



Education and Culture DG

'Youth in Action' Programme

e-manual

"Peer Education Approach for Trafficking Prevention"

Palermo, Italy, 13th – 21st June, 2010

Youth in Action

Action 3 – Youth in the world

3.1 – Cooperation with Neighbouring Partner Countries



c e s i e

the world is only one creature



Foreword

The main objective of this publication is to summarize the main outputs of the Training Course “Peer Education Approach for trafficking prevention” and some interesting observations that came out during the TC sessions that involved youth and youth workers. The publication doesn’t aim to give a deep analysis of trafficking in human beings and its prevention, but to offer a starting point for those who need basic information about Trafficking in human beings and its awareness raising. The e-manual offers the possibility to deepen all basic issues following the websites and publications present in the footnotes of each chapter.

We want to thank to all partners for their contribution during the project life and to all participants for their engagement during the TC and afterwards in the dissemination of the main topics. Special thanks to Tatiana Jordan, Gal Harmat and Alisa Harlamova for their dedication and profound contribution to the project.

CESIE team



I. Introduction & Description of the project

CESIE is the national coordinator of the “EuroMed Network for Youth Trafficking Prevention” (EMNYTP¹), which is the first Euro-Mediterranean partnership dealing with the prevention of trafficking of young people. The organisation works for youth trafficking prevention via researches, human rights educational programs, human rights advocacy and lobbying for youth and immigration policy improvement. CESIE is the Italian National Coordinator which means it implements the objectives of EMNYTP coordinating with local needs, national and regional authorities to prevent the trafficking of young people.

CESIE has implemented many projects based on gender issues and has encouraged the development of the network “EuroMed Gender Connection” which promotes and raises awareness about gender issues and equal opportunities.

“The peer education approach for trafficking prevention” Training Course was developed through the recognition that trafficking (is increasingly becoming a more relevant problem) is becoming an increasingly relevant problem in certain countries, and there is a lack of information about how destructive it can be for the society. A solution is highly needed in both sending and host countries which are affected by this issue. The TC focused on peer education as a tool to prevent trafficking in both sending and host countries. It involved people from 23 organisations: 13 partners from Italy, Bulgaria, Estonia, Hungary, Lithuania, Malta, Portugal, Romania and Spain, and 10 partners from the 7 countries of Eastern Europe and the Caucasus region: Armenia, Azerbaijan, Belarus, Georgia, Moldavia, Russian Federation and Ukraine.

The TC included a theoretical part introducing concepts as trafficking, differences with other phenomena like smuggling or prostitution, peer education, Human Rights, gender issues, countries of origin, transit and destination of trafficking and internal trafficking etc. In the practical part, participants have actively constructed alternative pathways to trafficking, through some workshops like forum theater or the Reciprocal Maieutic Approach. The result were: building of competences on peer education and promoting in the fight against trafficking, in the youth field, the collaboration in Europe, Eastern Europe and Caucasus, by understanding the phenomenon in terms of the whole, in order to eliminate it through cooperation of young people, youth leaders, youth workers and NGOs.

Participants were much more motivated after the role playing game and the forum theatre session, through which they had the possibility to experience the victim’s feelings.

¹ www.youth-trafficking.net



II. Objectives

The project aimed at teaching young people and youth workers to become peer educators in trafficking prevention and awareness-raising, and to fight against discrimination that trafficked victims-suffer in the countries of destination.

1. To promote the exchange of information and knowledge between countries of origin and countries of destination concerning the issue of human trafficking.
2. To increase participants' knowledge concerning the issue of trafficking from a Human Rights approach.
3. To endorse peer education as a useful tool for human trafficking prevention and awareness.
4. To promote a bigger understanding about how peer education can be used in human trafficking prevention and awareness, both in sending and host countries.
5. To provide participants with specific knowledge, information and tools that should be used in peer education contexts for human trafficking prevention and awareness.
6. To encourage new partnerships between partners and the implementation of local peer education projects as a project follow up.

