Supporting caregivers
survivors of human trafficking

Facilitator's manual

A training for community-based organizations

Created by the International Rescue Committee as part of the DIRECT project

2023

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INTRODUCTION

Welcome to the facilitator's manual for the training *Supporting Caregivers Survivors of Human Trafficking*! The training was created by the International Rescue Committee (IRC) as part of the EU-funded[1] project DIRECT (*D*evelop coord*I*nation with mig*R*ants to *E*nhance in*C*lusion of *T*rafficked persons). This manual is to be used by facilitators to prepare and deliver this training to members of community-based organizations who work with caregivers third country nationals who have survived human trafficking.

What is International Rescue Committee?

International Rescue Committee supports people affected by war and crises to ensure their survival and the reconstruction of their existence. Since its foundation in 1933 at the suggestion of Albert Einstein, the organisation has been providing life-saving aid, particularly for refugees. Today, IRC support operates in over 50 countries around the world, playing a leading role in developing new, demonstrably effective approaches to promote the protection and empowerment of vulnerable people.

How did this training come about?

The DIRECT project aims to prevent human trafficking through solid cooperation with migrants and refugees and to promote the integration of third-country nationals who were trafficked. The project is based on a partnership that brings together organisations from Germany, Greece, Italy, the Netherlands and Spain. Given the existing gaps in the field of trafficking prevention and access to protection, rights and support services for trafficked persons in the EU Member States where the consortium organisations operate, the project aims to promote the early identification of trafficked persons and, at the same time, their socio-economic integration into host societies. The project will run from April 2023 to March 2025.

This training has been developed by IRC based on its experience of conducting parenting skills interventions as part of its Families Make a Difference (FMD) program. Parenting skills interventions aim to promote the wellbeing of children and young people of forced migration background by improving their parents' stress management skills, parent-child relationships and positive parenting practices. As part of DIRECT, the FMD approach has been adapted to the special needs of caregivers from third countries who have experienced exploitation and human trafficking. The adoration was informed by a needs assessment of caregivers survivors of trafficking that IRC conducted in August 2023 in Munich, Germany.

What parts does this manual consist of?

This manual consists of 5 parts:

- Information for the trainer to understand the content and prepare for the training.
- Module 1: Understanding the particularly vulnerable situation of caregivers who have survived trafficking.
- Module 2: Empowerment.
- Module 3: Trauma and human trafficking: How can survivors of trafficking deal with their children?
- Module 4: Understanding parent-child relationships and IRC's Families Make the Difference parenting intervention.

Contact

If you have any questions about this training, please contact the German office of International Rescue Committee at schutzundrechtsberatung@rescue.org.

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[1] AMIF-2022-TF1-AG-THB.

HOW TO CARRY OUT THIS TRAINING: INFORMATION FOR THE FACILITATOR

Who is this training for?

The target group of this training are community-based organizations who work directly with survivors of human trafficking and persons at risk from third countries who are caregivers. This training is designed for participants with little or no knowledge of the subject. The ideal participant group size is between 6 and 12 people.

What are the objectives of this training?

At the end of this training the participants will be able to:

→ demonstrate basic knowledge about human trafficking and the particularly vulnerable situation of caregivers survivors of trafficking.
→ work with survivors of trafficking and persons at risk in an empowering way.
→ effectively support potentially traumatized caregivers who have survived trafficking in dealing with their children and accompany them in a trauma-sensitive way.
→ understand the importance of a nurturing child-caregiver relationship and design and set up a support group for parents.

How to use the training materials?

These training materials are intended to provide a possible training structure and all the information and resources needed for participants to gain a comprehensive understanding of the topic and for the facilitator to prepare and deliver the training. However, the facilitator is expected to adapt these materials to the particular training needs of the participants and to the context in which they are working. Although the modules are linked together, they can be used independently of each other. For example, the facilitator can omit modules that are superfluous or teach the modules in the most appropriate order.

How is this training structured?

This training consists of 4 modules. Besides providing an overview of what human trafficking is and which forms of exploitation and recruitment are most common worldwide, the first module focuses on encouraging reflection on the factors that make the situation of caregivers who have survived human trafficking particularly vulnerable. The second module not only provides an overview of what empowerment is and what empowering work entails, but also focuses on mindset and reflection on the training participants' own previous work experiences. It also provides an exercise to promote the expertise of the people with whom the training participants work.

The third module provides basic knowledge of trauma and trauma sequelae, with a particular focus on transgenerational processes. In addition, the third module aims to enable training participants to deal effectively with people who have experienced trauma in their daily work and, in particular, to support potentially traumatized caregivers in dealing with their children. The fourth module focuses on raising the understanding of how children can be affected by caregivers' stress and why a nurturing relationship between the caregiver and child is of key importance. Moreover, based on IRC's Families Make the Difference approach, the fourth module introduces IRC's concept of parenting intervention and provides information about how to set up a support group for caregivers.

What materials does this training consist of?

The key document of this training is the present manual for the facilitator. It provides background information on what knowledge they have to possess or acquire to deliver each module, the possible training structure and key information to be provided to the training participants. Besides that, the manual

indicates the time required to conduct each module as well as each part of each module, the material and equipment needed for the preparation and implementation of each module, and practical exercises. Additionally, the manual provides ideas on how to assess the knowledge that the participants have gained.

The background information section of each module contains a QR code and a link that lead to a box folder with additional materials required to carry out the respective module. Each module has an accompanying PowerPoint presentation, which can be adapted by the facilitator according to the training needs of the participants. In addition, some modules have an accompanying list of further reading and resources, handouts for practical exercises to be given to participants, and additional documents for the facilitator and / or participants that are necessary for understanding the module content.

Who can facilitate the training?

The facilitator of the training should have at least a sound basic knowledge of the topics covered. At the beginning of each module it is stated what background knowledge the facilitator must have in order to be able to carry out the module and from which sources this knowledge can be gained. It is expected that the facilitator at least familiarizes themselves with the sources offered.

How long does the entire training take?

To deliver all the modules of this training will take appr. 405 minutes (appr. 7 hours). The break time is not included, but it is recommended that the facilitator gives the training participants a break approximately every 90 minutes.

In which formats can this training be carried out?

At the beginning of each module, the material and equipment required to prepare and deliver the module in both an in person and online setting are indicated. There are also instructions for each practical exercise on how it can be carried out both online and in person.

GLOSSARY

Beneficiary: In these training materials, the term "beneficiary" is used to refer to individuals or groups who receive direct support, services and interventions aimed at covering their basic needs, and improving their social functioning and overall well-being.

Caregiver: A person who takes legal or customary care of a child or a group of children. In this training, the term "caregivers" is used in preference to "parents" to acknowledge that caregiving responsibilities may fall on people who are not biological parents.

Human trafficking: The recruitment, transportation, transfer, harbouring or receipt of persons, by means of 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 (see Palermo Protocol 2000, Art 3.).

Safer space: A physical or digital space in which people who experience discrimination and marginalization feel safer than in the everyday world, where they feel valued and comfortable to share their experiences, and where they can empower each other.

Survivor of trafficking: A person who has experienced human trafficking and whose exploitation has ended. In this training we prefer the term "survivors" to "victims" to emphasize the resilience and agency of people who have experienced trafficking and to adapt the empowering and survivor-centered perspective.

Third-country national: A person who is a national of a country outside the European Union and the European Economic Area.

Victim of trafficking: A person whose exploitation experience can be classified as human trafficking. In this training we prefer the term "survivors" to "victims" to emphasize the resilience and agency of people who have experienced trafficking and to adapt the empowering and survivor-centered perspective.

ABBREVIATIONS

IRC: International Rescue Committee.

FMD: IRC's Families Make the Difference Program.

LGBT*IQ: Lesbian, Gay, Bisexual, Transgender*, Intersex, Queer. The asterisk after *T* indicates the inclusion of all possible gender identities beyond the gender binary.

