourage the use of this Prevention Activities Kit for training purposes also by National Societies in other countries of the Mediterranean adapting it to their own local contexts. The references to the Serbian context in the text are to be considered as an example in the region in terms of the Red Cross of Serbia approach in prevention activities targeted to youth.

When organizing its own anti-trafficking trainings, a National Society will have the opportunity to frame the prevention activities and tools, inspired by the experience of the Red Cross of Serbia, within its own legal, institutional, social and cultural context.



1 2 3 4 5 6



**THE  
DEFINITION**

**OF HUMAN  
TRAFFICKING  
AND THE  
TRAFFICKING  
CHAIN**

# WHAT IS HUMAN TRAFFICKING?

The acknowledged definition at international level states that the “trafficking in persons” is “the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs”<sup>2</sup>.

Human trafficking is a **serious social problem, a crime against humanity and a severe violation of human rights**. It is a global phenomenon, which affects the entire world in various ways. Millions of children, women and men are forced into prostitution, house serving, work in plantations, construction sites or mines, begging and other ways of ferocious exploitation.

Human trafficking is accompanied by physical violence, torture, constant fear, threats and blackmails. The right

to life, dignity, integrity, freedom, security, choice, decision making and health protection are directly endangered.

Many different forms of trafficking exist today. Moreover, new, more inhumane, brutal and ruthless forms are emerging constantly, leaving more severe consequences on the victims and the community.

## THE MOST COMMON FORMS ARE:

SEXUAL ABUSE

WORK EXPLOITATION

FORCED MARRIAGE

FALSE ADOPTION

FORCED BEGGING

USE IN ARMED CONFLICTS

FORCED PERPETRATION OF CRIMINAL ACTS

HUMAN ORGANS TRADE

In short, trafficking is the abuse of human beings and the violation of their fundamental rights with an aim to acquire material benefit.

<sup>2</sup> Article 3, paragraph (a) of the Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children - supplementing the United Nations Convention against Transnational Organized Crime (2000) - which is the first global legally binding instrument with an agreed definition on trafficking in persons. The intention behind this definition is to facilitate convergence in national approaches with regard to the establishment of domestic criminal offences that would support efficient international cooperation in investigating and prosecuting trafficking in persons cases.





Trafficking is the  
abuse of human beings  
and the violation of  
their fundamental  
rights with an aim to  
acquire material benefit

---

# VICTIMS OF HUMAN TRAFFICKING

---

**T**he majority of the victims of trafficking is constituted by socially vulnerable persons. They almost always come from poverty conditions and non-functional families, living in environments in which their rights were violated even before they became part of the human trafficking chain. The victims are often unemployed, discriminated, both privately and professionally, and with a lower education, though there are some examples of victims with a higher education as well.

The most vulnerable categories are younger women and minors. Many of them are “street children”, beneficiaries of institutions for children without parental care or other specialized institutions. There is a significant increase in the number of Roma children falling victims of human trafficking, as well as in the occurrence of male victims.

The data reported by the United Nations Office on Drugs and Crime (UNODC) in its *Global Report on Trafficking in Persons* (Vienna, 2014), show that in the period 2010-2012 (or more recent):

VICTIMS OF 152 DIFFERENT  
CITIZENSHIPS HAVE BEEN  
IDENTIFIED IN 124 COUNTRIES  
ACROSS THE WORLD

AT LEAST 510 TRAFFICKING  
FLOWS HAVE BEEN DETECTED

SOME 64% OF CONVICTED  
TRAFFICKERS ARE MEN AND 28%  
ARE WOMEN

49% OF DETECTED VICTIMS ARE  
ADULT WOMEN

33% OF DETECTED VICTIMS  
ARE CHILDREN, WHICH IS A 5%  
INCREASE COMPARED TO THE  
2007-2010 PERIOD.



The UNODC data collection has also revealed wide regional differences in the world with regard to the forms of exploitation (sexual exploitation, forced labour and servitude, etc.) and their related percentages in a given region.

Even though the forms of exploitation of the above mentioned victim categories differ, they all have in common an extensive violation of human/children rights, everyday exposure to severe physical and psychological abuse and being treated as commodities that bring profit.

There are numerous different circumstances that can expose a person to a higher risk of “getting into a trap” of the traffickers. Lack of information, family situation and general state of the country could all be factors contributing to the risk.

General lack of information on the existence of the problem, its complexity, risk, danger and consequences, make the potential victims unaware of what exactly they are getting themselves into. Potential victims are usually not familiar with the regular cross-border transfer and, because of that, are often relinquished to abuse by organized groups of manipulative criminals.

Family violence is an important factor in a young person’s decision to leave the family surrounding.

Unemployment, poverty, lack of education, and gender discrimination within the family (especially discrimination against women) also contribute to the recruitment of a potential victim in the trafficking chain.

Political, economic and cultural circumstances, especially in countries that were recently faced with armed conflicts or natural disasters resulting in harder legal migration of people, poverty and mass unemployment with discrimination in labour market, additionally weaken those already vulnerable and discriminated, thus exposing them to the risk of being recruited into trafficking chain.

The previously mentioned circumstances enable the traffickers to create in victims’ minds the picture of a better life in richer countries with possibilities for easier employment and adequate financial compensation, and therefore their easier recruitment into the trafficking chain.

# TRAFFICKERS

**T**he traffickers are all the persons involved in the recruitment of victims, their transfer, transit, harbouring, controlling and exploitation. They usually belong to an ethnically or nationally homogenous group. They can act in a group but also as individuals. A trafficker can be anyone: a person from a nearby surrounding, a new acquaintance, a kind neighbour and even a family member. The crime of trafficking can involve corrupted state officials and members of other official services exercising law.

Even though there are different forms of trafficking and different roles of the traffickers, one could say that the traffickers are usually persons capable of evaluating risk, expense and benefit and who do not restrain from destroying another person's life. They are cunning, insidious, they skilfully misrepresent themselves, easily manipulate with one's feelings and expectations, they do not empathize with other's pain and suffering, they have the capability of controlling the victim, estimating her/his behaviour, they are brutal and capable of threats, blackmail, violence and bribery.

*Anyone  
can be a  
trafficker!*



**JOB ABROAD**, excellent salary, accommodation and food provided. David 063/872345268

**WE NEED FEMALE DANCERS** to work abroad. Excellent salary. Accommodation and food provided. All the necessary documents provided by a trusted agency. Andrea 065/475

**EARN QUICKLY AND EASILY!**  
Seasonal job abroad. Foreign language is not a necessity. 062/23475268

**WE ARE LOOKING FOR A  
ATTRACTIVE YOUNGER FEMALE  
PERSON** to work in a new cafe. Great salary, accommodation and food provided! Urgent! Nina 061/3356897

**LOOKING FOR YOUNG MEN** to work on fruit plantations in Greece. Great salary, accommodation and food provided. Possibility of arranging the documents for free! Sophia 060/92636463

**URGENT!** We need someone to work in our house abroad. Accommodation and food provided. We will arrange all necessary documentation. The Smiths 066/7669464

**Girls needed  
for business  
escort!  
High salary!**

Girls, if you are free and attractive, call us! Accommodation, food and everything else is provided.

**062/776784882452**

**LOOKING FOR HOSTESSES** to work in elite European night clubs. If you are between 18 and 22 years old, send your application with picture at [goodprice@hotmail.com](mailto:goodprice@hotmail.com)

**WORKERS NEEDED** on an oil platform in the Baltic Sea. Work experience is not necessary. Work permit and all other relevant documents are provided by a trusted agency. Send your CV at [baltic.seas@yahoo.com](mailto:baltic.seas@yahoo.com) or call Peter 061/762682653



# TRAFFICKING CHAIN

THE TRAFFICKING CHAIN HAS THREE PHASES:

## 1 RECRUITMENT PHASE

As experience has demonstrated, the most characteristic ways of drawing the victims into the trafficking chain are as follows.

**Advertisements** in media or via internet, offering employment in a country or abroad, for allegedly legal position and good financial compensation (i.e. seasonal worker, waitress, dancer, masseuse, business escort, domestic servant, baby-sitter, house maid, beautician, model, construction worker, agricultural worker, sailor, oil platform employee, etc.). Mock agencies offering only their cell phone number are a quite recurring example.

**Misuse of acquaintances, allegedly sincere, emotional relationships and friendships** as well as family relationships is a quite frequent recruitment procedure. Such links and acquaintances are often used for easier and faster recruitment of victims into the trafficking chain. The victims have confidence in such persons and completely surrender to their decisions and guidance.

**Misuse of information about the potential victim;** collected in different ways (real or mock beauty competitions, modelling courses, various auditions, job advertisements etc.).

**Unwitting recruitment** is done by a person trusting a trafficker's story, thus in a good will persuading a potential victim to accept such scenario.

**Misuse of the Internet** is becoming very frequent recruitment method (date scheduling via chat, false profiles, misuse of social networks like *Facebook*, etc.).

**Abductions.**

**Sale by a family member.**

**Misuse of maladjustment or broken family links during armed conflicts, natural and industrial disasters** (floods, volcano eruptions, nuclear plant explosions, dam collapse, etc.).



Human Trafficking  
usually consists of  
three phases:

Recruitment phase

Transit phase

Exploitation phase



## 2 TRANSIT PHASE

**T**he transit phase includes reception of victim, harbouring and transfer to the place of exploitation - within the borders of the victim's own country or abroad. In this phase the victim is not aware of the trafficking chain and his/her role yet. Quite often, the victim gives his/her personal documents to a trafficker, thus empowering his full control.

If the transit is international, cross border transfer could be legal or illegal. It is legal if the regular travel docu-

ments are used with necessary visas. Illegal transfer is done with false documents or cross border transfer aside from regular crossings, smuggling, transfer in hidden places in vehicles (e.g. bus compartments, carriage space in a lorry or container, empty space under the vehicle's roof, double bottom of trailers, different ships etc.). One should bear in mind that human trafficking is often not differed from smuggling. Even though those two phenomena have a number of similarities, there are also significant differences between the two.

### TRAFFICKING

Violation of human rights

Domestic and/or international

Use of force, threat, constraint, deception...  
eventual consent of the victim does not influence  
the existence of criminal offence

Trafficker's aim is a material benefit through  
the exploitation of a victim

### SMUGGLING

Violation of immigration laws

Always includes cross border transit  
(always transnational)

There is initiative and at least a consent of a  
smuggled person

Smuggler's aim is the realization of an agreement  
with no intention to exploit

The control of the victims of trafficking by traffickers is easier due to the lack of information. Very often, the victims have never left their country of origin before and are not aware of legal cross-border transit procedures or use of travel documents. The traffickers know that victims, once aware of their illegal status, would restrain from asking protection and help to police or state.





### 3 EXPLOITATION PHASE

**T**he exploitation phase includes the utilization of the victims of trafficking. Children become a part of the begging chain; they are forced to commit criminal offences and could be subjected to sexual abuse. Women are mostly subject to severe sexual or working exploitation. Men are usually subject to work exploitation under slavery circumstances, or are forced to participate in armed conflicts. All the victims could be misused for forced organ donations.

When it comes to sexual exploitation, one should know that there are significant differences between human trafficking sexual exploitation and prostitution.

#### SEXUAL EXPLOITATION

always a slavery relation: the victim is being treated as property of the person buying her/him

there is no freedom of movement

there is no freedom of choice;  
decisions are made by the trafficker

#### PROSTITUTION

a person engaged in prostitution is free to control what she/he wants to do with her/his body and financials

a person engaged in prostitution is free to move

a person engaged in prostitution has free will to decide whether he/she shall continue with such engagement and under what conditions





# CONTROL OF THE VICTIMS

The traffickers use different mechanisms in order to ensure complete control over the victims, suppress disobedience and prevent escape.

**“Debt slavery”** – a trafficker is persuading and keeping the victim under control by giving him/her a hope that it is possible to buy-out his/her freedom through payment of a certain financial amount allegedly invested (into transit, housing, food, clothes etc.). However, the amount is always increasing until it reaches such a level that can never be paid back.

**Isolation – elimination of identification and/or travel documents** – Right after reaching the final destination, identification and/or travel documents are taken from the victims. Thus, the victims have no proof on their identity, their illegal status is therefore confirmed and they have no possibility to search help or escape to another country or address. Lack of any documents and money, ignorance about the local language, illegal status, shame, isolation and fear of the police are all mechanisms used by the traffickers. It is highly improbable that the victim will try to escape or search help from state authorities, which enforces dependency of victim on a trafficker.