Consequently, the main themes reflected the interests and needs of the participants in the following ways:

- getting a deep knowledge about the issue of trafficking, through activities which foster better understanding about the circumstances, the background, the reasons of the trafficked people;
- acquiring the skills needed in order to become active citizens and peer educators or youth workers in contact with peer educators, and in this way to contribute to the prevention of trafficking;



- raising positive awareness of other cultures by working together in international groups and building relationships both personal and professional;
- developing the ability to invent and come out with new creative methods in order to prevent trafficking;
- being part of a project where they are the protagonist, as well as the medium, through which the information about trafficking will reach the possible victims and young people with negative thoughts about trafficked people. Consequently, they will improve their self-confidence by being aware of the importance that their capacities have when used in their communities;
- thanks to the non-formal learning, the development of competences that can be used in future jobs and activities in the youth field.

III. Theoretical background and practical proposals

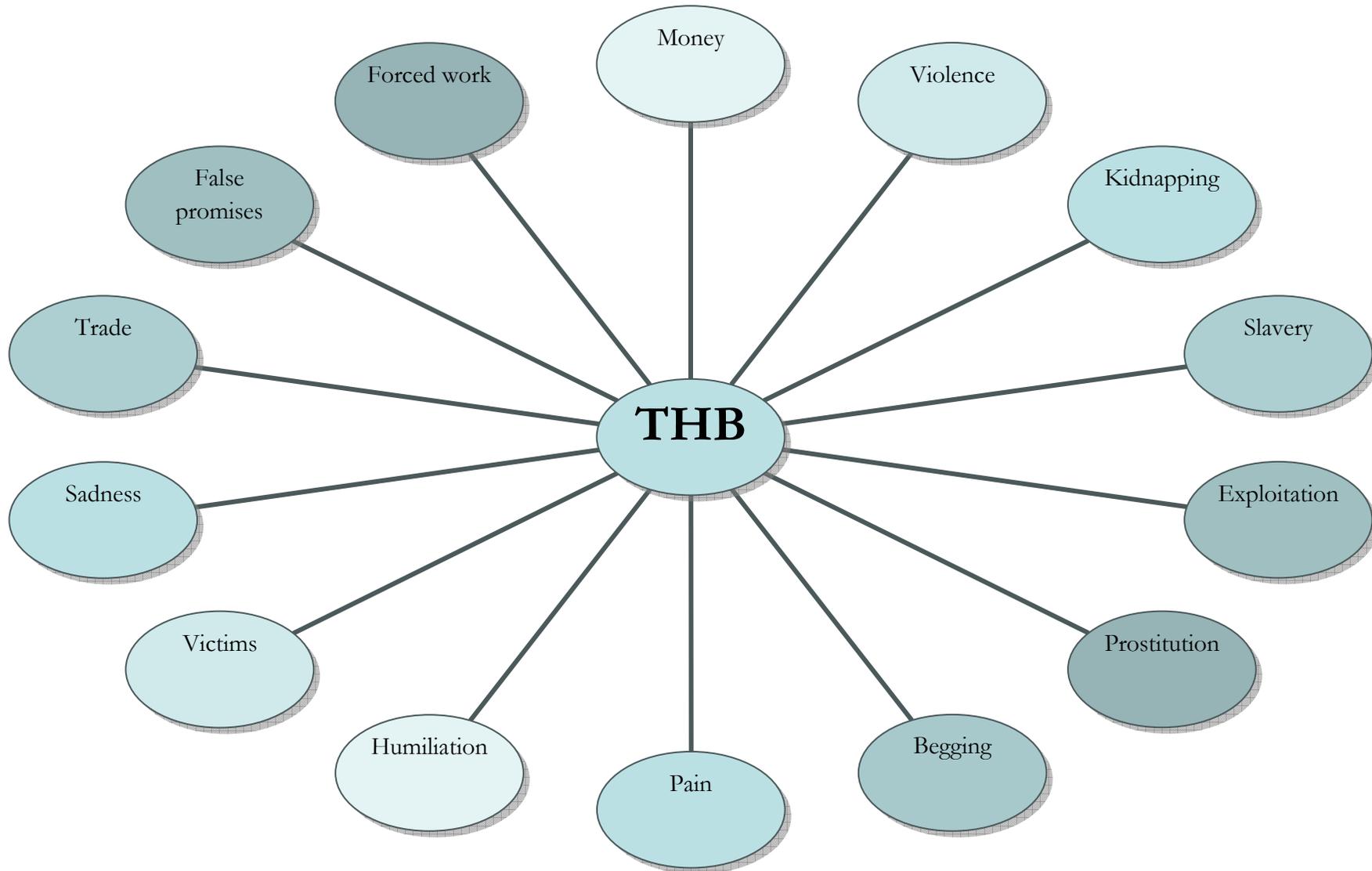
The participants of this training were youth leaders and youth workers in contact with future peer educators and young people, who would like to become peer educators in the field of trafficking prevention and awareness-raising. The TC was a great opportunity for them to improve their skills and competences and to learn and practice which are the effective ways to approach their peers.