Palermo Protocol: United Nations Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime, 2000.

PTSD: Post Traumatic Stress Disorder.

UN: United Nations.

UNODC: United Nations Office on Drugs and Crime.

MODULE 1

UNDERSTANDING THE PARTICULARLY VULNERABLE SITUATION OF CAREGIVERS WHO HAVE SURVIVED TRAFFICKING

BACKGROUND INFORMATION

Total time required to complete this module: 100 minutes.

Material and equipment required for the preparation and implementation of this module

To deliver this module in an in-person setting, the facilitator needs a large room where participants can move around, moderation cards, pens, a rope (if available), a projector for the presentation and printed handouts with the case study (Practical Exercise 2). To conduct this module in an online setting, the facilitator needs a software platform for video communication that has a breakout room function and a screen sharing function. In addition, each participant needs a working microphone and a camera that can be switched on and off. The PowerPoint presentation, the handout for Practical Exercise 2 and the List of Further Resources are available at the QR code.

Link to the folder

How to teach this module? Useful information for the facilitator

In order to facilitate this module, you must have a general knowledge of what human trafficking is and what forms of exploitation and methods of recruitment exist. Knowledge about how to recognize human trafficking and why it is difficult (and why the number of unreported cases is therefore estimated to be high) as well as about prevention strategies is an advantage. To acquire this general knowledge, please consult the List of Further Reading and Resources (available at the QR code above).

As this module is based on the international perspective on human trafficking and does not consider any specific context, knowledge of anti-trafficking legislation and the support system for survivors in the country where participants work is essential. In addition, as a facilitator, you should know how the participants can best proceed if they suspect human trafficking in their daily work. Please note that this module does not aim to provide comprehensive knowledge about human trafficking and train participants on how to recognize and prevent it. The aim of this module is to create a general understanding of the topic (that can be a recap for those who already have some knowledge about trafficking) and to stimulate reflection on why the situation of caregivers who have survived trafficking is particularly vulnerable, what interventions are possible, and what attitude of participants is key to best support this target group.

INTRODUCTION

Time: 5 minutes.

MODULE OBJECTIVES

By the end of this module the participants will be able to:

→ define human trafficking in terms of the Palermo Protocol and distinguish it from related key concepts.
→ demonstrate knowledge of the most common forms of exploitation and methods of recruitment.
→ indicate why the situation of caregivers from third countries who survived trafficking is particularly vulnerable.

MODULE STRUCTURE

This module consists of an introduction, two info-blocks, a practical exercise and the final evaluation of what participants have learnt. The introduction includes modules objectives and a practical exercise aimed at initial reflections on human trafficking. The first info-block provides a basic knowledge of human trafficking, the second focusses on trafficking as an abuse of vulnerabilities. The last practical exercise aims to stimulate reflection on why the situation of caregivers from refugee backgrounds who have survived trafficking is particularly vulnerable and how the factors that contribute to their vulnerability can be addressed. The final knowledge evaluation contains questions that can be used both before and after the module to assess knowledge gain.

PRACTICAL EXERCISE 1: Exploring the boundaries of the concept "human trafficking"

Time: 15 minutes.

Aim: The aim of the exercise is to get participants to start reflecting about the topic and to understand how the concept of human trafficking can be differentiated from related key concepts.

Materials / Equipment:

In-person setting: A spacious room in which participants can move around and position themselves on the line, two cards labelled with "AGREE" and "DO NOT AGREE", a rope (if available).

Online setting: Each participant has its own camera that can be turned on and off.

Instruction:

In-person setting: A line is marked on the floor (e.g. by using a rope); one side of the line is labelled "AGREE" and the other "DO NOT AGREE". Participants position themselves according to their agreement with the facilitator's statements (listed below). After that, the facilitator encourages discussion by asking participants to explain their choices, fostering contrasting opinions. The facilitator should make sure that everyone feels valued and that all opinions are acknowledged.

Online setting: Participants are asked to turn on their cameras. They express agreement by leaving their cameras on and disagreement by turning them off. After that, the facilitator asks participants to turn their cameras back on and explain reasons for their positions, fostering contrasting opinions and stimulating discussion. The facilitator should make sure that everyone feels valued and that all opinions are acknowledged.

Statements to be asked by the facilitator:

1.   Human trafficking always involves physical violence (the answer is NO)
Background information: Violence – both physical and psychological – is present in many trafficking cases. However, there are cases that involve no physical violence at all, and trafficked persons are subjected to more subtle forms of control and coercion. For example, traffickers using the so-called "lover boy method" manipulate their victims emotionally by pretending to be in a romantic relationship with them. By taking advantage of their trust, the perpetrators create a bond or dependency and ultimately coerce them into sexual or labour exploitation. Sometimes the victims of the lover boy method do not even realize that they are being exploited. Moreover, from the global perspective, perpetrators mostly use subtle means to recruit victims but become increasingly violent during the exploitation: Only in a small number of cases is physical violence used as a means of recruitment.

2.   Human trafficking and human smuggling are the same thing (the answer is NO)

Background information: According to international legal definitions, the terms "smuggling of migrants"[2] and "trafficking in persons" refer to different phenomena. The main difference lies in the ultimate goal. The goal of traffickers is to exploit their victims, while the goal of smugglers is to obtain financial or other material benefits by facilitating irregular entry into a country. At the same time, smuggling and human trafficking are often not clearly distinguishable from each other and are linked in the reality of people on the move.

3.   A begging child, a drug dealer, a sex worker in a brothel: all three persons can be victims of human trafficking (the answer is YES)

Background information: Human trafficking encompasses a wide range of forms and contexts of exploitation as well as methods of recruitment. Official statistics of the UN show that sexual and labour exploitation are among the most common forms of exploitation worldwide.[3] Other less common (or less discovered), yet globally widespread forms of exploitation are forced begging and forced criminality.[4] Moreover, both children and adults can be trafficked. According to global statistics, children account for up to one third of all identified trafficking cases.[5]

MAIN CONTENT

INFO-BLOCK 1: Human trafficking: Basics

Time: 15 minutes.

What is human trafficking?

The term "human trafficking" (can be used interchangeably with the terms "trafficking in persons" and "trafficking in human beings") has an internationally recognized definition. This was laid down in the *Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children*, which was adopted as part of the UN Convention against Transnational Organised Crime. As the Protocol was opened for signature in Palermo in 2000, it is often referred to as the Palermo Protocol.

According to the Palermo Protocol, an offence can be classified as "human trafficking" if three of the following elements can be identified: ACT, MEANS and PURPOSE.

Act	Means	Purpose
• recruitment • transportation • transfer • harboring • receipt of persons	• threat • use of force or other forms of coercion • abduction • fraud • deception • abuse of power or vulnerability • giving or receiving of payments or benefits to achieve the consent of a person having control over another person	• exploitation

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[2] The legal definition of the term "smuggling of migrants" can be found in Art. 3 of the 2000 Protocol Against the Smuggling of Migrants by Land, Sea and Air, supplementing the United Nations Convention against Transnational Organized Crime.

[3] United Nations Office on Drugs and Crime (UNODC). (2022). *Global Report on Trafficking in Persons*. Retrieved from: https://www.unodc.org/unodc/data-and-analysis/glotip.html [Accessed on 22 Nov 2023].

[4] Ibid.

[5] Ibid., p.25.

If a situation is characterized by one of the actions that constitute ACT and MEANS and by exploitation as PURPOSE, this situation can be classified as human trafficking. If the offence is committed against a child, it is irrelevant whether the MEANS were used.

The Palermo Protocol has been ratified by almost all countries. At the same time, each country that has ratified it sets its own priorities when defining human trafficking. Therefore, the national definitions of this term may differ from the one of the Palermo Protocol.

What are the common forms of exploitation in human trafficking?