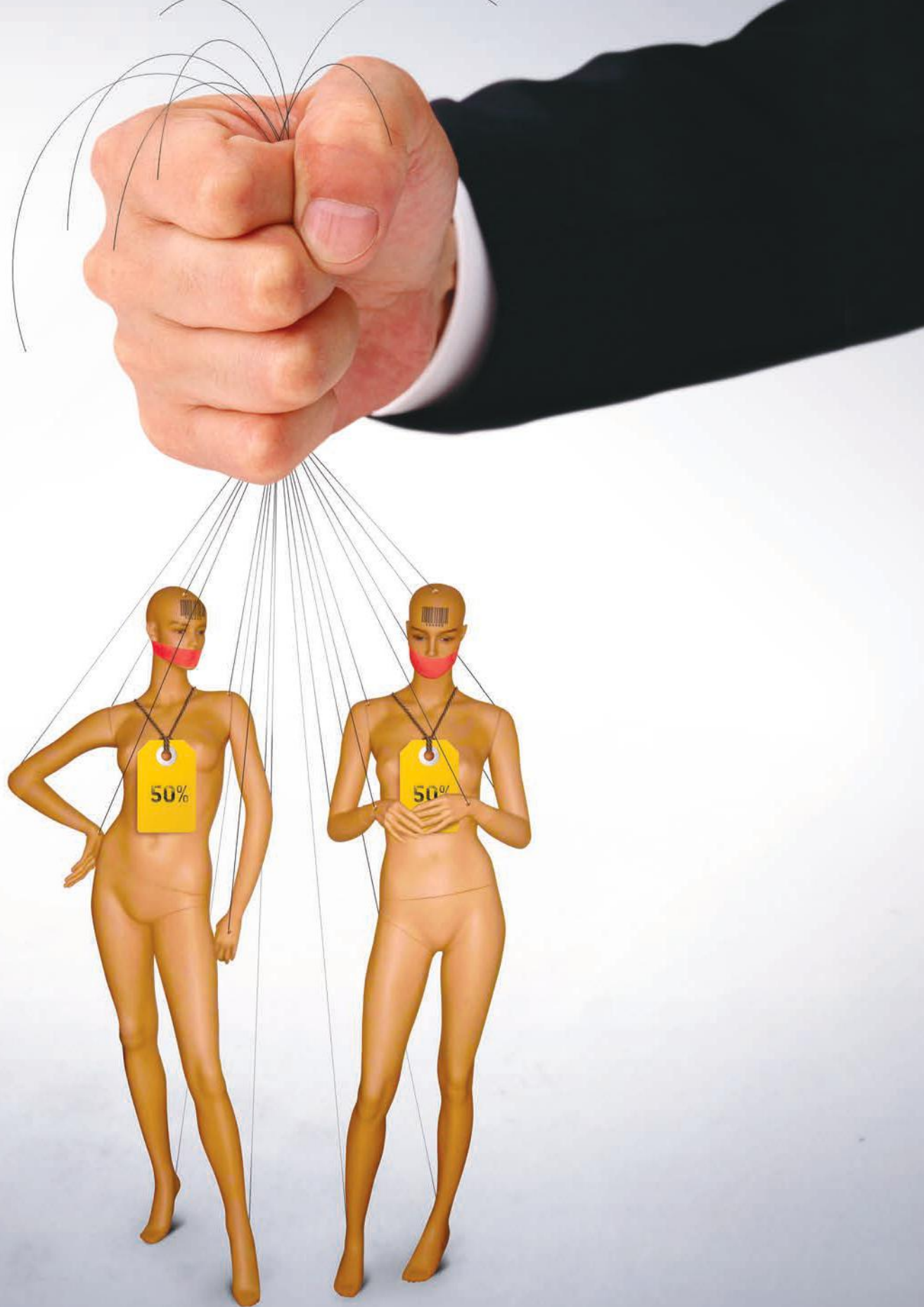
**Use of violence and fear** – The human traffickers often use violence and the threat of violence as effective means of gaining control over victims. The victims are often beaten and raped, their movement is limited, they

are denied food and water and are often drugged and tortured. This is done as a punishment, as a warning to other victims, to show what the consequences are if they are not obedient or if they try to escape. The victim could then become submissive to trafficker’s orders and execute them completely to avoid violence.

**Blackmail** – In cases of sexual exploitation, the shame felt by the victim is an important control mechanism. Traffickers could threaten to reveal that the victim is engaged with prostitution to their family. Complete submission is therefore ensured.

**Threat to use force or use of force upon victim’s family** – The most effective threat, that also makes it very hard to investigate human trafficking cases, is the threat of the use of violence against the victim’s loved ones. The plausibility of the threat is ensured by having detailed information about people closest to the victim. Mere threat itself ensures complete victim control.

The crucial part of all victim control mechanisms is psychological manipulation. Trafficker sometimes provides a victim with a certain amount of money, though insignificant, compared to the trafficker’s financial benefit “earned” by the victim or allows some contact with their family. Discipline is thereby maintained, while confusion and disorientation of a victim increased.





# GETTING OUT OF THE TRAFFICKING CHAIN

Despite all the sufferings the victims go through, developed victim control mechanisms avert them from searching help or organize escape.

The most common ways of getting out from the trafficking chain.

**Police activities** – Contemporary police forces are organized for anti-trafficking within the state and on international level through cooperation with other national police forces, Interpol, Europol and other professional associations. This means acting in accordance with strategic plans previously agreed upon. The police undertakes complex and comprehensive measures and activities for detection of perpetrators of all criminal offences related to trafficking, bringing them before relevant judicial bodies and providing direct assistance and help to the victims. This is the most common and most reliable manner of getting out from the trafficking chain.

**Citizens' assistance** – Manifested through recognizing and reporting of suspicious situations, buildings, and individuals to the police or authorized social centre.

## HELP AND SUPPORT TO THE VICTIMS

After the identification of a victim and his/her dislocation from the previous surrounding, the representatives of state authorities and specialized NGOs take part in further care of the victim.

Persons working with victims of trafficking are specially trained for such help and support. An individual identified as a victim of trafficking will be, if necessary, housed to safe location, given information on his/her rights and legal advices, provided with medical care, psychological and social support.

The problems of a victim do not disappear right after he/she is out of the trafficking chain. Besides physical, there are psychological consequences making their adaptation into society difficult. Therefore, all supporting measures should be planned as long-lasting and comprehensive.

If the victims of trafficking return home not strong enough and into a situation they escaped from (bad financial situation, unemployment, bad family situation, condemnation, meeting the same people who recruited them), they could easily end up in the trafficking chain again.











**INTERNATIONAL  
LEGAL FRAMEWORK  
AND RED CROSS /  
RED CRESCENT  
ACTION FRAME**

**FOR THE PREVENTION**

**OF TRAFFICKING  
IN HUMAN BEINGS**



# INTERNATIONAL FRAMEWORK AND REGULATIONS

**H**uman trafficking is a complex and increasing international phenomenon. It is a gross violation of human rights and dignity. For several decades, the international community has been trying to fight and prevent trafficking. In the 20th century, several international agreements (conventions) were adopted. However, it was only in the year 2000 when the ground for systematic prevention and punishing of trafficking was established by the adoption of the **United Nations Convention against Transnational Organized Crime**. In addition to the Convention, a separate *Protocol on prevention, suppression and punishment of human trafficking, especially the trafficking of women and children* was adopted (also known as **the Palermo Protocol**), with the aim of protecting and assisting the victims with full respect for their human rights. These documents define all activities and conducts of trafficking. The Convention also provides certain forms of international co-operation between states in the prevention of trafficking.

A similar international agreement was adopted by the **Council of Europe** through the **Convention on Action against Trafficking in Human Beings**, which entered into force on the 1st February 2008 with the purpose of preventing and combating human trafficking. It is essential to emphasize that the Convention provides precise definition of the terms human trafficking and exploitation, stressing that the main goal of human trafficking is the exploitation of persons involved in the trafficking chain. It also aims at preventing trafficking in human beings and promotes co-ordination of national actions and international co-operation. The countries which have signed up

to the Convention are monitored by the **Group of Experts on Action against Trafficking in Human Beings (GRETA)**. The Council of Europe also supports governments in the implementation of the Convention and the recommendations emerging from its monitoring process.

To address this complex phenomenon the European Commission adopted, on 19 June 2012, the **“EU Strategy towards the Eradication of Trafficking in Human Beings (2012-2016)”**, which is a set of concrete and practical measures to be implemented over a five years’ period, based on five key priorities:

1. Identifying, protecting and assisting victims of trafficking;
2. Stepping up the prevention of trafficking in human beings;
3. Increased prosecution of traffickers;
4. Enhanced coordination and cooperation among key actors and policy coherence;
5. Increased knowledge of and effective response to emerging concerns related to all forms of trafficking in human beings.

Furthermore, the **EU Anti-trafficking Day**, instituted for the **18th October in 2007**, serves as an occasion to reinvigorate Europe-wide commitment for eradicating trafficking in human beings. Also the **General Assembly of the United Nations**, in order to raise awareness of the situation of victims of human trafficking and for the promotion and protection of their rights, adopted the **30th July** as the **World Day Against Trafficking in Persons**.

# RED CROSS AND RED CRESCENT

## ACTION FRAME

### ON ANTI-TRAFFICKING

The humanitarian consequences of human trafficking and its impact on individuals and societies need the special attention of RC/RC National Societies and their commitment to find common strategies in order to prevent, reduce and respond adequately to this plight, as well as advocate in favour of the rights of the victims.

The **IFRC Strategy 2020** identifies, in its **Strategic Aim 3**, the people who have been trafficked or displaced as a disadvantaged group, who are not able to enjoy the general benefits that are accessible to mainstream society and who may be neglected, marginalized or excluded. Persons vulnerable to trafficking are among those most likely to have their rights prejudiced, their dignity destroyed and their lives placed at risk.


Furthermore, RC/RC National Societies – following the recommendations of the **San Marino Declaration** – may be in the position to mainstream, through the training of their branch networks and volunteers, a Trafficking in Human Beings related component into their youth programmes, population movement programmes, health programmes, psycho-social programmes, humanitarian assistance programmes and tracing activities.

Among the conclusions of the **Working Group on Human Trafficking**, within the works of the **12<sup>th</sup> Mediterranean Conference of RC/RC (2015)**, the role of NSs in the area of prevention was underlined: “While acknowledging the

limits of informing forced migrants on the risks they may face, NSs can play a role in the area of prevention, in particular in engaging in sensitization efforts on the dangers and different forms and consequences of trafficking and smuggling. This can take place through (1) campaigns addressed to the general public, (2) advocacy with the authorities (3) interventions targeted at particularly vulnerable groups such as youth and (4) the training of staff and volunteers on the identification and referral of victims”.

Our geographical presence - in countries of origin, transit and destination - means that National Societies may come into contact with potential and actual victims of trafficking, and cooperation among the RC/RC of sending, receiving and transit countries is particularly relevant. With the view of building such cooperation and partnerships the **European Red Cross Action for Trafficked persons Network (ATN)**, gathering EU and non-EU Red Cross National Societies, was established in 2004 and has been promoting various initiatives since then. Taking action towards prevention of trafficking in human beings is a humanitarian imperative. Community-led activities are an important prevention tool and young volunteers, in their privileged position of proximity to communities, are better placed to actively work and raise awareness on the issue, above all among children and youth.





Building on the experience NS acquired in the Balkans, among them the Red Cross of Serbia, and further widening the promotion of knowledge sharing, this Human Trafficking Prevention Activities Kit will support Mediterranean National Societies in promoting awareness and educational measures involving youth within their programmes in order to strengthen National Societies' response to this growing humanitarian challenge at national and regional level.