Preparatory work to approach trafficking phenomena was developed by all participants in all participating countries by following steps of analysis:

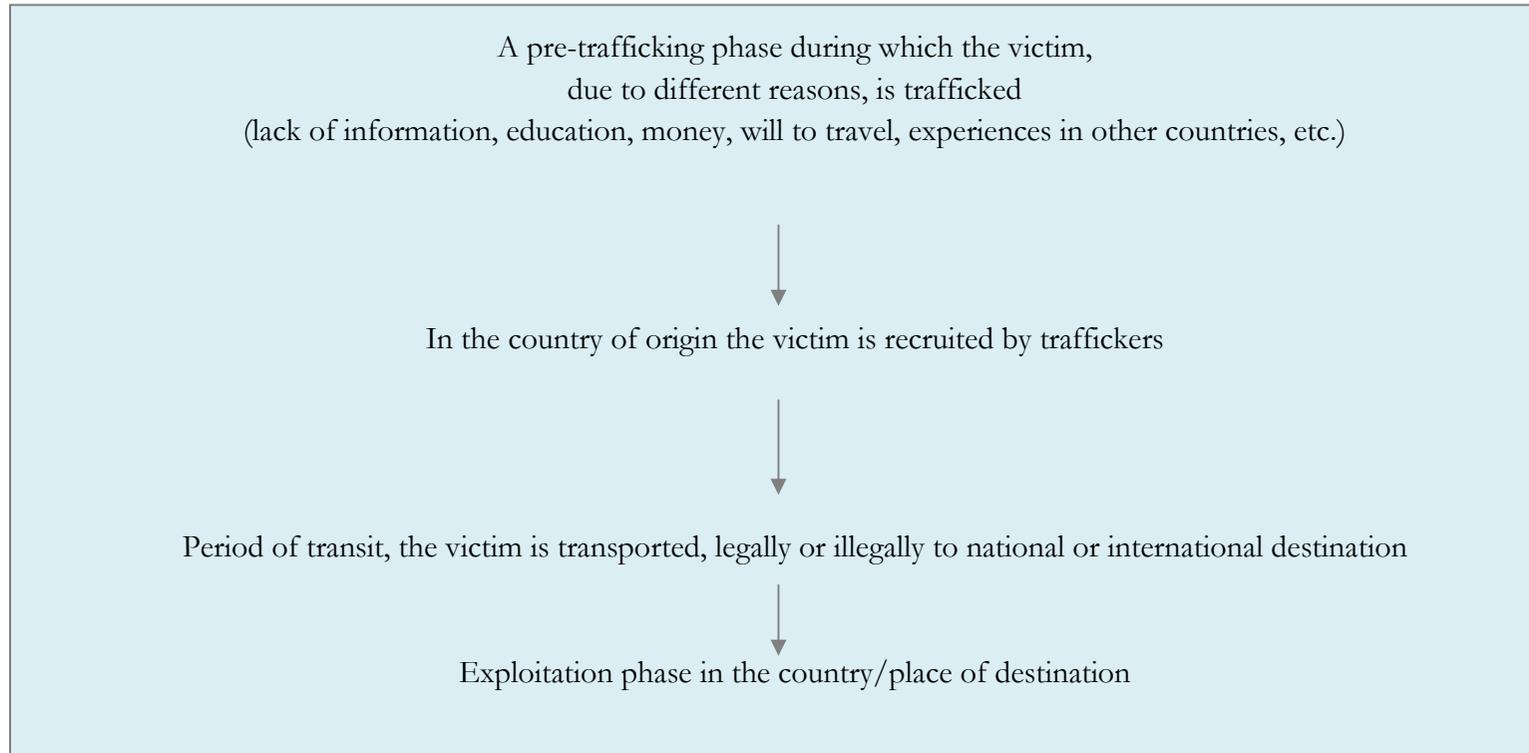
- How aware are people in your country about the trafficking problem?
- Is your country a source (sending), transit or destination (host) one?
- Examples of activities that the Government implements in order to minimize the rate of trafficking and how it helps the victims of trafficking
- Examples of initiatives implemented for the trafficking combat (NGOs, international organizations, local authorities, shelters, etc.)
- Statistics (if available) on the types of exploitation