According to the UN, the most cases of human trafficking identified worldwide are for the purpose of sexual and labour exploitation. The majority of survivors of sexual exploitation identified globally are female while the majority of survivors of labour exploitation are male.[6]

Sexual exploitation can take various forms, such as forced prostitution or depictions of sexual abuse. It can take place in different locations: in public (e.g. bars, clubs or brothels), in private (homes, hotels, etc.) and online. Labour exploitation can also take various forms and take place in different sectors, e.g. in agriculture, fishing, domestic work, construction, food processing etc.

Other common but less frequently identified forms worldwide include forced criminality, exploitative begging, forced marriage, organ removal, etc. The victim can also be confronted with two or more forms of exploitation.

> *INFO-BOX*
> **How many people get into human trafficking?**
> The statistics on human trafficking are unreliable. This is partly due to an assumed large dark figure. Official statistics provided by governments reported only around 46.000 identified cases for 2020-21 globally (see UNODC 2022 Global Report on Trafficking in Persons). At the same time, the "Global Slavery Index" estimates that appr. 50 million people were living in "modern slavery" on any given day in 2021.

INFO-BLOCK 2: Human trafficking as abuse of vulnerabilities

Time: 15 minutes.

Who gets into trafficking?

Contrary to the stereotypical idea that a victim is a poor person with little education, people of any gender, education, ethnic and economic background can become victims of trafficking. Furthermore, both migrants and citizens of the respective country can get into trafficking: For human trafficking, it is irrelevant whether an international border has been crossed, and statistics show that most human trafficking takes place within national borders.[7]

However, the decisive factor is how vulnerable a person is to trafficking. For example, a person who has just arrived in a country, does not know the language or their rights, and has no support network such as relatives or friends, has greater needs and is therefore more likely to be targeted by traffickers than someone who was born in that country, speaks the language and knows their rights. Or, to give another example, a young non-heterosexual male born into a dysfunctional family is at greater risk of being trafficked than a heterosexual young man from a loving family where there is no abuse and neglect and whose members respect each other. The vulnerabilities can be diverse and include, for example, the economic situation, belonging to a marginalized or discriminated group, an uncertain residence status, barriers to accessing the labour market, negative childhood experiences or substance dependence. Different vulnerabilities

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[6] United Nations Office on Drugs and Crime (UNODC). (2022). *Global Report on Trafficking in Persons*, p.33,36. Retrieved from: https://www.unodc.org/unodc/data-and-analysis/glotip.html [Accessed on 22 Nov 2023].

[7] United Nations Office on Drugs and Crime (UNODC). (2020). *Global Report on Trafficking in Persons*, p. 54. Retrieved from: https://www.unodc.org/documents/data-and-analysis/tip/2021/GLOTiP_2020_15jan_web.pdf [Accessed on 22 Nov 2023].

often overlap deteriorating a person's situation. Overlapping vulnerabilities are referred to as intersecting vulnerabilities.

How does trafficking begin?

Traffickers target vulnerable people by promising to address their needs. For example, when recruiting for sexual exploitation, perpetrators can offer material support such as quick money or a place to live. Sometimes it is enough to give the future victim the feeling of belonging or being loved. Labour exploitation often begins with the offer of a job, which then turns into exploitation because it is not paid at all or not adequately, the working conditions are abusive, and the victim is deterred from leaving the job by physical or psychological violence. In general, perpetrators use subtle means to recruit victims[8], but become increasingly violent during the exploitation. Only in a small number of cases is physical violence used as a means of recruitment.[9]

> *INFO-BOX*
> **How to recognize human trafficking?**
> Various indicators or "red flags" can indicate human trafficking. The standard indicators can be useful for different actors, such as police, social workers or teachers. The indicators help to assess whether further action is required: If several indicators are present, a suspicion should be raised, and a specialized anti-trafficking agency contacted. A list of basic indicators can be found, for example, on the UNODC website (see QR code).

What are the survivors' vulnerabilities after trafficking?

The end of trafficking does not mean the end of the survivor's vulnerable situation. Studies show that the risk of re-victimization, i.e. getting into trafficking again, is highest in the first 2 years after exiting the trafficking situation.[10] Therefore survivors of trafficking need long-term continuous support in order to rebuild their lives, act freely and be able to make decisions about their future.

One of the key issues is that survivors are often unable to find secure employment (e.g. due to legal barriers to accessing the labour market). Due to the associated financial hardship, they are unable to afford their own secure and long-term accommodation. Sometimes survivors decide to return to the perpetrator rather than to be homeless.[11] Financial obligations to the family at home, coupled with the absence of stable and secure employment, can also encourage re-victimization.[12]

The vulnerabilities that existed before exploitation and might have deepened during the trafficking situation can still influence the survivor's life. For example, enormous psychological stress, including trauma, can aggravate the situation after trafficking. Migrants who have survived trafficking may also lack knowledge of the language, support services and their rights in the host country.[13] The feeling of loneliness that some survivors may experience should not be underestimated: The studies show that in some known cases, victims return to their exploiters because they cannot bear to be alone and lonely.[14]

The situation of caregivers who have survived trafficking is usually characterized by several intersecting vulnerabilities. The recovery process after exploitation can slow down and the risk of re-victimization can increase if these intersecting vulnerabilities of caregivers are not addressed in a timely manner.

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[8] United Nations Office on Drugs and Crime (UNODC). (2022). *Global Report on Trafficking in Persons*, p.26. Retrieved from: https://www.unodc.org/unodc/data-and-analysis/glotip.html [Accessed on 22 Nov 2023].

[9] United Nations Office on Drugs and Crime (UNODC). (2020). *Global Report on Trafficking in Persons*, p.52. Retrieved from: https://www.unodc.org/documents/data-and-analysis/tip/2021/GLOTiP_2020_15jan_web.pdf [Accessed on 22 Nov 2023].

[10] Cf. e.g.: Human Trafficking Foundation. (2015). *Life beyond the Safe House for Survivors of Modern Slavery in London: Gaps and Options Review Report*, p.22. Retrieved from: https://www.antislaverycommissioner.co.uk/media/1260/life-beyond-the-safe-house.pdf [Accessed on 22 Nov 2023].

[11] Ibid., p.21.

[12] Anti-Slavery Commissioner & Rights Lab. (2021). *Re-trafficking: The Current State of Play*, p.16 Retrieved from: https://www.antislaverycommissioner.co.uk/media/1705/iasc-and-rights-lab-re-trafficking-report_november-2021.pdf [Accessed on 22 Nov 2023].

[13] Ibid., p.22.

[14] Ibid., p.18

PRACTICAL EXERCISE 2: Case study

Time: 45 minutes.

Aim: The aim of the exercise is to reflect on factors that contribute to a particular vulnerability of caregivers with refugee background who survived trafficking. In addition, the exercise aims to explore the range of possible interventions, their limits depending on the position, knowledge and skills of the training participants as well as their stance when supporting survivors of trafficking.

Materials / Equipment:

In-person setting: A spacious room in which participants can move around and form groups, the handout with the case study (see QR code in the Background Information section).

Online setting: A software platform for video communication that has a breakout room function, the handout with the case study (see QR code in the Background Information section).

Instruction: The participants form small groups (in-person setting) or are divided into breakout rooms (online setting). Each group is given a handout with the case study, which is first read and then discussed in the group. The discussion should be based on the questions suggested. The results are then presented in plenary.