Moreover, through the European Red Cross Action for Trafficked persons Network (ATN), the "Red Cross National Societies in South-East Europe have been active for years in raising awareness among the general public and respective governmental decision makers of the risks of human trafficking, and also to the need to protect the victims. Since 2011, the Mediterranean Red Cross NSs in Bosnia and Herzegovina, Croatia, Serbia and Montenegro have jointly organized the **"Red Bell Campaign"** to draw attention to this serious issue in the region. [...] This cooperation has been successful in

raising awareness throughout the countries involved by mobilizing local networks and volunteers, and by engaging local and national stakeholders in the process and discussion about the scope of human trafficking in the region. In each of these countries, Red Cross National Societies are organizing events, activities and actions to reach out to different audiences and cooperate with the most important key stakeholders, including ministries, EU, international organizations and corporate sector. Throughout these countries RC volunteers are active, circulating campaign materials and raising public awareness of the potential victims and front-line responders. The Red Bell logo is calling on stakeholders to break the silence on issues relating to trafficking in human beings and to speak out to free victims".



# THE SERBIAN RED CROSS

## ANTI-TRAFFICKING STRATEGY

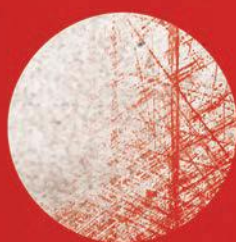
**G**uided by the seriousness of the problem and its mission and mandate to alleviate human suffering, the Red Cross of Serbia is actively engaged in efforts to prevent human trafficking. To do so, it seeks to decrease the number of victims and alleviate the consequences through preventive, advocacy and public awareness raising activities.

Bearing in mind that everyone can contribute to the prevention of this issue, the most important role of the Red Cross of Serbia is prevention. That includes educating individuals and groups to recognize the problem, its forms and the various tricks, traffickers use for luring people into the human trafficking chain. Interactive workshops through peer education are confirmed methods for reaching out to children and youth, especially when the goal is to influence their behaviour concerning sensitive and serious issues. Using this method, the Red Cross of Serbia conducts interactive workshops in over 100 local branches throughout Serbia through a network of 500 trained volunteers. Red Cross target groups include: children and youth in schools, children with intellectual disabilities, children without parental care, soup kitchen beneficiaries and children in centres for migrants, asylum seekers, refugees and internally

displaced people and Roma settlements. During the last ten years, over 370 000 children and youth from vulnerable target groups have been informed about the problem of human trafficking and preventive measures.

The Red Cross of Serbia also advocates for a better engagement of medical personnel in the primary identification of victims of human trafficking, as well as for improved referral mechanisms that include all professionals that can come into contact with (potential) victims of trafficking. In order to achieve this, panel discussions, round tables and forums are organized with professionals from the health sector, social welfare sector, school sector and police. Furthermore, with the aim of influencing future decision makers, the Red Cross of Serbia is also implementing education programs for Medical students, Law school students and students of Humanities.

In addition, every year on the European Anti trafficking day, October 18th and on the World day against Trafficking in Persons, July 30th, the Red Cross of Serbia implements distinctive public manifestations in city squares, streets and shop windows.



**PRECAUTION**

**MEASURES**



---

In order to safely resolve certain life situations with a minimal risk, one should follow the advices available. The seriousness and complexity of the human trafficking problem should not cause any fear. It should be understood as a call for constant caution and the need for better sharing of information in order to prevent it.

Basic advices concern adoption of necessary behaviours in the earliest childhood and are related to early parental or guardian advices on avoidance of communication with strangers, opening the doors to unknown individuals, acceptance of gifts or calls from unknown persons, as well as how to react or whom to call if the problem occurs. During play or walk, do not separate from parents or guardians.

While growing up and adopting certain behaviours, the need for new, additional precaution measures occur. Do not easily become acquaintance with total strangers. Get informed about a company of friends or a potential partner. Avoid risky behaviour or habits, alcohol and drug use, deviant behaviour, separation from an organized group, gullibility, malleability, etc.

---

If you decide to move to another city in your country or abroad, to study or work, acquire detailed information on documents and approvals you need. Besides that, take the following advices as useful:

Inform close persons about your travel plans, housing and contact possibilities. A parent or guardian should know the exact address and contact telephone. During a telephone call schedule the next one.

If the study or work program is handled through an agency, make sure to thoroughly check the legitimacy and credibility of the agency.

Carry the passport and personal documents with you and give them only to authorized persons. Before the trip, make a copy of the documents and leave the copies at home. Take one copy with you, apart from the original document. In case of a problem, this enables relevant authorities or consular bodies to go through the identification process faster and thus help faster. Therefore, before you set off for a trip, find the address and contact telephone number of the relevant embassy or consular office of your country in the country you are travelling to. They are the solicitors of their citizens' rights in a foreign country.





**MODELLING AGENCY** will organize casting for models and photo models on Saturday, 17 October, in café Chance. For the most successful job in Milan is arranged. 064/872345464

**JOB ABROAD**, excellent salary, accommodation and food provided. David 063/872345268

**WE NEED FEMALE DANCERS** to work abroad. Excellent salary. Accommodation and food provided. All the necessary documents provided by a trusted agency. Andrea 065/47567472

**EARN QUICKLY AND EASILY!** Seasonal job abroad. Foreign language is not a necessity. 062/23475268

**URGENT!** We need someone to work in our house abroad. Accommodation and food provided. We will arrange all necessary documentation. The Smiths 066/7669464

**WE ARE LOOKING FOR AN ATTRACTIVE YOUNGER FEMALE PERSON** to work in a new café. High salary, accommodation and food provided! Urgent! Nina 061/3356897

**WORKERS NEEDED** on an oil platform in the Baltic Sea. Work experience is not necessary. Work permit and all other relevant documents are provided by a trusted agency. Send your CV at baltic.seas@yahoo.com or call Peter 061/762682653

**WE ARE LOOKING FOR FEMALE CALL AGENTS** in our office in Belgrade. Accommodation provided. Earn up to €1000. Call at 063/23687252 or send an email at: centralaBG@gmail.com

**LOOKING FOR GIRLS**, no older than 27, for babysitting in England. 061/77678488

**LOOKING FOR WAITERS AND WAITRESSES** for work in Italy. Work papers provided, starting salary €1500, summer 16. 064/77632283

**WELL-KNOWN ITALIAN MODEL AGENCY BELLEZA** is looking for new faces! Young, beautiful and attractive girls, call us! The most beautiful will get a free model portfolio book! 064/782849486

**OLDER GENTLEMAN**, rugged and gallant, well-off, would like to meet a younger and attractive woman for occasional company. Alexander 063/745682653

**YOUNG AND ATTRACTIVE GIRLS** offer all types of massages. Relax and enjoy yourself in their gently touch. 066/72865242

**MODELLING AGENCY** will organize casting for models and photo models on Saturday, 17 October, in café Chance. For the most successful job in Milan is arranged. 064/872345464

**JOB ABROAD**, excellent salary, accommodation and food provided. David 063/872345268

**WE NEED FEMALE DANCERS** to work abroad. Excellent salary. Accommodation and food provided. All the necessary documents provided by a trusted agency. Andrea 065/47567472

**EARN QUICKLY AND EASILY!** Seasonal job abroad. Foreign language is not a necessity. 062/23475268

**URGENT!** We need someone to work

## Girls needed for business escort!

### High salary!

Girls, if you are free  
and attractive, call us!  
Accommodation, food  
and everything else is  
provided.

062/776784882452

Although job advertisements are often controlled by relevant authorities, be careful if the advertisement offers a job at another place that sounds too good and unreal, often only with a telephone number and just nicknames of potential employers. Those advertisements could be found at unconventional places as street lights, walls, mail boxes, yellow pages, etc. Sign an employment agreement only after the text is verified by an authorized person (e.g. attorney of law). Do not accept an oral agreement related to job engagement. Eliminate everything that is not clarified and precisely define all working conditions and agreement clauses.

**OLDER GENTLEMAN**, rugged and gallant, well-off, would like to

work in elite European night clubs. If you are between 18 and 22 years old, send your application with picture at



[View Photos of Me \(191\)](#)[Edit My Profile](#)**Information**Birthday:  
April 19**Friends**

0 friends

[See All](#)**Facebook Profile** .... on Tuesday clear**Wall****Info****Photos****Boxes****Links****+**

Modern means of communication and easiness of access to information via Internet make recruitment of potential victims very easy. Specific caution is needed. Regarding chatting, one should know that the person on the "other side" is not always the same as he/she presents himself/herself. Ignore people who immediately ask you for your personal information, your family or offer you a job. Inform your parents about every unwanted content or communication without any shame or guilt. Avoid meeting unknown people, especially if scheduled via chat. Do not send your photos or information related to security (telephone number, address, etc.). Be cautious about which information you send via social networks like Facebook, Twitter and other (telephone number, address, status information as "home alone", etc.) and be careful who has access to your profile. If there is not enough technical knowledge, ask someone skilful for help. For the sake of information privacy, do not use weak or predictable passwords for different internet services. Do not forward unwanted e-mail (spam). Ignore advertisements coming via electronic mail from unknown e-mail addresses, especially those from public and free e-mail providers (Gmail, Yahoo, Hotmail, etc.). Be aware that serious companies do not use such mail providers for commercial purposes, but rather use the company registered ones. Avoid utilization of not well-known web sites for contact making. Confirm the existence of company web site and its business activity if searching for a job.

Attach:    **Share**

If a situation or a person cause you doubt, be more careful and, if necessary, ask for help from relevant authorities (embassy, consular office, police, anti-trafficking organization, Red Cross and Red Crescent organization).



**PREVENTION**

**THROUGH**

**EDUCATION**





**THE RED CROSS OF SERBIA  
CONDUCTS PEER EDUCATION AS  
IT CONTRIBUTES TO A BETTER  
UNDERSTANDING OF SENSITIVE  
TOPICS.**

---

**P**eer education is an approach to learning by which people of the same age, social or other group learn from and with each other in both formal and informal ways, through lectures and/or workshops, acquiring knowledge about a certain topic and skills necessary to further share with peers. The emphasis is on the learning process, including the emotional support that learners offer each other, as much as the learning task itself. This approach can be applied to a wide range of topics: sexual education, fight against violence, conflict resolution, health education, etc. Successful peer education **contributes to better understanding and knowledge about sensitive topics** since it is done in a safe environment where all the participants feel accepted. The experience shows that people are ready to listen, accept the message and change their behaviour and attitudes if they can affiliate with the person delivering the message and feel that she/he has the same worries and pressure. The success of peer education depends on **the trust between peers**, the application of behavioural models, and flexibility in satisfying different needs. It can contribute to **the development of positive group norms** and making decisions important to them.

Young people often have more trust in their peers than in adult educators. Trained peer educators are a more reliable source of information for young people, since they communicate with youth in a more comprehensible way and are better role models. The comparison between education done by peers and the one done by adult educators shows that youth are more engaged in discussion during peer education.

The practice of peer-to-peer education shows that the peer educators also gain something from it:

---

ACQUIRING IMPORTANT SKILLS SUCH AS COMMUNICATION AND PEOPLE MANAGEMENT

---

GETTING INFORMATION IMPORTANT FOR THEIR LIVES

---

THE OPPORTUNITY TO IMPROVE SELF-DISCIPLINE AND SELF-RESPECT

---

DEVELOPING BETTER UNDERSTANDING OF DIFFERENCES

---

THE PEERS SEE THEM AS LEADERS

---



**A** workshop is a way of interactive group work. It does not demand any specific procedure, technique, exercise or method of learning but rather a methodological approach, the choice of predesigned procedures, techniques and tasks in a given space and time.

On the other hand, it is educational, since it is designed with the aim of encouraging learning from acquiring factual knowledge to developing higher intellectual processes (judgment, conclusion, problem solving, etc.). At the same time, workshops contribute to numerous educational goals, mainly the ones related to socialization (team cooperation, voicing personal opinions, respecting different opinions, dialogue skills, etc.).

The main elements of a workshop are: goal, space, time, active participation and exchange.

---

## THE GOAL



Every workshop has a set of goals such as acquiring certain knowledge, skills, insight, way of thinking, etc. A workshop facilitator should carefully guide the activities in order to achieve the previously mentioned set of goals. It is necessary to precisely define the set of goals and to adjust them to the age of the workshop participants.

---

## SPACE



It is crucial to secure a safe space/environment (both physically and psychologically) within which the participants will feel free to express themselves and be open, as well as responsible towards themselves and others in the group. The “safe space” can be a classroom, a hall, a yard or nature. The environment should not be changed during the workshop, since the two are connected. For all types of group work, it is recommended to have the environment organized in such a way so as to allow the participants to see and hear each other and thus make direct verbal communication easier. The appropriate seating arrangement is in the shape of a horse-shoe, since it enables easier discussion due to a better visual contact among participants and sends a message that everyone is equal in the interaction.