The theoretical part was a continuation of the preparatory work and was developed through exploration of different components of the human trafficking phenomenon. The general concept of trafficking has been explored using participants' previous analysis, knowledge and observations about available information on trafficking in their countries through media. Participants and trainers identified some concepts related to trafficking:



The results of the brainstorming session on the basic thoughts about trafficking in human beings, is that it is not a single event but a process, a chain of events.



In order to deepen the knowledge about some issues related to trafficking, yet also to find ways of peer education approach for its prevention, awareness-raising about the phenomenon and prevention of discrimination of trafficked people, the following concepts have been identified:



1. Smuggling vs. Trafficking: Smuggling is the transport of a person, with his or her consent, to another country through illegal means in exchange for payment. When a young person cannot find a way to migrate legally to another country to find work or to escape abuse or hardship at home, he or she may seek to be smuggled into another country illegally. While smuggling requires a person's consent and is a one-time transaction, trafficking involves an element of deception or coercion and the subsequent exploitation of a young person by placing him or her in a condition of forced labor, servitude, or slavery-like practices. Trafficking in persons is:

- The action of recruitment, transportation, transfer, harbouring or receipt of persons
- By means of the threat or use of force, coercion, abduction, fraud, deception, abuse of power or vulnerability, or giving payments or benefits to a person in control of the victim
- For the purposes of exploitation, which includes exploiting the prostitution of others, sexual exploitation, forced labour, slavery or similar practices, and the removal of organs.²

2. Prevention tools of THB are different methods and activities to be developed and implemented to involve young people and adults, vulnerable and disadvantaged groups that are considered possible victims of trafficking chains.

3. Types of exploitation: violence, torture, rape, deprivation of freedom, fraud, labour exploitation, etc.

4. Victim assistance/ re-integration is a process of recovery including economic and social inclusion following a trafficking experience. It may involve returning to one's family and/or community of origin; it may also involve integration in a new community or new country. The key of re-integration is victim empowerment, in order to guide towards gaining skills and competences in order to become self sufficient and independent. Victim assistance may provide: food, clothes, medical care, health education sessions, psychological counselling, legal counselling, information about trafficking, empowerment sessions, educational activities, psycho-social activities, etc.³

² The Trafficking in persons Protocol, www.unodc.org

³ Many reports, good practices and publications about the re-insertion are available on www.kbs-frb.be



5. Team-building/ New methodologies/ training skills and problem analysis are needed in order to develop projects at EU level with neighbouring countries to raise awareness about trafficking chains and to combat discrimination.⁴

6. Collaboration with NGOs

The awareness-raising about the trafficking in human beings issues is still needed and the collaboration with NGOs is recommended in order to organize campaigns, educational activities, trainings, discussions through Internet and similar activities.⁵

7. Youth in action: In order to develop projects, activities and raise awareness about trafficking in human beings issues, it is possible to use opportunities of YiA Programme. To know more read chapter IV of the present e-manual.