Information for facilitators: the key points the discussion is intended to touch upon

Mary's particularly vulnerable situation is due to a combination of different factors. One of these is that Mary has no support network such as family or friends and therefore no alternative childcare and no time to process the recent experience of exploitation. In addition, not having close contacts you trust and who can support you can increase the risk of re-victimization: Risks and problems can be better addressed and managed if you are not alone. One way to address this issue would be, for example, to set up a group where Mary and other women in a similar situation can share their experiences and learn from each other how to tackle challenging aspects of their current lives and eventually form a supportive network (see Module 4). Mary also appears to be mentally stressed and describes herself as "mentally disturbed". Not only referral to specialized support services, but also providing information about mental health and how the brain reacts to stress and that in many cases this is a normal reaction to a stressful situation can be an important part of working with survivors of trafficking (see Module 3). Another important way to support Mary would be to support her structuring her daily life: As she has no job or apprenticeship, her day is not structured, which adds to her stress.

In addition, Mary does not seem to know exactly what her rights and responsibilities are as a mother in this country and what the authorities can and cannot do. Providing information about her rights can be an important part of the intervention. In addition, Mary may not know what support services are available to her: It may be important to both inform her about the services available and help her learn and understand how she can look for the support she needs herself.

In general, even by describing her struggles, Mary shows that she has a lot of expertise and her own unique approach to dealing with her problems. For example, she has her own way of talking to her son about negative emotions, thereby enhancing the relationship between them. An empowering approach would be to explore Mary's expertise and support her in tailoring her own response to her current situation. When a person leaves the exploitative situation, they are not just a survivor but an expert, as they know their situation better than anyone else. The role of a person supporting Mary – be it a professional social worker or a volunteer – is not to 'rescue' the person or tell them what they need to do to improve their situation, but to create a space for them to think about their own solution strategies and support them to reach those solutions (see Module 2).

KNOWLEDGE EVALUATION

Time: 5 minutes.

The final knowledge evaluation questions can be asked both before undertaking the module to assess participants' prior knowledge and after the module to evaluate the knowledge gain.

Questions:

1. An offence must involve physical or psychological violence in order to be classified as human trafficking (the answer is NO).
2. Human trafficking always contains an element of sexual abuse or exploitation (the answer is NO).
3. Only migrants get into human trafficking (the answer is NO).
4. The risk of being trafficked is higher if a person lives in a country in which they do not have a regular residence permit and have a poorer command of the language than in a country in which they regularly reside and whose language they speak (the answer is YES).
5. Once the person has left the situation of exploitation, they are not any more vulnerable (the answer is NO).
6. The task of a professional working with survivors of human trafficking is to teach them how to deal with the current situation and to minimize their vulnerability (the answer is NO).

References

Practical Exercise 1

League of Nations. (1926). *Slavery Convention of 25 September 1926*. Retrieved from: https://www.ohchr.org/en/instruments-mechanisms/instruments/slavery-convention [Accessed on 22 Nov 2023].

United Nations. (2000). *Protocol Against the Smuggling of Migrants by Land, Sea and Air, supplementing the United Nations Convention against Transnational Organized Crime*. Retrieved from: https://www.unodc.org/documents/middleeastandnorthafrica/smuggling-migrants/SoM_Protocol_English.pdf [Accessed on 22 Nov 2023].

United Nations Office on Drugs and Crime (UNODC). (2020). *Global Report on Trafficking in Persons*. Retrieved from: https://www.unodc.org/documents/data-and-analysis/tip/2021/GLOTiP_2020_15jan_web.pdf [Accessed on 22 Nov 2023].

United Nations Office on Drugs and Crime (UNODC). (2022). *Global Report on Trafficking in Persons*. Retrieved from: https://www.unodc.org/unodc/data-and-analysis/glotip.html [Accessed on 22 Nov 2023].

Info-Block 1

United Nations. (2000). *Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime*. Retrieved from: https://www.ohchr.org/en/instruments-mechanisms/instruments/protocol-prevent-suppress-and-punish-trafficking-persons [Accessed on 22 Nov 2023].

Walk Free Foundation. (2023). *Global Slavery Index*. Retrieved from: https://www.walkfree.org/global-slavery-index/ [Accessed on 22 Nov 2023].

Info-Block 2

Anti-Slavery Commissioner & Rights Lab. (2021). *Re-trafficking: The Current State of Play*. Retrieved from: https://www.antislaverycommissioner.co.uk/media/1705/iasc-and-rights-lab-re-trafficking-report_november-2021.pdf [Accessed on 22 Nov 2023].

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International Organization for Migration (IOM). (2010). *The Causes and Consequences of Re-trafficking: Evidence from the IOM Human Trafficking Database*. Retrieved from: https://publications.iom.int/system/files/pdf/causes_of_retrafficking.pdf [Accessed on 22 Nov 2023].

McCarthy, L. A. (2018). Life after Trafficking in Azerbaijan: Reintegration experiences of survivors. *Anti-Trafficking Review,* 10. https://doi.org/10.14197/atr.201218107.

MODULE 2

EMPOWERMENT

<u>Total time required to complete this module</u>: 90 minutes.

Material and equipment required for the preparation and implementation of this module

To deliver this module in an in-person setting, the facilitator needs a large room where participants can move around, moderation cards, pens, and a projector for the presentation. To conduct this module in an online setting, the facilitator needs a software platform for video communication that has a breakout room function and a screen sharing function. In addition, each participant needs a working microphone and a camera that can be switched on and off. The PowerPoint presentation, the handout for the Practical Exercise 3 and three texts to be read by the facilitator in order to prepare themselves to deliver this module are available at the QR code.
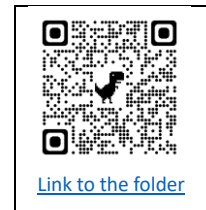
Link to the folder

How to teach this module? Useful information for the facilitator

In order to facilitate this module, the facilitator should read the three texts listed below to be prepared to answer questions that might be raised by the participants. The texts will provide the facilitator with general knowledge of what empowerment is, what it is used for, and what it actually means to work with people in an empowering way. The term empowerment is now used in many areas and has almost become a buzzword. This module refers to the original understanding of the term, which originates from civil disobedience. The texts to be read by the facilitator are:

- Chehata, Y., & Jagusch, B. (2023). Vortext: "Wenn Wissen und Diskurs persönlich wird" und werden sollte [**When knowledge and discourse becomes and should become personal**]. In Chehata, Y., & Jagusch, B. (Eds.), *Empowerment und Powersharing. Ankerpunkte – Positionierungen – Arenen* (2nd ed., revised and expanded) (pp. 10-22). Weinheim: Beltz Juventa. (Reading time: app. 20 minutes).

- Nassir-Shahnian, N.A. (2023). Powersharing: es gibt nichts Gutes, außer wir tun es! Vom bewussten Umgang mit Privilegien und der Verantwortlichkeit für soziale (Un-)Gerechtigkeit [**Power Sharing: Nothing good happens unless we do it. A conscious approach to privilege and responsibility for social (in)justice**]. In Chehata, Y., & Jagusch, B. (Eds.), *Empowerment und Powersharing. Ankerpunkte – Positionierungen – Arenen* (2nd ed., revised and expanded) (pp. 33-47). Weinheim: Beltz Juventa. (Reading time: app. 20 minutes).

- Quiros, L., Varghese, R., & Vanidestine, T. (2020). **Disrupting the single story: Challenging dominant trauma narratives through a critical race lens**. *Traumatology*, 26(2), 160–168. (Reading time: app. 30 minutes).

All texts can be accessed via the QR code above. The first two texts are available in an English translation.

<u>Time</u>: 30 minutes.

MODULE OBJECTIVES

By the end of this module the participants will be able to:

→ name different theories on the topic of empowerment and understand the distinction between empowering and not-empowering approaches.
→ name the purpose of the *Wise Crowds* method and to apply it in their daily work.

MODULE STRUCTURE

This module consists of an introduction, two info-blocks and a final practical exercise. The introduction includes module objectives and two practical exercises aimed at stimulating participants' reflections on empowerment. The first info-block provides information on what the term "empowerment" actually means, the second focusses on what is important when providing support in an empowering way. In the final practical exercise, the *Wise Crowds* method is introduced, which can be used to bring up the expertise within the group instead of giving solutions and advice from outside and from the perspective of someone who is not affected.