---

## TIME



A substantial part of a workshop is its time management. In order to achieve the workshop goal within the given time frame, it is necessary to plan different activities and decide on the order in which these activities should be arranged with appropriate transition between them, according to their content and form.

It is necessary to start right on time, since any delay leaves a negative impression on the workshop participants.

The planned dynamics should be presented right at the beginning of the workshop: the work should be done by phases and each phase should last a limited amount of time; the participants should be informed about the time remaining before each step; in order for all groups to finish at approximately the same time, the group tasks should be equally demanding.

The audience attention starts to drop after 50 minutes, so it is important to make breaks with some physical activity that would help raise the attention of the participants.

It is necessary to leave time for a review of acquired knowledge, even if that means shortening the small groups' work.

---

## ACTIVE PARTICIPATION



Active participation requires the participants to be personally engaged during a workshop process, in order to get educational experience that eventually grows into knowledge.

Each personal engagement results in an individual and intense personal experience. The facilitator should not tell the participants what to experience or how to feel. She/he should just guide them through certain situations that cause different personal reactions.

There is no right way to feel in response to a certain situation. The facilitator should help the participants to shape and understand the reasons for different experiences and help the participants to turn them into a conscious experience, since the workshop goal is to accept and apply the acquired skills and knowledge in everyday life.

The most efficient way for the educator to achieve the active participation is for the educator to initiate the game activities, since games are means of motivation and attention attraction. A lot of work should be put into getting the participants motivated.

The activities should be well-planned, engaging, and connected to the needs and interests of the participants. The realization of that goal is the biggest workshop advantage, compared to other educational methods.



---

## EXCHANGE



The exchange among participants is typical of all workshops. Through the exchange, acquired knowledge and experience are primarily strengthened and realized as participants express them to others. Moreover, active listening of different solutions to the same situation contributes to a wider spread of knowledge.

The conditions of the workshop ensure free communication among all participants including the facilitator. Through exchange with other participants, one becomes more aware and conscious of different reactions to a certain situation.

### DIFFERENT TYPES OF WORKSHOP EXCHANGE:

---

Exchange within a task. This is a situation during which the participants (paired up or in small groups) work on problem solving, create new solutions and prepare role play.


---

Exchange as an additional elaboration of a final task. This is a situation in which the participants (paired up or in small groups) report on the results of their work, which then becomes the basis for further work. The question of “What happened?” is being answered. That acquired experience becomes a part of learning through experience.

---

Exchange as a task – discussion. Regardless of the number of participants, each one of them should work on focusing upon his/her thoughts, expressing them clearly, understanding another person’s point of view, comparing it with his/her opinion and potentially changing it.

---



# PREPARATION FOR THE WORKSHOP

---

## ADJUSTMENT TO THE WORKSHOP SCENARIO

The realization of a workshop is preceded by a **good preparedness** of the workshop facilitators, including getting informed about the group they should be working with (i.e. the size of the group, the age of the participants, group characteristics, certain individuals that may “sabotage” the workshop, etc.). Even though workshops may appear spontaneous to participants, their agenda is precisely laid out before they start. The workshop agenda also includes the explanation of the activities that are about to take place. The goal of the activities, the organization and the necessary material are also defined. The participants’ age and knowledge acquiring abilities should be taken into account. For instance: the attention span and the need for frequent movement of younger participants should be accommodated with quick variation of shorter activities as well as a greater number of physically active scenarios. With older participants, activities may include focused problem-solving scenarios that may last for a longer period of time.


---

## THE MOST COMMON WORKSHOP METHODOLOGY

There are various types of group work that engage the workshop participants in different ways. The agenda always includes precisely defined group work scenarios and the facilitators use different techniques to divide participants into groups (i.e. numerical division, birth date division, etc.) The group activities may be individual, in pairs or smaller groups, but they can also engage the entire group.

The work in pairs or in small groups are the most common modalities. Small groups have 3 to 5 participants. When working in pairs or smaller groups, it is important to create a cooperative environment. The group members have to cooperate with each other during the task solving.

The work involving the entire group takes place with experiences exchange, after a certain activity or as an introduction game (e.g. ice-breakers or energizers). It is important to make sure that everyone participates in the activities.



A written agenda is important, since it provides an insight and overview of the entire workshop. However, the facilitator should not strictly keep up with the scenario. The facilitator has to feel and keep up with the group dynamics and be ready to spot and act accordingly, should there be any misunderstanding and issue among the participants in any given moment.

---

## THE WORKSHOP STRUCTURE

### THE WORKSHOP AGENDA USUALLY INCLUDES:

The introductory activities that motivate, engage and relax the participants and therefore prepare them for the main activity. Most often, these activities include physical exercises too. During introductory activities, the workshop rules are defined in order to give the participants a sense of belonging and safety. The introductory activities are also known as *ice-breakers* and/or *energizers*.

The main activities are the central part of a workshop, during which the workshop goals are being realized.

The final activities have the purpose of completing the workshop. During the final activities, the participants and their facilitator should come to a conclusion on the topic. The final activities can be either in a serious or funny mood, but it is important they leave a strong impression.

The workshop evaluation has the purpose of gathering information on how much knowledge the group has acquired, the participants' feelings and expectations. The evaluation can be oral or written.



# THE FACILITATOR'S ROLE

---

At the very beginning of the workshop, the facilitator should introduce herself/himself (i.e. her/his name, the organization she/he is coming from, etc.).

---

The facilitator should dress comfortably but appropriate to the institution organizing the workshop, and she/he should wear a sign of her/his National Society. She/he should also keep in mind the age of the workshop participants. It is also important that the facilitator does not distract the participants.

---

Effective beginning is recommended in order to facilitate a good contact with the participants. This could be done by asking participants some questions, telling an interesting story, starting a discussion, doing an ice-breaker or energizer, using multimedia, etc.

---

During the workshop one should speak clearly, loudly and slowly so that everyone can hear and understand what is being said. The speaking volume should alter to avoid monotony. Certain parts should be repeated and pointed out in an innovative way in order for the participants to memorize the contents more easily. The vocabulary should be appropriate to participants' age. If the participants are of younger age, it is recommended to use more comprehensible words and avoid scientific expressions.

---

---

The participants' curiosity should be encouraged through specifically designed scenarios (situations) and tasks aimed at improving the work quality.

---

Encourage free voicing of opinions without any fear of humiliation and agree on the rules of behaviour; for instance, first think about what someone said and then react, do not interrupt, listen to others' opinions, always state your agreement/disagreement with precise explanatory reasons, etc.

---

Show different interpretations of the same phenomenon, different views of the same event, deficiency in existing interpretations, facts that have not been explained yet, etc. For example: "Compare the different reactions and perceptions that an uninformed person and an informed person may have on reading the same newspaper advertisement for a well-paid job."

---

Use humour (never insulting humour), but not too much.

---

Connect the workshop content with popular events or interesting examples from everyday life, as well as with the participants' knowledge and experience.

---

Combine group and individual work.

---

Encourage a certain degree of competitiveness by proposing, for instance, a quiz at the end of the workshop.

---

# DISCUSSION AS THE HIGHLIGHT OF THE WORKSHOP



---

A facilitator should set a topic and invite the participants to express their opinions [the facilitator should stay always neutral].

---

A facilitator should ask participants for additional information, explanation of answers or stated opinions.

---

It is all right if the facilitator does not have an answer for every question. She/he may answer something like: “I don’t have an answer to that at the moment, but I will do my best to have it before our next meeting.”

---

A facilitator should give credit to participants for sharing their ideas; for instance: “Bravo! Thank you for sharing that with us.”

---

A facilitator should discourage repetition and straying from the topic; for example: “I can see you are interested in that; we can talk more about it later, if we have time, but now we have to go back to the topic.”

---

A facilitator should remind the participants about the subject of the discussion and sum up what has been said (basic facts, arguments, ideas) in order to contribute to distinguishing between what is important and unimportant; for instance: “You have made a lot of good points, now let’s see which are the most important for us.”

---





**GAME-LIKE**

**ACTIVITIES**

# ONE, TWO, THREE...

**TIME:**  
45 minutes

**GOAL:**  
Advising the youngest to act appropriately in unfamiliar situations.

**MATERIAL:**  
poem lyrics.

## MAIN STEPS

1. LEARNING THE STANZAS
2. GROUP RECITAL
3. DISCUSSION
4. FACILITATOR'S CONCLUSION

## DESCRIPTION

The facilitator should pick either stanzas or the entire poem, depending on the age of children, and encourage them to learn, recite and then discuss the poem together.

## ONE, TWO, THREE...

*One, two, three, we will all get up  
And tell you what to do!*  
If you're home alone and someone rings the bell,  
Be aware!  
It can be anyone,  
Mommy, Daddy, neighbour, Granny,  
Or an unknown villain.  
So don't you ever open up  
Before you run a doorbell check-up!

*One, two, three, we will all get up  
And tell you what to do!*  
If you meet an old man nice  
Who just needs your map advice  
Help him if you know the way  
But if he asks you to come along  
Say: "No way!"

*One, two, three, we will all get up  
And tell you what to do!*  
In a park in your neighbourhood

Some nice ladies asked you  
If you want an ice-cream good,  
But we tell you not to!  
Never take a thing from stranger,  
Stay with your parents and stay out of danger!

*One, two, three, we will all get up  
And tell you what to do!*  
In a mall you're looking for some toys,  
And you lost the sight of parents of yours,  
Don't you worry just look around,  
If you can't see them, just stand your ground.  
If no one comes to look for you  
Ask a salesperson to help you.  
"I always have my phone number and address  
with me,  
So would you please call my family?"

*One, two, three, we will all get up  
And tell you what to do!*  
A stranger is asking to come near to you

The next thing you know they're hurting you,  
They're making you do something you don't  
want to,  
Start yelling, fighting and to safe space run  
off to.

One, two, three, we will all get up  
And tell you what to do!  
You meet your new crush via Internet  
An everyday you chat.  
After a while he wants to meet,  
But you don't know if that's a cheat.  
Ask someone close for advice  
And tell them all with no lies.  
Your parents know best, there's no doubt  
So what to do, first ask them about.

# PICTURES AND WORDS

**TIME:**  
30 minutes

**GOAL:**  
Overview of how much information the participants acquired about the precaution measures in risky situations. Encourage teamwork.

**MATERIAL:**  
flipchart, colour markers, board markers, scissors, glue, collage paper.

## MAIN STEPS

1. DIVISION OF PARTICIPANTS INTO GROUPS
2. WORK INSTRUCTIONS
3. POSTER MAKING BY GROUPS
4. POSTER CONTENT PRESENTATIONS
5. DISCUSSION

## DESCRIPTION

The facilitator should divide the participants into groups of 3 to 5 persons. She/he should give each group a task to make a poster based on given themes that each group would present to their peers later. After 15 minutes, each group should hang their poster in a visible spot and the facilitator invites the groups to discuss the content of the poster and different possible answers.

What would you do if you were at home alone and someone rings the bell?

What would you do if a stranger asks you to take him to a candy shop and in return she/he would buy you a cookie?

What would you do if a stranger were taking you to a vehicle against your will?

An unknown woman approaches you in a park and offers you some candy. What are you going to do?

You came to a New Year's Fair with your parents, but you lost them in the crowd. What are you going to do?

## DISCUSSION SUGGESTIONS:

What is the best answer?

What would you do if you were in your peer's place?

## FACILITATOR'S CONCLUSION:

Give everyone credit for the effort put into the game, point out the most important precaution measures, and encourage the participants to share their thoughts on the topic with their family and friends.





# WHAT IF...?

## MAIN STEPS

1. DIVISION OF PARTICIPANTS INTO GROUPS
2. EXPLANATION OF THE RULES
3. DEAL THE CARDS
4. GROUP WORK
5. DISCUSSION
6. FACILITATOR'S CONCLUSION

### TIME:

30 minutes

### GOAL:

Warn the youth about different situations in which they have to be extra careful and warn them that it is important to openly talk with their parents and adults (and explain why it is important to do so).

### MATERIAL:

role-play cards.