8. Legal frame work

The website of the European Commission has a special webpage dedicated to Fight against trafficking in human beings, where it is possible to consult the legal framework at European level. Furthermore, there is a list of experts and nongovernmental organizations who work in this field. Before starting any action in this field, this webpage could be very useful for the analysis of the background and the country/region context.⁶

Concerning the fact that the youth are possibly one of the potential victims of the trafficking process, the peer education approach has been identified as one of the methods that should be developed and used widely for reinsertion of victims into society and as a prevention tool.

Participants, youth workers and trainers identified a list of activities that should be used by *peer educators* in their work with victims and for awareness-raising among youth:

- Listen to people needs

⁴ To know more and to learn about for ex.. Human rights education, important tool in working with trafficked people, visit the Coyote publications website <http://youth-partnership-eu.coe.int/youth-partnership/publications/Coyote/Coyote>. To know more about Reciprocal Maieutic Approach to be used in team building and problem analysis read more on <http://www.inventingthefuture.eu/files/TheRMAinconflicttransformation.pdf>. Consult also UNDOC's *Toolkit for Combating trafficking in persons* http://www.unodc.org/pdf/Trafficking_toolkit_Oct06.pdf

⁵ DIRECTIVE 2011/36/EU OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 5 April 2011 on preventing and combating trafficking in human beings and protecting its victims, and replacing Council Framework Decision, Art.18, <http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2011:101:0001:0011:EN:PDF>

⁶ <http://ec.europa.eu/anti-trafficking/> & http://europa.eu/legislation_summaries/justice_freedom_security/fight_against_trafficking_in_human_beings/



- Simulation games
- Brainstorming
- Working groups
- Energizers and non formal education activities
- Role-plays, Forum theatre
- Trust-building/Team-building
- Small group discussions
- Artistic workshops
- Provocation
- Films and debates are means of communication among youth and adults;
- Intercultural exchanges allow youth and adults to meet new cultures and be representatives of their own. This brings empowerment and it contributes to social and cultural inclusion, highly needed for youth and adolescents;
- Organize bazaars to exchanges ideas and good practices in working with youth and trafficking victims

III 1. Forum theatre

“...Theatre is a representation and not a reproduction of social reality. FORUM-THEATRE presents a scene or a play that must necessarily show a situation of oppression that the Protagonist does not know how to fight against, and fails. The spect-actors are invited to replace this Protagonist, and act out - on stage and not from the audience - all possible solutions, ideas, strategies. The other actors improvise the reactions of their characters facing each new intervention, so as to allow a sincere analysis of the real possibilities of using those suggestions in real life. All spect-actors have the same right to intervene and play their ideas. FORUM-THEATRE is a collective rehearsal for reality.”

⁷ Augusto Boal, Rio de Janeiro 2004 - www.theatreoftheoppressed.org



The forum theatre was another tool offered to participants to boost creative thinking in finding solutions to prevent possible human trafficking and to give support to trafficked people and assist their reinsertion into society. An entire day was dedicated to it as it's a very complex and intense method which requires concentration, time, preparation and team building. After a brief introduction to the history of Forum Theatre, participants started with some warm up exercises as well as with introductory exercises about self and emotional expression through theatre. The last part of the day was focalized in developing a scene that was later presented to the rest of the group. The forum theatre promotes creative thinking in the sense that it does not give a closed ending to a story. The story is open to intervention by spectators, who can stop the scene (after seeing it once) and propose a different way of resolving an issue or a new way of behaving, that may bring a new and unexpressed solution. This is very important to promote creative thinking: the richness of options and the openness to find a potential range of solutions.

On the other hand creative thinking benefits a lot from artistic expression and from group work, both present in the forum theatre activity.

Small groups performed in situations where they could use their new skills as peer educators and they could try to transform problems into solutions. Experts encouraged them to find solutions to the difficult situations that they will be facing in their role as peer educators or trainers of future peer educators. This workshop aimed at stimulating their creativity and their understanding of other young people and cultures, by inventing short drama plays.