PRACTICAL EXERCISE 1: Speaker's corner empowerment

Time: 15 minutes.

Aim: The aim of this exercise is to get participants to start reflecting on the topic and to understand that the process which can be called "empowerment" is an emotional rather than a scientific one.

Materials / Equipment:

In-person setting: A spacious room in which participants can move around and position themselves in three corners of the room, three cards labeled with "AGREE", "DO NOT AGREE" and "NOT SURE".

Online setting: Each participant has their own camera that can be turned on and off.

Instruction:

In-person setting: Three corners of the room are marked on the floor: one is labeled with "AGREE", the other with "DO NOT AGREE", and the third with "NOT SURE". Participants position themselves according to their agreement with the facilitator's statements (listed below). After that, the facilitator encourages discussion by asking participants to explain their choices, fostering contrasting opinions. The facilitator should make sure that everyone feels valued and that all opinions are acknowledged.

Online setting: Participants are asked to turn on their cameras. They express agreement by leaving their cameras on, disagreement by turning them off and indecision by leaving their cameras on and sticking a sticky note on their camera. After that, the facilitator asks participants to turn their cameras back on (or remove the sticky notes) and explain reasons for their positions, fostering contrasting opinions and stimulating discussion. The facilitator should make sure that everyone feels valued and that all opinions are acknowledged.

Statements to be asked by the facilitator:

**4.	Emotions play an important role when it comes to empowerment (the answer is YES)**
Background information: Empowerment is an emotional process that includes people opening up about their emotions and showing vulnerability. This is required from both parties: the one who is empowering and the one who is gaining empowerment. Empowerment therefore requires a safer space.

**5.	Empowerment is a scientific concept (the answer is NO)**
Background information: The term originates from civil disobedience movements such as the Black civil rights movement, feminism, LGBT*IQ movement and the movement of activists with disabilities. Empowerment is not a scientifically proven process and does not originate from a scientific context. In the meantime, however, it has found its way into the scientific community.

6.   People who are not affected by a discrimination characteristic cannot be empowering for people who are discriminated against on the basis of this characteristic (the answer is NOT CLEAR)

Background information: There are different opinions on this. Some are of the opinion that it is possible, others are of the opinion that it is not. However, there is agreement on the term "power sharing": if there is a person who is not affected by the same discrimination characteristic, they can ensure that they share their privileges (in the form of networks and other resources) with the person to be empowered.

PRACTICAL EXERCISE 2: Empowerment and emotions

Time: 15 minutes.

Aim: The aim of this exercise is to get participants to start reflecting about empowerment in their own lives.

Materials / Equipment: None.

Instruction:

Participants are asked to say their name and to answer shortly the following question (within one minute per person): *Think back to your own life. In which situation were you yourself empowered? Briefly describe the situation.* The facilitator should make sure that sharing this information is absolutely voluntary. There should also be a debrief of this exercise: Even if people do not share this information they will notice that thinking about the question brings up emotions. The facilitator should address this and use it to introduce the info block 1 of this module.

MAIN CONTENT

INFO-BLOCK 1: What does *empowerment* actually mean?

Time: 15 minutes.

Materials / Equipment: PowerPoint presentation (available at the QR code in the Background Information section).

Instruction: The facilitator shows the PowerPoint presentation, reads out the slides and provides background information on the slides (below in italics).

Slide 8: *There are central questions that have to be considered prior to establishing a space where empowerment can happen or preparing an offer that is supposed to empower people.*

Slide 9: *When establishing a space for empowerment the following points should be considered.*

Slide 10: Facilitator slowly reads the slide and asks what the participants take out of it in their own words. The following slide is an explanation of this one in easier words.

Slide 11: *The term did not originate in science but in movements of civil disobedience. Therefore, it is a term invented by the people who empowered themselves by revolting against discrimination and racist structures. It is important to distinguish between real empowerment and e.g., projects using the term as a buzzword. Empowerment means always reflecting on the picture that you have of your beneficiaries and constantly adjusting it by looking at them in a resource-oriented way. They are the experts of their own life and your role in the empowerment process is to point that out and only give them the support they ask for.*

Slide 12 and 13: *This text is a bit complicated but will be repeated in easier wording on the next slide.* The facilitator slowly reads slide 12, switches to slide 13 and reads once again the main points. Then they ask what the participants take out of it in their own words and add: *In order to be able to offer projects or support in an empowering way, you have to make sure, that you also reflect on your own privileges and power in order to prevent further discrimination.*

Slide 14: *When we reflect on our privileges and power, we usually undergo these five stages of defense that ultimately lead to recognition.* Facilitator recommends the participants to read the text on power sharing by Nassir-Shahnian, N.A. (2023) to learn more about the stages (the bibliographical data and the QR code leading to an English translation are available in the Background Information section).

Slide 15: Facilitator reads the slides and asks if anybody has questions about this part of the module.

INFO-BLOCK 2: What is important when providing support in an empowering way?

Time: 15 minutes.

Materials / Equipment: PowerPoint presentation.

Instruction: The facilitator shows the PowerPoint presentation, reads out the slides and provides background information on the slides (below in italics).

Slide 16: *In this part of the presentation, we will look at what you need to consider in order to act in an empowering way when working with beneficiaries. This first slide ties in directly with the previous one – we need to be aware that our beneficiaries live in racist power structures, experience racism and discrimination on a daily basis and that we need to be aware of our own privileges in order to work in a way that is critical of racism and does not reproduce it.*

Slide 17: *As we have learned before emotions and vulnerability play a big role when it comes to empowerment. An important point is to not put beneficiaries in a position where they have to justify their experiences or emotions – even if these do not seem logical to you.*

Slide 18: *We have to listen very carefully to what beneficiaries define as their problem. Sometimes the key to solving a problem means that we simply need to actively listen to what is being said about the problem rather than taking action.*

Slide 19: *Resource orientation is a very crucial point when it comes to empowerment: we always have to reflect on how we can activate resources of a person we are working with instead of giving advice from our own perspective.*

Slide 20: *A resource-oriented approach also means asking questions rather than making statements.*

Slide 21: *We also need to create a safer space for the beneficiaries.*

PRACTICAL EXERCISE 3: Wise Crowds[15]

Time: 25 minutes.

Aim: The aim of this exercise is to make it possible to instantly engage a small or large group of people in helping one another. Individuals, referred to as "clients", can ask for help and get it in a short time from

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[15] From: *Wise Crowds*. (n.d.). *Liberating Structures*. Retrieved from: https://www.liberatingstructures.com/13-wise-crowds/ [Accessed on 12 Dec 2023].

all the other group members. Each individual consultation taps the expertise and inventiveness of everyone in the group simultaneously. Individuals gain more clarity and increase their capacity for self-correction and self-understanding. Wise Crowds develop people's ability to ask for help and deepen inquiry and consulting skills. Supportive relationships form very quickly. During a Wise Crowds session, the series of individual consultations makes the learning cumulative as each participant benefits not only from being a client but also from being a consultant.

Materials / Equipment:

In-person setting: A spacious room where participants can move around and form groups, the handout for Practical Exercise 3 and the PowerPoint presentation (see QR code in the Background Information section).

Online setting: A software platform for video communication that has a breakout room function, the handout for Practical Exercise 3 and the PowerPoint presentation (see QR code in the Background Information section).

Instruction: The moderator shows slide 21 of the PowerPoint presentation and briefly introduces the Wise Crowds method and its aim and puts the method into context by saying the following:

We have been speaking a lot about resource orientation and beneficiaries being experts of their own life. In a group setting, instead of giving advice, it is best to stay in the background and activate the expertise of the beneficiaries by using a method that puts them and their knowledge, problems and solutions in focus. One such method is called "Wise Crowds", and instead of just talking about it, we will try it out. In this group we will deal with your problems. It means that if you decide to be the "client" you will just pick one case or problem from your own work. As we also heard before sometimes it is better to ask questions than to give advice. Keep that in mind when you fulfill the role of a "consultant".