## DESCRIPTION

The facilitator should choose a few volunteers who will get a card with an introduction to a story/situation. The number of volunteers should match the number of roles in the story. Their task is to finish the story and act it out in front of the group. When the chosen volunteers are done with acting, the facilitator should start a discussion about how they felt about their roles, and the entire group should discuss different possible scenarios, in other words how could one have acted differently. During the entire activity, it is important to remind the youth about the importance of adults in their lives, especially in the important decision-making.

### WARNING:

The story can be any situation that is easily related to the age of the group's members.

### FACILITATOR'S CONCLUSION:

A facilitator should point out different choice possibilities and the significance of adults in decision making. Point out the precaution measures that can be helpful in such situations.

## CARD EXAMPLES

<p>Your parents are at work and you came home early from school. After some time, someone rings at the door, but you know that cannot be your parents, since they should come back later. What are you going to do?</p>	<p>An unknown man stops you in front of your school and asks you if you can take him to a candy shop and he will buy you a cookie in return. What are you going to do?</p>
<p>Your basketball friend (or any other club sport) has a neighbour that has the latest <i>PlayStation</i>. His/her parents are away on a trip, so you can play all day. What are you going to do?</p>	<p>A stranger is taking you to a vehicle against your own will. What are you going to do?</p>
<p>An unknown lady approaches you at a park and offers you some candy. What are you going to do?</p>	<p>You came to a New Year's Fair with your parents, but you lost them in the crowd. What are you going to do?</p>
<p>You came to a swimming pool with your grandparents. While you were walking around, a guy came up to you and offered to buy you an ice-cream. You looked around for your grandparents but you could not see them at the chairs. What are you going to do?</p>	

# WORD AFTER WORD

**TIME:**  
10 minutes

**GOAL:**  
Participants' engagement  
in work and a check on their  
knowledge.

**MATERIAL:**  
flipchart, markers.

## MAIN STEPS

1. EXPLAIN THE RULES
2. SET THE GIVEN WORD
3. WRITING DOWN PARTICIPANTS' ASSOCIATIONS
4. TALK ON THE PLANNED TOPIC
5. COMPARE
6. FACILITATOR'S CONCLUSION

## DESCRIPTION

Each participant should say their first thought on the given word (e.g. kidnapping, fraud, violence, victim, begging, unknown person, etc.) The facilitator should write down each association on the flipchart. When all the participants have said their word association, the facilitator should go on to the topic presentation. At the end of the presentation, the leader should compare how close the participants' associations were from the beginning of the workshop to the actual meaning of the given word.

## WARNING:

The activity can be used before the topic proposal or before moving to a new topic, if the facilitator notices that the participants' attention is dropping. This activity can be modified so that the given word is appropriate to the age, theme and time limitations.

## FACILITATOR'S CONCLUSION:

Give credit to all the participants, point out the most important precaution measures, and encourage the participants to share their impression on the topic with their family and friends.



# ASSOCIATIONS

**TIME:**  
10 minutes

**GOAL:**  
Participants engagement in work and  
check on their knowledge

**MATERIAL:**  
Flip-chart,  
markers

## MAIN STEPS

1. RULE EXPLANATION
2. SET THE GIVEN WORD
3. WRITING DOWN PARTICIPANTS' ASSOCIATIONS
4. TALK ON THE PLANNED TOPIC
5. COMPARE
6. LEADER'S CONCLUSION

## DESCRIPTION

Each participant should say their first thought on the given word (i.e. kidnapping, fraud, violence, victim, begging, unknown person, etc.) The leader should write down each association on the flip-chart. When all the participants have said their word association, the leader should go on to topic presentation. At the end of the presentation, the leader should compare how close were the participants' associations from the beginning of the workshop to the actual meaning of the given word.

## WARNING:

The activity can be used before the topic proposal or before transition to a new topic, if the leader notices that the participants' attention is dropping. This activity can be modified so that the given word is appropriate to the age, theme, and time limitations.

# THINK BEFORE YOU SPEAK

## TIME:

60 minutes

## GOAL:

Evaluation of participants' knowledge about human trafficking. Encourage teamwork.

## MATERIAL:

flipchart, markers, scissors, glue, old newspapers and magazines, printed material from the Internet.

## MAIN STEPS

1. DIVISION OF PARTICIPANTS INTO GROUPS

2. WORK INSTRUCTIONS

3. POSTER MAKING BY GROUPS

4. POSTER PRESENTATIONS

5. DISCUSSION

6. FACILITATOR'S CONCLUSION

## DESCRIPTION

The facilitator should divide the participants into smaller groups (3-5 people). She/he should give each group a task to make a poster that will help them introduce their peers to the seriousness of human trafficking phenomenon and the appropriate precaution measures. After 45 minutes, each group should hang their poster in a visible spot and the facilitator should invite other participants to discuss the content and clearness of the information provided by the poster.

## FACILITATOR'S QUESTIONS:

Does the poster draw attention? Would you notice it?

Would you stop to read the content?

Is the font visible and interesting enough?

Is the message clear?

Did you learn about precaution measures you did not know about before?

What would you do after reading the poster? Would you change any part of your behaviour?

## FACILITATOR'S CONCLUSION:

The facilitator should give credit to all participants for the effort and encourage them to further spread the knowledge on this topic using the same method.

# INTRODUCING YOURSELF

**TIME:**  
5 minutes

**GOAL:**  
This 5 minutes activity helps the participants to realize we do not belong just to one group and that an individual identity is a product of different factors.

**MATERIAL:**  
list of statements, list of questions.

## MAIN STEPS

1. RULES EXPLANATION
2. DISCUSSION
3. FACILITATOR'S CONCLUSION

## DESCRIPTION

Read out each statement from the list: "All those who [. . .] should stand up." Explain to participants that they should stand up if they find themselves in the statement. After all the statements are read, open the discussion using the set of questions. The game should last no more than 5 minutes.

### LIST OF STATEMENTS:

- are teenagers
- have blond hair
- are wearing socks
- cheer for a certain football team
- went to the seaside last summer
- have green eyes
- are athletes
- don't eat meat
- have Facebook profile
- have ever gone to a concert
- think that football is better than basketball
- have ever won a prize
- like to write poems
- speak a foreign language
- have visited a foreign country
- prefer fruits to vegetables

### LIST OF DISCUSSION QUESTIONS:

- Which statement gathered the highest number of participants?
- How did you feel while standing up, when most of the participants were sitting down?
- How did you feel standing up next to a lot of participants?
- Are all the group participants equal?

### FACILITATOR'S CONCLUSION:

Sometimes, people who are exposed to the same influences can have different personalities, while different influences may result in same personalities. Point out there are possibilities for anyone to choose.





# FIND A WAY OUT

**TIME:**  
30 minutes

**GOAL:**  
Participants should evaluate acquired knowledge about the factors that can lead to someone becoming a human trafficking victim, with a final goal of learning how to protect ourselves against such scenario.

**MATERIAL:**  
cards with possible factors that can lead to someone becoming a victim of human trafficking (colour A) and cards with precaution measures (colour B).

## MAIN STEPS

1. EXPLAIN THE RULES
2. MIX THE CARDS OF THE TWO COLOURS A AND B, AND RANDOMLY GIVE EACH PARTICIPANT A CARD (ONE CARD ONLY)
3. DISCUSS HOW AND WHY THE TWO COLOURS CARDS MATCH TOGETHER
4. FACILITATOR'S CONCLUSION

## DESCRIPTION

The facilitator should explain the rules at the beginning. The participants should sit in a circle while the facilitator deals the previously prepared cards. When each participant has one card, the leader should explain that everyone has a task to find a person that has the adequate matching card (i.e. if someone has the card with possible factors that lead to human trafficking, she/he should find a person that has the adequate precaution measures card). When all the participants have found their matching cards, they should present to the group the possible factors that lead to someone becoming a part of human trafficking chain and the adequate precaution measures to avoid such situation.

CARDS WITH POSSIBLE FACTORS THAT LEAD TO SOMEONE BECOMING A PART OF HUMAN TRAFFICKING CHAIN:

Modelling casting	Fast money	New love
Visiting a foreign country	Seasonal jobs	Unfamiliarity with customs border control procedures
Be the most popular one in your friends' group	Believing unrealistic promises	Impulsiveness and gullibility
Bad financial situation	Bad family situation	Desire for new experiences
A date with a stranger	Separating from the group in unknown environment	“Sketchy” tourist agencies
Chatting with a stranger	Low or no work possibility	Studying abroad
Using websites for meeting people via Internet	Kidnapping	

## PRECAUTION MEASURES CARDS:

Check the legitimacy of the modelling agency that is organizing the casting.	Pay attention to advertisements and job offers that are too good to be true, especially if the advertisement is at a nonconventional place (i.e. streetlight, or coming from a person you do not know very well).	Get information on your potential partner, do not travel with him/her or move in together if you have been in a relationship for few months.
Find out your country's Embassy and Consular Department phone numbers, inform a trusting person about the details of your journey and set a precise time of your next conversation.	Do not sign a contract in a foreign language, take a good look at the contract, do not accept verbal agreements.	Always keep your personal documents with you and present them only to certified officials.
Do not act or do anything risky; do not make decisions when you are under the influence of alcohol or narcotics.	Check the promises a person has made to you, the promised accommodation, work possibilities and inform a trusting person about the possible travels for job purposes.	Get informed on the precaution measures when travelling abroad or accepting a job offer, and do not trust a person whose promises surpass the reality.
Find a legitimate job, best through a job searching institution such as the Social Services.	Talk to a trusting person and find an adequate shelter.	Ask about other personal experiences; get detailed information about the arrangement, read the entire contract.
Take a trusting person with you on a date, and pick a public and busy place for a date (e.g. a busy café).	Go back to your accommodation and seek help at a police station.	Check the legitimacy and credibility of the agency.
Be careful when giving out personal information and inform a trusting person if the content of the messages is inappropriate and uncomfortable.	Find a job through a certified and valid job agency or through legitimate job advertisements where a company has a landline phone number and a valid official website.	Check if the university/college actually exists. Check the legitimacy of the agency through which you are going to study abroad.
Avoid questionable websites, pay attention to which information you share with others (e.g. phone number, address, photos).	Avoid lone walks in "sketchy" and not densely populated neighbourhoods, as well as meetings with unknown persons.	



# TRAP

**TIME:**  
30 minutes

**GOAL:**  
Participants should evaluate the acquired knowledge about the factors leading to someone becoming a part of human trafficking chain, with the goal to learn how to protect yourself from such situations.

**MATERIAL:**  
paper with a table for this activity.

## MAIN STEPS

1. PLACE THE PAPER IN A VISIBLE SPOT
2. EXPLAIN THE RULES
3. ENCOURAGE EVERYONE TO PARTICIPATE

## DESCRIPTION

The facilitator should place the paper with a list of factors in a visible spot. She/he should then explain the rules of the activity and constantly encourage the participants to engage in the activity. For every possible written down factor leading to human trafficking chain an adequate precaution measure has to be found.

AN EXAMPLE OF THE TABLE

POSSIBLE FACTORS THAT LEAD TO SOMEONE BECOMING A VICTIM OF A HUMAN TRAFFICKING CHAIN	PRECAUTION MEASURES
Desire for fast and easy money.	Get well informed and pay attention to questionable advertisements. Avoid the advertisements that are too good to be true.
Seeking for love via internet and setting up a date with people you do not know too well.	Be aware of the fact that people you meet via Internet is not always the person she/he is presenting as. Do not give your personal information to people you only know <i>online</i> .

## FACILITATOR'S CONCLUSION:

A facilitator should work with the group on recognizing risky situations and understanding the appropriate precaution measures in order to avoid and prevent them. The facilitator should emphasise the precaution measures.

# EYES WIDE OPEN

**TIME:**  
15 minutes

**GOAL:**  
The participants should recognize the fact that anyone can be a human trafficker as well as a victim of human trafficking. Additionally, the group should realize the significance of teamwork for answering important questions.

## MAIN STEPS

1. SET THE CHAIRS IN A CIRCLE
2. EXPLAIN THE RULES OF THE GAME
3. PLAY THE GAME
4. FACILITATOR'S CONCLUSION

## DESCRIPTION

The participants sit in a circle on their seats. The facilitator explains the rules to the participants: When I say – *The entire city sleeps* – you all close your eyes and put your heads down. I will walk around and tap on someone's shoulder. She/he will then be a trafficker. When I say – *The human trafficker is awake* – that person will then discretely pick two other people to be the human trafficking victims. The trafficker then goes to sleep and he/she closes his/her eyes and puts the head down.