III 2. Audiovisual stimulation

This is an activity which improves teamwork and helps to better understand others' point of view. This activity encourages participants to work cooperatively in order to achieve common goals (create alternative pathways for trafficking and raise the awareness about it), inspired by one of the CESIE's working methods such as the adult education using films⁸. At the beginning, the participants watched a short documentary about trafficking. Then, they were split in 4 heterogeneous groups and they had a chance to imagine a different ending or continuation of the story that they had just seen. The documentary is useful for the stimulation of the audiovisual senses and the promotion of a collaborative activity, where they have to create a new end or continuation, identified as a possible alternative pathway. At the end all groups presented their ideas and discussed that with the whole group. Experts responsible of this activity also encouraged reflection on the use of films and documentaries between peers, for trafficking prevention and awareness-raising.

⁸ To know more about adult education using films please visit the LLP Grundtvig Learning Partnership "View n' Act" project website: <http://www.cyclisis.gr/filmeducation.php>



III 3. The “breaking up the stereotypes” activity

This activity aimed to provoke a discussion on stereotypes about women and men. The activity was about all the ideas, thoughts, feelings, physical portrayals that arise while talking about a man or a woman. This activity helped the participants understand and break up the general stereotypes that exist in our society, concerning gender. All the stereotypes that participants have mentioned, were summarized on a flip-chart divided in two columns, which helped them see the differences and draw certain conclusions based on these differences as well.

After the debriefing that followed the activity, participants were invited to reflect upon their experience and to connect it with creative thinking. Reflection brought to the following main conclusions::

- Unclear rules -> creates ambiguity
- Odd task -> make it difficult to apply usual rules
- Conflicting situation
- Need for group work

However, we can say that through the “breaking up the stereotypes activity” we have used useful tools to boost creative thinking, making space for many different perspectives and for strong brainstorming to find creative solutions and methods of breaking up the stereotypes that usually arise.

III 4. Follow up

Through Open Space Technology, participants created, in groups, different project ideas to be elaborated and implemented in the future. This activity permitted participants to contribute to the development of different project ideas and to choose the most suitable one for their local community, their organization and their competences.

1. *Gender equality in Human Rights Education* is an idea that should be developed through Youth for Europe projects, European Voluntary Service and Youth in the World.



2. The *Peace Building in Conflict Resolution* project will be developed in Cambodia with European and Asian Cooperation, to promote peace and solution to interregional conflicts.
3. *Linking bridge between two continents in Georgia*. The intercultural exchange will be organized to promote European membership and to raise awareness about culture and traditions in Georgia and in Europe.
4. *Stopping domestic violence as a mean to prevent trafficking*. Considering that domestic violence is one of the main causes of THB, if we prevent the reasons, we don't need to face the consequences. The actions will be developed in Odessa, Ukraine, and will involve participants and facilitators from Western, Eastern Europe and Caucasus yet also a film director. Non-formal education, artistic workshop, intercultural exchanges, team-buildings will be used in order to organize theater performances in schools in Odessa and neighbourhoods, and to make a short video of the performance that will be spread in all participating countries.
5. *Cross border cooperation in trafficking prevention*. A training course will be proposed to develop intercultural learning, to prevent THB and to promote European values to youth. Seminars, info sessions, round tables and exchange meetings will be organized in the participating countries: Italy, Armenia, Belarus, Bulgaria and Moldova.
6. *International Forum "Prevention of THB using Internet and media"* should be realized in Russia in partnership with University. Internet is a perfect way to widely spread info about THB to people. Participants from several countries will be involved in order to create THB prevention programme using INTERNET, especially popular social networks. Main activities will be: Team-building, brainstorming, problem analysis, etc.
7. *Raise awareness about anti-trafficking* in Hungary through lectures, workshops, trainings. Involvement of victims of THB, psychologists, representatives of law, representatives of shelters and rehabilitation centers. The main objective is to transfer the experiences of trafficked victims and the assistants who work with them in the process of reintegration into society, to local community and participants from European countries.