Facilitator asks the participants to try out the method by identifying one "client", up to five "consultants", a timekeeper and a minute taker. If there are more participants than roles the remaining participants are the audience.

After the exercise, the facilitator should ask the participants how they feel about this method and if they would use it in their own work.

References

Practical Exercise 1

International Rescue Committee (IRC). (2021). *No Single Stories! Wir schreiben Geschichten! Ein Leitfaden für die Durchführung von Storytelling-Workshops mit jungen Frauen* mit Fluchterfahrung*. Retrieved from: https://www.rescue.org/sites/default/files/2021-12/IRC_No_Single_Stories-Leitfaden_final%5B12263%5D.pdf [Accessed on 12 Dec 2023].

Info-Blocks 1 and 2

Chehata, Y., & Jagusch, B. (Eds.). (2023). *Empowerment und Powersharing. Ankerpunkte – Positionierungen – Arenen* (2nd ed., revised and expanded). Weinheim: Beltz Juventa.

Ogette, T. (2019). *Exit Racism. Rassismuskritisch Denken Lernen*. Münster: Unrast Verlag.

Roig, E. (2021). *Why We Matter. Das Ende der Unterdrückung*. Berlin: Aufbau Verlag.

Practical Exercise 3

Wise Crowds. (n.d.). *Liberating Structures*. Retrieved from: https://www.liberatingstructures.com/13-wise-crowds/ [Accessed on 12 Dec 2023].

TRAUMA AND HUMAN TRAFFICKING:
HOW CAN SURVIVORS OF TRAFFICKING DEAL WITH THEIR CHILDREN?

BACKGROUND INFORMATION

Total time required to complete this module: 155 minutes.

Material and equipment required for the preparation and implementation of this module

To deliver this module in an in-person setting, the facilitator needs a room where participants can sit, moderation cards, pens, a flipchart, a laptop, a projector for the presentation and the printed exercises that they want to try out with the participants. To deliver this module in an online setting, the facilitator needs a software platform for video communication that has a whiteboard function and a breakout room function. Each participant also needs a working microphone and, ideally, a camera that can be switched on and off. The PowerPoint presentation, the handouts for Practical Exercises 1 and 2, the sheet "Background Information and Further Resources" and a list of exercises that training participants can practice with the caregivers (see Practical Exercise 3) are available at the QR code.

Link to the folder
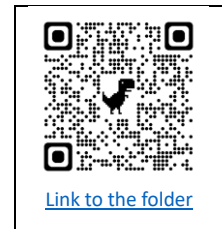
How to teach this module? Useful information for the facilitator

Before teaching this module, the facilitator should read the background information on trauma (see sheet "Background Information and Further Resources") as well as other materials available at the QR code. Prior to delivering this module, the facilitator should familiarize themselves with the slides 1 to 35 of PowerPoint presentation and decide which slides are relevant for the participants and which slides can be removed.

Also, the facilitator should reflect about their own experience: "Have I been in contact with traumatized people? What kind of difficulties have I encountered while working with caregivers who have experienced human trafficking?". If the facilitator has no or little experience in working with traumatized people or caregivers who have survived trafficking, they can base their reflection on the case study (see handout for the Practical Exercise 1).

The facilitator should take into account whether the training participants are working with the people concerned in groups or in counseling (1 to 1) settings. In this way, the focus in the second part (Practical Exercises 2 and 3) of the module can be tailored to the specific needs of the participants (provided that the participants work in a homogeneous context). The facilitator should familiarize themselves with exercises offered to training participants for practicing with caregivers (see Practical Exercise 3): These exercises should be tried out by the facilitator before carrying out the module in order to gain confidence in implementing them.

INTRODUCTION

Time: 15 minutes.

MODULE OBJECTIVES

By the end of this module the participants will be able to:

> → exhibit a comprehensive understanding of the basics on trauma.
> → display basic knowledge regarding transgenerational processes.

→ demonstrate a foundational comprehension of challenges that can be interpreted as trauma sequelae.

→ apply basic principles for effectively dealing with people who have experiences trauma in their daily work.

→ provide support to potentially traumatized parents and caregivers in dealing with their children.

MODULE STRUCTURE

This module was developed because in the focus group with mothers who have survived trafficking, which the IRC conducted in Munich, Germany, in August 2023, the psychological stress of the participants came to light again and again. One of the questions the participants asked again and again was: "How can we talk to our children about what has happened to us? How can we shape the relationship with our children?" In order to better understand the caregivers' difficulties in dealing with their children, this module is intended to enable them to classify the symptoms and stresses described from the perspective of the traumatic experience.

Before addressing the question of how caregivers who have survived human trafficking can be supported in dealing with their children, the topic of trauma in connection with human trafficking will be discussed (Info-Block 1). The information provided will help to stimulate reflection on the following questions:

- What are potentially traumatic experiences?
- Which symptoms can be understood as consequences of trauma?
- What do traumatized people need?
- What are transgenerational processes?
- What dynamics can we observe between caregivers and their children?

A case study (Practical Exercise 1) is used to make the topic more tangible and illustrate the importance of safety / security after traumatic events.

After the theoretical introduction to psychotraumatology, the next part of this module (Practical Exercise 2) will provide general ideas to answer the question of how the training participants can shape the contact and relationship with caregivers who have survived trafficking, both in individual and group settings. The focus is on the attitude of participants when working with survivors of human trafficking and on creating a safer space for counseling and group settings. The question that guides the facilitator and participants in this part is: How the feeling of control and security can be conveyed to caregivers in often outwardly uncertain life situations?

In the next part (Info-Block 2 and Practical Exercise 3), some exercises are presented and explained that the training participants can carry out with the caregivers in both individual and group settings. The aim of these exercises is to support caregivers in their concrete interaction with their children.

PRE-KNOWLEDGE EVALUATION

Time: 10 minutes.

Instruction: For the in-person setting, the facilitator prepares one flipchart for each question to collect the answers. For the online setting, the facilitator can use whiteboard to write down the question and collect the answers. The answers can be linked to the information on trauma in the Info-Block 1 and serve as examples to illustrate the consequences of trauma. They can also be taken up in Practical Exercises 2 and 3 and linked to ideas for dealing with caregivers.

Question to be asked by the facilitator:

- What comes to your mind when you think of trauma and human trafficking?

- What questions do you have about the relationship between caregivers who survived human trafficking and their children?
- What kind of difficulties have you encountered, regarding caregivers who survived human trafficking dealing with their children?

MAIN CONTENT

INFO-BLOCK 1: Trauma and Trauma Sequelae: Basic Information

Time: 40 minutes.

Instruction: To convey the basics on trauma and link them to the experiences of trafficking survivors, the facilitator should use PowerPoint presentation (slides 1 to 35) by selecting the slides that are relevant to the training needs of the participants. It is important that the participants understand: The less external security there is after traumatic events (e.g., an unfinished asylum procedure, life in a camp or further exploitation), the less recovery there can be.

PRACTICAL EXERCISE 1: "What can you associate with the topic of trauma?" (group discussion)

Time: 20 minutes.

Aim: This exercise seeks to exemplify the theoretical knowledge presented in the Info-Block 1 using an example of a fictitious case study, to enhance participants' understanding of trauma and encourage a reflection on which intervention strategies are most appropriate.

Materials / Equipment:

In-person setting: Flipchart, pens, moderation cards (if necessary), the handout for Practical Exercise 1 (see QR code in the Background Information section).

Online setting: A software platform for video communication with the whiteboard and – if necessary – the breakout room function, the handout for Practical Exercise 1 (see QR code in the Background Information section).