After that I will announce that the entire city is awake and who the victims are. The victims will then be out of the game, and the discussion on who is the trafficker will begin. During the discussion, every suspected person has a right to defend himself/herself.

Afterwards, the voting will take place. The person with most votes will step out of the game. If that person really was a human trafficker, the game is over. If the person is falsely accused, the game continues."

## INSTRUCTIONS FOR THE FACILITATOR:

- THE ENTIRE CITY SLEEPS. CLOSE YOUR EYES.
- IF I TAP YOU ON THE SHOULDER, YOU ARE A HUMAN TRAFFICKER.
- THE HUMAN TRAFFICKER IS AWAKE.
- THE HUMAN TRAFFICKER IS ASLEEP.
- THE ENTIRE CITY IS AWAKE. \_\_\_\_\_ AND \_\_\_\_\_ ARE NO LONGER WITH US. THEY BECAME THE VICTIMS OF HUMAN TRAFFICKING.
- WHO DO YOU THINK IS THE TRAFFICKER? YOU HAVE 3 MINUTES TO DISCUSS, DECIDE AND ACCUSE ONE PERSON OF BEING THE TRAFFICKER.

After 3 minutes:

- WHOM DO YOU ACCUSE? IS THIS THE CHOICE OF MAJORITY?

If the accused person is the trafficker:

Bravo! You have successfully discovered the dangerous trafficker and thus saved many from becoming a part of human trafficking chain.

If the accused person is not a trafficker:

The person you have accused is not a human trafficker. You have sent an innocent person to prison. This person cannot continue to play the game. The game continues by the previously stated rules.

## SUGGESTION:

If the group is large, there can be more than one trafficker.

## CONCLUSION:

The trafficker can be anyone and everyone can be a victim. The facilitator should point out that before making the final decision, the participants should pay good attention to details and to keep their eyes wide open for suspicious signals. Additionally, it is important to follow your instinct, act and check upon every doubt.



# ONE STEP FORWARD

## TIME:

45 minutes

## GOAL:

Raising awareness about the unequal social opportunities, promoting empathy with others who are different from you, working on understanding possible consequences of belonging to a certain social minority or cultural group.

## MATERIAL:

role-play cards (one for each participant), joker cards, list of questions, situations and events, paper balls.

## MAIN STEPS

1. DIVIDE THE PARTICIPANTS INTO GROUPS
2. DEAL THE ROLE-PLAY CARDS
3. ASK THE QUESTIONS
4. DEAL BONUS CARDS DURING THE GAME
5. DISCUSSION
6. FACILITATOR'S CONCLUSION

## DESCRIPTION

Each participant gets one role-play card at the beginning. The facilitator points out that the participants should not show their card to others and gives them enough time to read their parts. The facilitator also points out that the participants should carefully think about the factors that influence life (i.e. childhood, family, financial status, social environment, free time, a sense of belonging, etc.). Additionally, everyone gets 18 paper balls.

The participants should line up next to each other, so that everyone is facing the same direction. The facilitator starts reading statements regarding quite positive life conditions and asks each participant if she/he recognizes herself/himself to be in that condition. Everyone can answer YES or NO, according to their role. If the answer is YES the participant takes one-step forward, and if it is NO they stay where they are.

After every step forward, the participant may throw a paper ball behind her/his back, without looking. A 'paper ball' symbolizes a difficulty one "lets go of" when in a better life situation, but that piles up when in vulnerable positions. Also it shows that people higher on the social ladder do things not thinking about those behind them (symbolized by whether or not they are going to hit someone in the head with a paper ball).

During the activity, the facilitator is randomly dealing the joker cards. Joker cards look like "opportunities" for participants to climb the social ladder faster, but without clear conditions on what will happen if one accepts. Later, the facilitator asks participants if they questioned the joker cards, what information they asked for, etc. So the joker cards symbolize forms of recruitment of victims and are a form of testing whether the participants learned precautionary measures. Please advise if more clarification is needed.

After the questions are read, the participants stay at the spots they were last standing at and the facilitator opens the floor for discussion.



## CARDS

You are a 20 years old girl, a single mother to a toddler and you live in one-bedroom apartment and work as a secretary.	You are a man from a country with average income of €150; you are an unemployed construction worker with two kids and a wife who is a housewife.
You are a nurse, you are 35 and you live in a small town somewhere in your country. You are employed and your salary is around 122,00 Euro, but you don't have your own place.	You are a 17 years old boy, squatting with your family, earning your living by collecting secondary raw materials every day and you stopped to go to school.
You are a 31 years old woman, you finished elementary school, you live on the outskirts of a big city and you do physical work in other people's houses.	You are a 38 years old man with a wife and two kids. You have your own flower shop and your own house.
You are a 30 years old woman from Syldavia, you are a single mother to a 3 years old, you live with your parents who are retired; you also have a sister and both of you are unemployed.	You are a 45 year old man, a single father of two children. You work as a bank clerk and you live in a rented two bedroom apartment.
You are a high school teacher in a big city.	You are a 16 years old girl, you go to high school, you live in a big city in your country, and your parents are both employed and have great financial means.
You are a 17 years old daughter of an ambassador, and you currently live in Blueville.	You are a 15 years old girl, you live in a foster family, you don't go to school regularly and you have to work in the field and garden pretty often.
You are 40 years old and you are the owner of a successful import-export company.	You are a 25 years old man whose father has a successful lawyer office where you assist.
You are a 36 years old woman, you are married, you graduated from college, and you work in a foreign company's branch in your country.	You are a 30 years old woman with 3 children, you work in a factory, you are divorced, and you receive alimentation irregularly, so in order to earn extra money you occasionally work as a prostitute.
You are a 40 years old woman, you are divorced, you want to go abroad to improve yourself professionally. You have solid financial means.	You are an 18 years old girl, you attend ballet school, you live with your mother who works as a clerk, your parents are divorced and you wish to continue your education abroad.
You are a 28 years old man, you live in a big city, you have graduated from high school, and you work as security staff in an embassy.	You are a 16 years old girl, you go to high school, and you live with your mother in a big city in your country, your mother works as a kindergarten teacher.

You are a 22 years old man from around a small town in your country, you are a construction worker and you have seasonal jobs.	You are a 17 years old girl; you are a high school student. You live in a relatively big city. Your mother is a bookkeeper and your father is an elementary school principal.
You are a 38 years old man; you work in a private clinic as a physical therapist. Your salary is around 200,00 Euro.	You are a 19 years old guy, you are a water polo player, you have an older sister, your parents are employed, and you are financially well-off.
You are a 25 years old woman; you live with your husband and child in a two-bedroom apartment. You work as an architect and your husband has a woodworking workshop.	You are a 16 years old girl. You live with your father who works as a medical technician in a hospital. You want to go to medical school.
You live in Virlonia, you have a lot of land and you are in agriculture business.	You are a 17 years old girl from a well-off family in a big city in your country. You are very pretty and you want to become a model.
You are a 24 years old man, you are a student, your parents are well-off, and you are about to continue your studies abroad.	You are a 23 years old man. You live with your parents in a five-bedroom apartment in downtown. Your family owns a successful private company. You are a student.
You are a 19 years old guy, you are unemployed and you live with your parents in a 50m <sup>2</sup> house. Your girlfriend is 5 months pregnant.	You are a 15 years old girl. You live with your ill mother and your alcoholic father. You have irregular income.
You are a 24 years old woman with one child and you are pregnant. You are a single mother with elementary school education.	You are a 13 years old girl, ethnically Roma. Your parents do not allow you to go to school but you have to work. Your father is violent.
You are a 17 years old boy; you live with your grandparents in a village. You want to continue your education in a bigger city.	You are a 50 years old man and you work in public utility. You live in a small house with your wife, who is a housewife, and your two children. Your older daughter is a drug addicted and she needs expensive medical treatment.
You are a 25 years old man. You live with your parents and your entire family income is around 400,00 Euro per month. You are almost done with college and you want to work abroad.	You are a 12 years old boy, living with your dysfunctional family, who is forcing you to beg around the city.
You are a 26 years old man; you don't have a regular job. You have elementary school education. You live with your mother who needs medicines.	You are a 22 years old man and you work as a waiter in a popular club. You are very ambitious and you want to work in the USA.

## STATEMENTS

1. You never had any serious financial difficulties.
2. You have a decent home with a landline and a TV.
3. You feel that your language, religion and culture are respected in the society you live in.
4. You were never discriminated against based on your ancestry.
5. You have adequate social and health insurance according to your needs.
6. You can afford to go to a holiday once a year.
7. You can buy your friends a dinner in a restaurant once a month.
8. You have an interesting life and you are positive about your future.
9. You can study and choose your profession freely.
10. You can afford to go to an excursion/seminar abroad.
11. You can afford to go to the movies/theatre once a week.
12. You are not afraid for your children's future.
13. You can afford new clothes at least once every three months.
14. You can fall in love in whoever you want to.
15. You can buy a computer and use the Internet.
16. You feel that your capabilities are valued and respected in the society you live in.
17. You are a Red Cross volunteer in the place you live in.
18. You want to exchange experiences and acquired knowledge.

## DISCUSSION GUIDELINES:

---

How did the ones taking steps forward feel versus the ones standing in one place?

---

---

When did those who were often taking steps forward notice that the rest of the group did not move as fast?

---

---

Could you compare this exercise to real life? In what way?

---

---

Did anyone get the joker card? How did you feel? How much did the joker card help/harm you?

---

---

Did you spend all the paper balls? How did you feel when you were throwing the paper balls? Were you uncomfortable? How did you feel when others were throwing the paper balls at you?

---

---

Could you guess which role could be the human trafficking victim role and why?

---

## WARNING:

In case that during the discussion the participants did not reveal their role on their own, the facilitator should encourage the participants who are the closest to and farthest from the start line to read their parts.

---

## FACILITATOR'S CONCLUSION:

One should be aware that not everyone has the same opportunities in the society. It is important to respect and understand others who are different, who belong to social minorities or cultural groups, and encourage tolerance.

---





# THINK BEFORE YOU ACT

**TIME:**  
30 minutes

**GOAL:**  
Teach the participants how to recognize the signs of danger and how to react appropriately in such situations.

**MATERIAL:**  
role-play cards.

## MAIN STEPS

1. DIVIDE THE PARTICIPANTS INTO GROUPS
2. EXPLAIN THE RULES
3. DEAL THE ROLE-PLAY CARDS
4. WORK WITHIN THE GROUPS
5. ROLE-PLAY BY GROUPS
6. DISCUSSION
7. FACILITATOR'S CONCLUSION

## DESCRIPTION

The facilitator should divide the participants into two groups. Each group should get a card with a story on it. The participants should then design and divide up the roles within their group. The group may also create new parts according to their own free inspiration. This step should take 20 minutes. It is important that everyone participates in creating the end of their story even if they don't have a role in it. After that, each group should introduce their story. At the end, everyone should participate in a discussion about how to avoid similar situations and if you find yourself in such situation how to react.

## ROLE PLAY CARDS EXAMPLES:

### CARD 1:

This year, as usual, students went on an excursion. That is how Nina, a girl from 7th grade, went to a new city. While the students were all sightseeing and walking together, Nina stopped to buy an ice-cream. However, when she wanted to re-join her friends, she could not see them anywhere and her cell phone died. She started to panic. At that moment, a nice gentleman came up to her and offered her help. When the two lovely ladies passing by realized Nina was lost, they offered to take her to a touristy part of the city. The waiter from a nearby café was watching how they were trying to calm her down and persuade her to get in the gentleman's car with all of them.

## INSTRUCTIONS FOR THE FACILITATOR:

What should have Nina done? How can the waiter help Nina? Would you help her?

#### CARD 2:

Daniel is a talented 17-year-old from a small poor town whose biggest wish is to become a famous football player. After a great game, coach Thomas came up to him and asked him to play for a club abroad. Daniel's girlfriend did not think that was such a good idea. He was still deciding though, since the offered conditions were good and his best friend supported him. This opportunity could help the family's financial situation.

#### INSTRUCTIONS FOR THE FACILITATOR:

How can other people affect Daniel's life and career? What are the consequences to his decision? What should have Daniel done?