IV. Youth in Action Programme – reminder for EU opportunities

IV 1. General Objectives of the Programme

- promote young people's active citizenship in general and their European citizenship in particular
- develop solidarity and promote tolerance among young people, in particular in order to foster social cohesion in the EU
- foster mutual understanding between young people in different countries
- contribute to developing the quality of support systems for youth activities and the capabilities of civil society organisations in the youth field
- promote European cooperation in the youth field

IV 2. Permanent Priorities

- European citizenship
- Participation of young people
- Cultural diversity
- Inclusion of young people with fewer opportunities

IV 3. Annual Priorities depending on the year

EU Year of Volunteering 2011

EU Year of Active Ageing 2012

IV 4. Actions

Action 1 - Youth in Europe

1.1 Youth Exchanges – exchange of young people 13-25 years old

1.2 Youth Initiatives – national or transnational / carries directly by young people with a coach

1.3 Youth Democracy Projects – networks, seminars, events about democracy at local, national or European level



Action 2 – European Voluntary Service

- From 2 weeks to 12 months
- Variety of themes
- Coordinating organization (applicant), Sending Organisation and Hosting Organisation
- Not replace paid jobs
- All participating countries
- Young people 18-30 years old /16 if disadvantaged
- Just once, except if the 1st is less than 2 months and total no more than 12 months

Action 3 – Youth in the World

3.1 – Cooperation with the Neighbouring Countries of the European Union:

- Youth Exchange
- Training and networking

3.2 – Cooperation with other Countries of the World: special call for proposals

Action 4 – Youth Support Systems

- 4.1 Support to bodies active at European level in the youth field
- 4.2 Support to the European Youth Forum
- 4.3 Training and networking of those active in youth work and youth organizations
- 4.4 Projects encouraging innovation and quality
- 4.5 Information activities for young people and those active in youth work and youth organizations
- 4.6 Partnerships
- 4.7 Support for the structures of the Programme
- 4.8 Adding to the value of the Programme

Action 5 - Support for European cooperation in the youth field

- 5.1 Meetings of young people and those responsible for youth policy: debate, consultation, active participation and information on issues which are relevant to Structured Dialogue or European Union policies and topics,
- 5.2 Support for activities to bring about better knowledge of the youth field



5.3 Co-operation with international organizations

IV 5. Eligible countries

✓ Programme countries: EU 27 + Iceland, Liechtenstein Norway, Switzerland, Croatia, Turkey

✓ Neighbouring Partner Countries:

- **South East Europe:** Albania, Bosnia and Herzegovina, Macedonia, Kosovo, Montenegro and Serbia
- **Eastern Europe and Caucasus:** Armenia, Azerbaijan, Belarus, Georgia, Moldova, Russian Federation and Ukraine
- **Mediterranean Partner Countries:** Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, Palestinian Authority of the West Bank and Gaza Strip, Syria and Tunisia.

✓ Other Partner Countries of the World

IV 6. Deadlines

Permanent actions: 1st February, 1st June and 1st September

Specific call for proposals: different dates during the year

Centralised -> Brussels

Decentralised-> National Agencies



Organisations and countries involved in the project

Italy

CESIE – Centro studi ed Iniziative Europeo www.cesie.org

Bulgaria

NGO Pirin TV

Bulgaria Bulgarian Gender Research Foundation

Bulgaria EMNYTP

Estonia

NGO Continuous Action

Hungary

Kistarcsa Cultural Association 2 Peer educators/ Youth workers

Lithuania

Christian media office

Malta

SAPIEN

Portugal

Gabinete de Desenvolvimento Associativo e Cidadania- C.M.M

Romania

Suceava County Police Inspectorate

ACTIVITY Foundation for human resources and sustainable development

Association for Safety Promotion in Community

**Spain**

“International Youth Initiative” Association

Armenia

Capacity and Development for Civil Society
World Independent Youth Union

Azerbaijan

Modern Youth Network Public Union
Towards Future Initiative Student- Youth Public Union

Belarus

Belorussian Youth Public Union “New Faces” 2 Peer educators/ Youth workers

Georgia

Youth Center “progress”

Moldova

Child Rights Information Centre
Regional Development Center “STABILITY”

Russian Federation

Russian Volunteer Association World4U 2 Peer educators/ Youth workers

Ukraine

Ukrainian Association for Youth Cooperation “Alternative-V”



This project has been funded with support from European Commission. This publication reflects the views only of the author, and the commission cannot be held responsible for any use which may be made of the information contained therein.