Instruction: The participants receive the handout for Practical Exercise 1 from the facilitator. They read the case study and then discuss the questions for reflection. If the training takes place in person, the facilitator prepares a flipchart for each question and collects the answers. In the online setting, the facilitator writes the questions on the whiteboard. Care should be taken to ensure that there is space on the flipchart for both the participants' ideas and the answers below.

Questions for reflection on the case study and the answers:

1. **What are potentially traumatic events? What type of events are involved?**
   Type II trauma:
   - Human trafficking.
   - Sexual exploitation.
   - No secure residence status.
   - Life in the camp where there is still no real external security today.

2. **What potential trauma sequelae do you notice in Mary?**
   - Fears.
   - Withdrawal.
   - Guilt.
   - Anger.

- Excessive demands.
- Loss of trust in other people.
- Loss of the value of one's own self.

3. What potential trauma consequences does Mary's son show?
- Withdrawal from peers.
- Protecting the mother.
- Anxiety, restlessness.

4. What do you notice with regard to bonding dynamics?
- Too close: parental relationship cannot be a friendship, there is a lack of healthy boundaries.
- Separation cannot be endured.
- Overwhelmed by the uncertainty.
- Fears that your son will suffer as a result.

5. What interventions could be developed? What could support Mary and her son?
- Link the son to a kindergarten / institutions.
- Discuss the ongoing insecurities with Mary.
- Talk to Mary about symptoms and fears.
- Address boundaries in the relationship with her son.
- Encourage her in her role as a mother.

PRACTICAL EXERCISE 2: Creating a setting for counseling and group offers

Time: 20 minutes.

Aim: This practical exercise aims at providing information about how to create a safer space in counselling and group settings and stimulating reflection on how it can be practically implemented in participants day-to-day work.

Materials / Equipment: Handout (available at the QR code in the Background Information section).

Introduction: Before carrying out the exercise, the facilitator should read the handout to have initial ideas about the basic principles of trauma-sensitive work. The handout is meant to be given to participants after the exercise. The exercise can be started with the following introduction:

In order to stabilize the caregivers, it is important to offer them a safe environment both in counselling and in the group setting. In the period after experiencing traumatic events, a safe, appreciative environment is a key factor that contributes to overcoming trauma. Affected people need a safe external place in order to regain their inner security. This safe place is characterized by maximum control, appreciation and recognition. Our professional relationship and the spaces we provide should be characterized by security, control, predictability, reliability, participation / involvement and attention to basic needs.

After the introduction, the facilitator invites the participants to work with the flipchart (in an in-person setting) or a digital whiteboard (in an online setting) containing the following table and to brainstorm ideas on how to address security, control, predictability, reliability, participation / involvement and attention to basic needs when working with caregivers individually or in groups.

Security	…
Control	…
Predictability	…
Reliability	…
Participation / Involvement	…
Attention to basic needs	…

INFO-BLOCK 2 and PRACTICAL EXERCISE 3: Exercises for practicing with caregivers

Time: 25 minutes.

This info-block presents some exercise ideas that can be used in an individual or in group setting with caregivers to support them in dealing with their children. All the suggested exercises are aimed at helping caregivers to create more inner security for themselves and their children and to give them back some of their ability to deal with their own stress and that of their children. They serve both to stabilize and to cope with trauma symptoms. In general, the exercises are intended to relieve caregivers, contribute to the normalization of symptoms and give them suggestions for dealing with their own children.

Materials / Equipment: PowerPoint presentation (slides 36 to 46), sheet "Exercises for practicing with care-givers" (both available at the QR code in the Background Information section).

Instruction: Before one of the exercises is carried out with the participants, the facilitator can briefly intro-duce some or all of the exercises to the participants using PowerPoint presentation (slides 36 to 46). After presenting the exercises, the facilitator should choose one of them to practice with the participants fol-lowing the instructions (see sheet "Exercises for practicing with caregivers"). The training participants must be aware that they should never carry out the exercises with the affected persons without having practiced them beforehand.

CONCLUSION

INFO-BLOCK 3: Final reflection and do's and don'ts of trauma sensitive work

Time: 25 minutes.

At the end of the module, the facilitator should give the participants a space to reflect. It is not so im-portant that the participants memorize the "trauma definitions" or name all the symptoms correctly. The focus should be on the attitude in dealing with the affected caregivers, which is guided by the understand-ing that a trauma reaction and the difficulties described are a normal reaction to abnormal events. In addition, an environment should be created that minimizes insecurity and the feeling of losing control. To initiate a reflection, the following question can be asked: *What do you take away for your practical work with affected caregivers?*

In a concluding plenary discussion, the facilitator should guide the participants in their reflection on the content taught in the module and identify do's and don'ts to help the training participants make their work trauma sensitive. It is advisable to record the most important ideas and points for reflection on a flipchart (in an in-person setting) or on a digital whiteboard (in an online setting) and then share them with the participants.

Do's:

- When working with caregivers who experienced trauma and their children, the focus should be on stabilizing them: stabilizing means giving back a sense of control and security.
- When working with caregivers who experienced trauma and their children, exercises should be pri-oritized that give caregivers back a sense of security and control in order to stabilize them (the guiding questions can be: "How can I stabilize my children even when I am feeling bad?", "How can I support my children when they are feeling bad?").
- When working with caregivers who have experienced trauma, it is important to talk to them about their insecurities and offer them as safe a space as possible in which they feel understood. The feeling

of being understood helps to counteract the feeling that the affected person might have that they were "going crazy".

- There is no one-size-fits-all approach to dealing with your own children. I can help to take the pressure off the caregivers, that there is a strategy that always helps: you can't do it perfectly, there is no easy solution, and that is not failure.
- The caregivers should not pretend that everything is fine, because the children sense the "big secret" that is being hidden. Children are very sensitive. They create their own images of what has happened. If they realize that their parents have been harmed but pretend that everything is fine, it can be unsettling and the children can relate it to themselves: it's my fault, I need to take better care.
- Caregivers should not talk about all the horrible aspects and details of their own stories with their children. The children are not yet able to cognitively categorize what they have experienced, it overwhelms them, especially when it comes to massive acts of violence and assaults. The stories can trigger fears and, in the worst case, the children can experience the stories like a traumatic experience.
- Children cannot be best friends. Children need their caregivers to feel safe. It is important that there is a boundary between the adults and the children. Children need healthy boundaries in order to develop their own boundaries. If they become best friends, this boundary is not guaranteed. Children can then quickly feel responsible for their parents, they take on parental roles and grow up too early.
- It can provide a sense of security to children when they know that their caregivers have experienced difficult and frightening things, and when they know that their caregivers are sometimes not well.
- Children should be made aware of the reasons for their circumstances. If children know why they are living in a camp, for example, it can help them not to feel guilty.
- Caregivers should try to talk to their children about their feelings and fears. Talking about feelings and emotions helps children to gain better access to their own feelings and emotions. It is important that children get a sense of how they feel in order to be able to take good care of themselves in later life. If children are not given space to talk about their feelings, they feel misunderstood and cannot understand themselves. By talking, they can learn that feelings are OK, that it is okay to be sad or angry. In this way, they can learn how to deal with their own feelings.

Don'ts:

- After the training the participants are not educated to carry out a therapeutic program that focuses on working through traumatic events.
- Caregivers should not be repeatedly asked to tell their own life story. Repeatedly talking about your own life and experiences can lead to those affected falling back into the past again and again. Experiences, especially traumatic ones, can be very stressful and overwhelming for those affected. It is important to provide a space for the experience if the survivors want to talk. At the same time, it is also important not to cement the victim status but to work on future perspectives. The question that can guide this process could be: "How can I make sense of what I have experienced in my life?"
- Symptoms should be normalized but not trivialized. Normalization helps to give the survivors the feeling that it is a normal reaction to abnormal events. It helps to support the survivors so that they don't feel crazy and to categorize their difficulties.
- Caregivers should not experience rejection because of trauma symptoms. Behaviors have a good reason, including impulsive behavior. Here too, survivors need a sense of security and understanding in order to better understand themselves and their children. The consequences of trauma cannot be controlled by the survivors: When we net and punish, we punish behavior that means a loss of control for the survivors.