---

#### FACILITATOR'S CONCLUSION:

When travelling to a new city, it is important not to separate from the group and to check in with someone who will always know where you are. Avoid contact with unknown people, especially avoid leaving somewhere with them. Always check the agency/organization offering you a job; do not sign a contract in a language you cannot understand and always advise with a certified professional about it. Do not leave your personal documents with anyone and always have them on you. Before leaving to a foreign country check the phone numbers through which you can seek help.

---

# KNOWLEDGE QUIZ

**TIME:**  
60 minutes

**GOAL:**  
To evaluate participants' knowledge  
on human trafficking in a fun way.

**MATERIAL:**  
list of questions,  
flipchart for score  
keeping, marker.

## MAIN STEPS

1. EXPLAIN THE QUIZ RULES
2. DIVIDE THE PARTICIPANTS IN GROUPS OF 5
3. ASK THE QUESTIONS
4. GIVE SYMBOLIC AWARDS AT THE END

## DESCRIPTION

Divide the participants into groups of five. Leave 2-3 minutes for the participants to agree on the names of their groups. Explain to participants that each group has the right to choose the order in which they will answer the questions. If the answer is right, the group gets 1 point. If the answer is wrong, the next group has the right to answer the same question. If this group does not answer the question correctly, the next group can answer that same question and so on. If the last group cannot answer that question, the facilitator, together with the participants, gives the right answer, and none of the groups get score points.

When all the questions are answered the Quiz is over, the points are counted, and the winner is announced.

## QUESTION EXAMPLES:

1. What is human trafficking?
2. Which are the means of exploitation?
3. What is the difference between human trafficking and prostitution?
4. What is the difference between human trafficking and smuggling?
5. Why do people become victims of human trafficking? Name 3 factors.
6. What are the phases in the human trafficking chain?
7. How can a victim be recruited? Name 3 factors.
8. Name three mechanisms of victim control in human trafficking chain.
9. Ways of getting out of the human trafficking chain?



10. How can we protect ourselves abroad?
11. Does human trafficking pose a risk to the traffickers? Why?
12. What is the minimal sentence for the traffickers and could it be reduced?
13. What should you pay attention to (which details) when looking for a job?
14. How to act safely on the Internet?
15. How to warn young children about risk situations?
16. What is the most common way to transport a victim?
17. What does the reintegration process look like?
18. How does globalization affect human trafficking?
19. Why is human trafficking considered to be low risk/high profit?
20. Explain how fake adoption presents one form of human trafficking.
21. Is the victim responsible for the crimes committed under force?
22. Is the victim responsible for what happened to them?
23. Why is it important to keep your personal documents on you and not give them to unauthorized persons?
24. Why is it important that at least one person of trust know where we are if we're travelling somewhere?
25. What is the role of Red Cross in prevention and fight against human trafficking?

---

### **FACILITATOR'S CONCLUSION:**

Award the winning group with a symbolic prize. Take note of your observations for future improvement of the programme.

---

# INVESTIGATIVE REPORTERS

**TIME:**  
30 minutes

**GOAL:**  
Group activity and raising awareness about the human trafficking problem around us.

**MATERIAL:**  
cut out newspaper, magazine or internet articles or news about cases of human trafficking in your country. If necessary, attach the source and publishing date to the article. Mark the dates, places and key sentences.

## MAIN STEPS

1. DIVIDE THE PARTICIPANTS INTO SMALL GROUPS

2. GIVE OUT THE MATERIAL – NEWS

3. WORK IN GROUPS

4. GROUP PRESENTATIONS

5. DISCUSSION

6. FACILITATOR'S CONCLUSION

## DESCRIPTION

The facilitator should divide the participants into small groups. She/he should then give them news that they should present in a certain way to the rest of the groups.

## FACILITATOR'S CONCLUSION:

Point out that the human trafficking problem is present in our close environment and in the time we live in.

# DEBT IS A BAD FRIEND

**TIME:**  
15 minutes

**GOAL:**  
To understand the mechanism that the trafficker uses to keep the victim in debt slavery and achieve the power over the victim.

**MATERIAL:**  
flipchart, marker.

## MAIN STEPS

1. EXPLAIN THE RULES
2. WRITE THE INITIAL DEBT ACQUIRED THROUGH THE PURCHASE OF THE VICTIM
3. SUM UP THE ENDING DEBT
4. DISCUSSION AND CONCLUSION

## EXAMPLE:

**€ 4.000** going abroad  
(educator/facilitator)

**€ 100** food (first participant)

**€ 50** make-up (second participant)

**€ 2.000** providing the documents (third participant)

**€ 100** drugs ... etc.

**= € 6.250**

## DESCRIPTION

The facilitator should start the game with writing down the initial amount that the trafficker paid when he bought the victim. The facilitator should then explain that it is the initial debt the victim has to pay back in order to buy of her/his freedom. The facilitator then invites the participants to put themselves into the trafficker's role and increase the victim's debt as they wish, with an explanation on what that money was spent for. The participants have the right to increase the debt only once with appropriate argument that cannot be repeated. At the end, the facilitator sums up the debt and opens the floor for discussion in which she/he should draw the attention to violence and control that the trafficker has over the victim.

## INSTRUCTIONS FOR THE FACILITATOR:

- How did you feel in the trafficker's role?
- Can the victim pay the debt off?
- What do you think the victim felt like as the debt was increasing?
- Based on what did the trafficker decide how much the victim owed?



# TRUTH OR MISCONCEPTION?

**TIME:**  
15 minutes

## MAIN STEPS

1. EXPLAIN THE RULES
2. ASK THE QUESTIONS ONE BY ONE
3. OPEN THE DISCUSSION WITH SUGGESTED QUESTIONS
4. FACILITATOR'S CONCLUSION

## DESCRIPTION

The facilitator should hang the paper with the list of misconceptions in a visible place. After that, she/he should explain to the participants what their tasks are. The facilitator should then ask the questions, one by one, giving the participants a few seconds to think and answer. The facilitator should listen to the participants' answers; she/he should not express subjective opinions but objectively lead the discussion. When all the questions have been asked, the facilitator should open the discussion according to the instructions.

### GOAL:

To understand the problems related to the discrimination attitudes against human trafficking victims.

### MATERIAL:

paper with a written down misconception, questions for the participants, questions for the group discussion.

## EXAMPLES OF MISCONCEPTIONS:

HUMAN TRAFFICKING VICTIMS ARE RESPONSIBLE FOR WHAT HAPPENED TO THEM.

HUMAN TRAFFICKERS ARE ALWAYS MEN.

ESCAPE IS THE MOST COMMON WAY OUT OF THE HUMAN TRAFFICKING CHAIN.

KIDNAPPING IS THE MOST COMMON WAY OF GETTING SOMEONE INTO THE TRAFFICKING CHAIN.

THE VICTIMS ARE USUALLY FOREIGN WOMEN, DOMESTIC VICTIMS ARE RARE.

VICTIMS WHO ARE ILLEGALLY IN A COUNTRY SHOULD BE DEPORTED AND SANCTIONED.

## QUESTIONS FOR PARTICIPANTS:

- Have you ever heard this statement?
- How do you feel about this statement?
- According to your opinion, why do people often use this statement?
- Is this statement true? Why or why not?
- Is this statement correct to the victims? Why or why not?

## DISCUSSION INSTRUCTIONS:

- How do you become a human trafficking victim?
- What is the victim's position within the human trafficking chain?
- How would you react to this statement?
- Are the human trafficking victims discriminated against?

# ONE MINUTE TEST

**TIME:**  
10 minutes

**GOAL:**  
Raising awareness about the fact that certain desires for success, if not well thought through, can lead to impulsive accepting of offers by human traffickers.

**MATERIAL:**  
worksheet "One-minute test", pencils, stopwatch.

## MAIN STEPS

1. GIVE OUT THE "ONE-MINUTE TEST" WORKSHEETS FACING DOWN
2. GIVE THE INSTRUCTIONS TO TURN THE SHEETS OVER AND BEGIN WORKING
3. AFTER 1 MINUTE IS UP, STOP WORKING
4. INFORM THE PARTICIPANTS ABOUT THEIR RESULTS
5. START THE DISCUSSION ABOUT THE POSSIBLE REASONS FOR FAILURE

## DESCRIPTION

At the beginning, the facilitator should give out the "One-minute test" facing down, ask the participants not to look into the test and to prepare the pencils for work. After that, the facilitator should point out that it is a speed test of exactly 1 minute duration and it is necessary to complete the test. While setting off the stopwatch, the leader should give the signal to turn the sheets over and begin working. After one minute, the facilitator should ask the participants to put their pencils down and ask them questions such as: "Did anyone finish the test? How many did finish half of it? Do you think it was possible to solve the test in such a short amount of time? Did you want to solve the entire test and was it important that you were better at it than others?" Then the facilitator should tell the participants that it was possible to solve the entire test and gives the answers to the participants. The discussion about the possible reasons for failure as well as motives to solve the entire test should follow.

## FACILITATOR'S CONCLUSION:

The facilitator should point out that everyone is susceptible to suggestions and everyone can make a mistake in a great desire to achieve a certain goal if they overlook the important circumstances.

# STROOP TEST

**TIME:**

10 minutes

**GOAL:**

Acknowledging the fact that all people make mistakes. Even if you know the goal of the test is to lead you to make mistakes, there are other factors that lead people to make mistakes when they are warned about it.

**MATERIAL:**

PowerPoint presentation “Stroop effect”, computer, projector.

**MAIN STEPS**

1. FIND A VOLUNTEER
2. EXPLAIN THE RULES TO THE VOLUNTEER
3. START THE PRESENTATION AND CHANGE SLIDES VERY FAST
4. OPEN THE DISCUSSION ON THE MISTAKES MADE
5. REPEAT THE ACTIVITY WITH ANOTHER VOLUNTEER

**DESCRIPTION**

At the beginning the facilitator should choose one volunteer. She/he should then explain that the slides will switch very fast and that the goal is to say the colour of the word from the slide out loud, not the word itself. The facilitator gives an example of the first slide where the word “red” is written out in red and the correct answer then is “red”. Make clear that the word and colour do not have to match. Begin the slideshow, switching between the slides every half a second. Continue till the end of the slideshow, even if the volunteer makes a mistake. Repeat all this with another volunteer. Afterwards, start a discussion about possible reasons for mistakes and how people are induced to make mistakes even if they were warned that those mistakes might happen. Consider the fact that the mistakes were made even though the rules were clear, precise and known in advance. This activity can serve as a tiring activity and an indicator for breaks.

**WARNING:**

This activity may be used along with “One-minute test”.



# SHAKE BEFORE USE

**TIME:**  
30 minutes

**GOAL:**  
Knowledge about the importance of viewing certain situations from different angles and avoiding fast decision making.

**MATERIAL:**  
cards with initial text, "Shake before use" form, pencils.

## MAIN STEPS

1. EXPLAIN THE CONTENT OF THE FORM AND INITIAL TEXT
2. GIVE THE TEXT AND FORM TO ALL PARTICIPANTS
3. PRESENTATION OF FIVE/SIX PARTICIPANTS
4. DISCUSSION
5. FACILITATOR'S CONCLUSION

## DESCRIPTION

Give out the previously prepared form to the participants who should later fill out the possibilities and consequences of their decisions. The facilitator should read the initial text and invite the participants to fill out the form. Then, the facilitator should encourage 5 or 6 participants to share their opinions with the group. The facilitator starts the discussion with the entire group and asks how much it was helpful to the participants to express and organize their thoughts and make a right decision.
















## INITIAL TEXT EXAMPLES:

1. "I met Peter the other day and he suggested we should try to earn some money together. That would actually be great, since I just saw this new phone I want to buy. I would just have to take some photos of me and my girlfriend in swimsuits and then e-mail them to him. It wouldn't be too hard since Peter would lend me a camera. I'm still a little embarrassed though and I'm not really sure what to do."
2. "Alexandra's brother has opened a carwash in their garage and needs a worker. She told me she could arrange that job for me. The pay should be good, which would mean a lot to me, since my mother lost her job so I don't have any pocket-money. But I heard a lot of stories about her brother, so I don't know what to do."
3. "I met this cool guy through a friend of mine and I've never been so excited. I think I'm in love. He has a summer house at the seaside and he invited me to go there with him in a month. I really like the idea, even though I have the money to pay a hotel. I think my parents won't let me go, though. I don't know what to do."
4. "Get this; I hooked up with a girl I met in a game-room. She also plays World of Warcraft. See how older girls are pro. She also has an uncle who lives in Italy which is where WCG (World Cyber Games) is going to take place. I don't really have the money to go, but her uncle said he will pay the tickets and that we can stay with him. We've been together for two months, but I still feel little awkward going to her uncle's place. What should I do?"



FILLED OUT FORM EXAMPLE:

“I met this cool guy through a friend of mine and I’ve never been so excited. I think I’m in love. He has a summer house at a sea side and he invited me to go there with him in a month. I really like the idea, even though I have the money to pay a hotel. I think my parents won’t let me go, though. I don’t know what to do.”

POSSIBLE DECISIONS	PROS	CONS
 Enjoy with him at the seaside but tell my parents I’m going with a girlfriend.	 I have a great time.	 I get caught and I’m grounded till the end of summer.  We break up at the seaside after a fight.  I become a human trafficking victim.  ...
 Talk to my parents about it, introduce him to my parents.	 My parents like him, but since they don’t know him too well I have to go with my brother and his girlfriend.	 My parents don’t like him because he has a tattoo and they don’t let me go with him.  They let me go with him, but I never return.  ...
 I should go to the mountains to visit my grandma.	 The Robinsons may come too and we all have a great time.	 I am bored the entire summer.  ...

WARNING:

The facilitator can invent other initial texts. The story can be any situation that is easily related to the age of the participants.

FACILITATOR’S CONCLUSION:

Each choice and decision should carry with them certain consequences. It is important to be aware of those consequences before making final decisions.



# I WOULD LIKE TO...

**TIME:**  
30 minutes

**GOAL:**  
Warn the youth about the existence of risky situations in which they need to be extra careful and warn them that it is important to openly talk to their parents and adults and explain why.

**MATERIAL:**  
role-play cards.

## MAIN STEPS

1. DIVIDE THE PARTICIPANTS INTO GROUPS
2. EXPLAIN THE RULES
3. DEAL THE CARDS
4. GROUP WORK
5. DISCUSSION
6. FACILITATOR'S CONCLUSION

## DESCRIPTION

The participants should be divided into smaller groups. Each group should get a card with a different scenario that needs to be finished. The groups read their cards separately and have to choose one person from their group that will play the victim and another that will play the trafficker. The group can also invent new parts. When the chosen participants finish acting, the facilitator starts a discussion about how the participants felt about their parts and then with the entire group about different possibilities of the scenario or how they could have acted differently. It is important to remind the young participants of the importance of adults in their lives, especially during significant decision making.

## WARNING:

The story can be any situation that is easily related to the age of the participants.

## FACILITATOR'S CONCLUSION:

The facilitator should point out different possibilities of making a choice as well as the significance of adults in decision making process.

## CARD EXAMPLES:

CARD 1:

An acquaintance has invited you to an audition for the speaker of a children's show and after that there will be an open-bar party. You know your parents are against it, but you still want to go...

CARD 2:

Your friend from practice has the latest model of *PlayStation*. Her/his parents are away so you can play games all day long. Your friend asked you to sleep over at his house.

CARD 3:

The main "dude" from your neighbourhood has asked you to ride on a boat down the Danube with him and his friends. You have a deal with your parents to be home before 10 PM, but you know you can't be back by then since you're supposed to leave around 9 PM.

CARD 4:

You are on excursion. You and your friend have met a few interesting local people who "guarantee you a good time". You know that the teachers have banned anyone from separating from the group, but you really like your new friends...

CARD 5:

On your way from school, a high school kid, who you ran into before, comes up to you and offers you marihuana. You know it's bad but he is convincing you of how it's harmless and the same as cigarettes.



# FORK IN THE ROAD

**TIME:**  
40 minutes

**GOAL:**  
Compassion and better understanding of the victim's position in the trafficking chain.

**MATERIAL:**  
cards with description of groups' tasks, paper for tasks realization, pencils.

## MAIN STEPS

1. DIVIDE THE PARTICIPANTS INTO GROUPS AND DEAL THE CARDS
2. GROUPS' PRESENTATIONS
3. DISCUSSION
4. FACILITATOR'S CONCLUSION

## DESCRIPTION

The facilitator should divide the participants into 3 groups. Each group should invent victim's personal data and get that card with task instructions based on which they should invent a story. Each group should only know its own task. Each group has 20 minutes to work on task realization.

Each group should pick a representative who will present the group work at the end. The presentation time is 5 minutes. After each presentation, the rest of the participants may ask questions to the presenter and her/his group. At the end, you should have a complete story about a human trafficking victim.

After the group activities are done, the facilitator should start the discussion.

### GROUP 1: WHEN I WAS YOUNG

**Instructions:** victim's family description, personality profile and appearance, desires, goals and vision. Describe a regular day, interests, hobbies, etc.

### GROUP 2: I WENT TO A BIG CITY WITH A GOAL

**Instructions:** the ways of getting into human trafficking chain, description of transport and destination, type of exploitation, trafficker's profile, trafficker-victim relationship, client-victim relationship and psycho-physical condition of the victim.

### GROUP 3: SKIN REMEMBERS

**Instructions:** ways of getting out of the trafficking chain, place of victim's residence, description of psycho-physical condition of the victim and her/his treatment, behaviour towards the victim and how the victim perceives the environment – *Happy end or not?*



## FACILITATOR'S INSTRUCTIONS:

### GROUP 1: WHEN I WAS YOUNG

- What is the family situation?
- What are the reasons for leaving home?
- Who is the victim hanging out with?
- What is the health situation in the family?
- What is the family financial situation?
- What are the desires/goals?
- Emotional status?
- Is there anyone who represents a support in victim's life?
- What are the plans for the future?
- What is the crucial moment in making the decision to leave home?

### GROUP 2: I WENT TO A BIG CITY WITH A GOAL

- Who is the perpetrator?
- How was the victim lured into the chain?
- How and where was the victim transported?
- Where is she/he staying?
- What happens with the personal documents?
- How does the victim feel at first?
- What is the victim's current psycho/physical state?
- What do the traffickers demand from the victim?
- Is the victim using drugs/narcotics?
- Is the victim in touch with her/his family and through whom?
- Is the victim ashamed of what she/he is doing?
- Does the victim want to escape?

### GROUP 3: SKIN REMEMBERS

- Does the victim have health insurance?
- Does the victim have a social security number?
- Did the victim manage to become a part of the society again and if so, how long did she/he take?
- Did the victim return to the trafficking chain?
- What is the victim's current profession?
- Does the victim receive any form of aid/assistance?
- Does the victim have a perspective?
- Does the victim have children?
- Does the victim still trust people?
- Is the victim capable of loving?

### FACILITATOR'S CONCLUSION:

Sum up the impressions and draw attention to the most important characteristics of human trafficking.

# YES, NO, MAYBE

**TIME:**  
20 minutes

**GOAL:**  
Acknowledging that it is possible and justified to change opinions if that is based on good arguments.

**MATERIAL:**  
3 pieces of paper (yes, no, maybe), list of statements that will be discussed.

## MAIN STEPS

1. MARK THE CORNERS
2. EXPLAIN THE RULES
3. DISCUSSION
4. FACILITATOR'S CONCLUSION

## DESCRIPTION

Before the start, the facilitator marks 3 different corners with papers saying YES, NO and MAYBE. The participants should stand in the middle. After a statement was read, the facilitator leaves a few seconds for the participants to decide on the corner they want to stand in. The facilitator then starts a discussion by asking each corner group questions about why they chose that corner. During the discussion, the participants may change the corner. The facilitator's role is to guide the discussion and stay objective during the activities (not state her/his own arguments).

## STATEMENTS:

1. BUYING HUMAN ORGANS OFF THE BLACK MARKET IS ALRIGHT IF THAT WILL HELP SOMEONE TO SURVIVE.
2. I WOULD APPEAR AT A COURT AS A WITNESS AGAINST THE HUMAN TRAFFICKER AND FOR THE BENEFIT OF THE VICTIM OF HUMAN TRAFFICKING.
3. ROMA CHILDREN ARE MORE OFTEN VICTIMS OF HUMAN TRAFFICKING.
4. PROSTITUTION SHOULD BE LEGALIZED.
5. I WOULD OFFER SHELTER TO A HUMAN TRAFFICKING VICTIM.
6. I AM A TOLERANT INDIVIDUAL.

## FACILITATOR'S CONCLUSION:

Argumentative discussion, tolerant behaviour and nonviolent communication help the participants to see that a personal opinion is changeable and not always right, and that opposing arguments can affect the change of the existing opinion.



# SHOULD I STAY OR SHOULD I GO?

## MAIN STEPS

1. DIVIDE THE PARTICIPANTS INTO GROUPS
2. EXPLAIN THE RULES
3. DEAL THE CARDS
4. GROUP WORK
5. GROUPS' PRESENTATIONS
6. FACILITATOR'S CONCLUSION

**TIME:**  
30 minutes

**GOAL:**  
Teaching participants how to recognize a dangerous situation, introduce them to precaution measures and how to apply them in everyday life.

**MATERIAL:**  
story cards.

## DESCRIPTION

The facilitator should divide the participants into fairly same size groups. Then she/he should deal the cards with different stories and tasks to each group. The facilitator should encourage individual group discussions and expressing opinions within the groups in order to get to the answer together. Each group should choose a representative who will read the story and present the group's opinion. When each group completed its presentation, the facilitator should point out the precaution measures in such situations.

## INSTRUCTIONS FOR THE FACILITATOR:

During the activity the facilitator should motivate the participants to work. Write down (using flipchart) the key words from group answers.

## CARD EXAMPLES:

CARD 1:

Julia has just graduated from medical high school. She saw an advertisement at a street light in front of a health centre that offers a job to nurses in a small town in Italy. She thought that was the first step in making her dreams come true. She called the number from the advertisement and scheduled a meeting. In a big, modern designed apartment, she spoke to a handsome gentleman who introduced himself as a doctor. He said he saw a big potential in her and promised he would put in a word for her so she could get the job, since he had connections with the future employer. After a few days, he called her and told her everything was set and that she should get going as soon as possible, while the spot is available, and asked her to sign the contract in Italian immediately. Since she did not have the money for the trip, he offered her to drive down with him, since he also had some business over there...

**TASK:**

Think about what decision Masha made and which were the consequences. Did Masha make her dreams come true?

---

**CARD 2:**

John lives with his parents, older brother and three younger sisters. His parents are alcoholics, currently on a rehab, and they don't have regular incomes. His older brother took the role of the head of the family and he is often grumpy, he yells, doesn't let them (the rest of the siblings) to go out or have friends over. Since he lost his job, the situation has gone worse and he became aggressive at times. John decided to find a job and help his family. One day, on his way home from an unsuccessful job interview, he ran into Mark, an acquaintance whom he told everything about his problem. Mark told him his good friend Ivan called him the other day and said he was looking for someone who can work in Germany as a construction worker in his company. He promised he would take care of John so he could get good working conditions and a decent salary. John was at first a little indecisive since he does not speak German. Mark explained that most of the construction workers are foreigners and all of them manage fine. He even offered to borrow John money for the bus ticket. John said he would think about it and let Mark know in a few days.

**TASK:**

Think about how much the parent situation is affecting John's decision. What would you do in this situation? What danger can be hiding behind such offer? How well does John know Mark? Can he completely trust him? What should John do in order to check if this is a legitimate job? If he decides to go, what should John do before and after the trip?

---

**FACILITATOR'S CONCLUSION:**

Always check the agency that is offering you a job, do not sign a contract in a language you can't understand, and always advise with a professional. Job Search Services is the only agency that can guarantee a legal job abroad. Do not leave your documents to anyone and always carry them with you. Before leaving to a foreign country find out the phone numbers at which you can seek help.

---





.....  
**NAME**

.....  
**ORGANIZATION**





With the support of:

**Danish Red Cross** 

 **Norwegian Red Cross**

THIS MANUAL WAS MADE WITH FINANCIAL SUPPORT OF NORWEGIAN MINISTRY OF FOREIGN AFFAIRES AND TECHNICAL AND ADMINISTRATIVE SUPPORT OF THE DANISH RED CROSS AND THE NORWEGIAN RED CROSS. CONTENT OF THIS MANUAL IS SOLE RESPONSIBILITY OF THE RED CROSS OF SERBIA .