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Practical exercise 2

Arbeitsgruppe Akuttrauma des Regionalen Psychotraumanetzwerks Trier. (n.d.). Leitfaden und Orientierungshilfe beim Erstkontakt mit einem akut psychisch traumatisierten Menschen. *Psychotraumanetzwerk AK Trier*. Retrieved from: https://psychotraumanetz-aktrier.org/infos-und-links/orientierungshilfe-erstkontakt/ [Accessed on 30 Nov 2023].

Bausum, J., Besser, L.-U., Kühn, M., & Weiß, W. (Eds.). (2013). *Traumapädagogik: Grundlagen, Arbeitsfelder und Methoden für die pädagogische Praxis* (3rd ed.). Weinheim/München: Beltz Juventa.
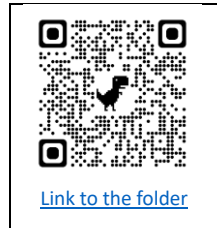
MODULE 4

UNDERSTANDING PARENT-CHILD RELATIONSHIPS
AND IRC'S FAMILIES MAKE THE DIFFERENCE PARENTING INTERVENTION

BACKGROUND INFORMATION

Total time required to complete this module: appr. 60 minutes.

Material and equipment required for the preparation and implementation of this module

To deliver this module in an in-person setting, the facilitator needs a large room where participants can move around, pens, post-it rope and a projector for the presentation. To conduct this module in an online setting, the facilitator needs a software platform for video communication and to prepare some participatory slides on an online platform (such as Mentimeter or Kahoot). The PowerPoint presentation and the List of Further Resources are available at the QR code.

Link to the folder

How to teach this module? Useful information for the facilitator

It is recommended that the facilitator familiarizes themselves with the topics in the module. Further readings are available for each section, to provide the facilitator with additional resources and information to have a better understanding of the topic. The facilitator (as well as training participants) are recommended to be aware of or be trained on module 3 as an intro / background information to what will be discussed in this module and to link the two modules.

In an in-person setting, the facilitator should ensure that the room is quiet and accessible for all participants attending, and that confidentiality can be upheld. A projector and a flip chart should be available. In an online setting, the facilitator should ensure that a platform for video communication is used that enables interaction, chats and break-out groups. It is suggested to use participatory online tools (i.e. Mentimeter, Slido or Kahoot) to ensure that the participants can freely answer the open questions.

INTRODUCTION

Time: 5 minutes.

The aim of this section is to introduce the facilitators, participants as well as introduce the objectives of the training, present the agenda for the module and any group rules (or reiterating them where they have already been introduced).

MODULE OBJECTIVES

By the end of this module the participants will be able to:

→ understand the importance of nurturing parent-child relationships.
→ understand the effect of parents' stress on children and the role of parents to support children dealing with their own stress.
→ understand the objective and purpose of parenting support groups.
→ introduce IRC's Families Make the Difference parenting intervention.

MODULE STRUCTURE

This module consists of an introduction, two info-blocks, an optional practical exercise and the final evaluation of what participants have learnt. The first info-block provides a basic knowledge of parent stress and the importance of positive parent-child relationships. The second info-block focuses on parenting groups and how to set up parent support sessions. The final knowledge evaluation contains questions that can be used both before and after the module to assess knowledge gain.

MAIN CONTENT

THINK AND SHARE: Exploring parent-children relationships

Time: 15 minutes.

Instruction:

Read out slide 6 on 'what does the research say'?

There have been over 30 years of research[16] on the effectiveness of parent skills training programs to help improve child behavior, eliminate behavior problems, and prevent and mediate child abuse and neglect. Parents who support their children by showing affection, supervising, and providing them with safe discipline, influence their children's healthy development and well-being. The research says that effective parenting is predictable, stimulating, loving, and nurturing.

→ Predictable: Children know what is expected from them. There are clear rules and daily routine in the home to reinforce the sense of control and security.
→ Stimulating: Parents engage with their children and stimulate their physical and cognitive skills.
→ Loving and nurturing: Parents show affection to their children, they communicate in an empathetic way and use non-violent discipline.

Think and Share (slide 7)

Ask participants:

→ Why do you think a healthy relationship between a parent and child or adolescent is important?
→ How do parents and family / community members create and sustain healthy relationships with children and adolescents in their local communities?

In-person setting: Allow participants to discuss the questions in pairs for a few minutes. Take answers in plenary.

Online setting: The option of using a participatory tool such as Mentimeter or Kahoot to gather answers from participants online and read them out during the training. Allow the participants to write in the chat box or to unmute themselves if they would like to share.

In plenary, review the answers and add: Children learn how to interact in healthy ways with other adults and peers in relationships. Peaceful, non-violent homes allow for more supportive, loving and nurturing parent–child relationships that help children and can make a difference in the children's immediate and long-term behavior. They learn in relationships how to communicate effectively, how to cooperate with others and how to negotiate with others. A child's early years (starting from the womb) are critical for both brain development and building a foundation of emotional security and parents play a critical part in

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[16] Center on the Developing Child. 2007. *The science of early childhood development: Closing the gap between what we know and what we do.* Cambridge, MA, Harvard University. Retrieved from: https://developingchild.harvard.edu/resources/the-science-of-early-childhood-development-closing-the-gap-between-what-we-know-and-what-we-do/ (Accessed on 8 Dec 2023).

helping their children achieve healthy brain development and security. Parents who support their children and show affection, supervise and provide them with safe discipline, influence their children's healthy development and well-being. When parents are abusive or neglectful, they have lasting negative effects on a child's developing brain that can lead to behavioral and learning problems. Helping children develop cognitive skills and good physical and mental health from birth provides the scaffolding needed to become productive, successful adults. **Finalize the discussion by reading slide 8.**

Further Resources:

- National Scientific Council on the Developing Child. (2004). *Young Children Develop in an Environment of Relationships: Working Paper 1*. Retrieved from: https://developingchild.harvard.edu/wp-content/uploads/2004/04/Young-Children-Develop-in-an-Environment-of-Relationships.pdf (Accessed on 8 Dec 2023).

INFO-BLOCK 1: Understanding parent stress and its impacts on children

This section will focus on parents' stress and how it impacts their children. The experience of people in crises and emergencies are very difficult. Most of them have to leave their homes, their job, friends and family. They often live in small, inadequate spaces. Children are bored and there is more opportunity for fighting and arguing between parents and their children.

Time: 25 minutes.

Think and Share (slide 9)

Ask participants: How can children be affected by their parents' stress? Ask participants to reflect on how stress impacts them (how they feel, how they react, and how this could then impact children).

In-person setting: On a flipchart, draw a table showing the three reflections. Allow participants to discuss the questions in pairs for a few minutes. Take answers in plenary and fill the table on the plenary.

Online setting: The option of using a participatory tool such as Mentimeter or Kahoot to gather answers from participants online and read them out during the training. Allow people to write in the chat box or to unmute themselves if they would like to share.

Example answers:

I feel…	I do..	Impact on children…
• *Sadness* • *Sickness* • *Aggressiveness* • *Tiredness / exhaustion* • *Anger / hatred* • *Stress* • *Depression* • *Sense of control* • *Happiness*	• *I do not sleep, I do not eat* • *I shout at, I beat my children* • *I eat a lot* • *I am obsessed with cleaning* • *I have a very clear daily schedule* • *I invite neighbors for tea to talk*	• *Aggressiveness* • *Disrespectful* • *Scared* • *Refuse to leave the house* • *Sad* • *Cry often*

It is important to know the symptoms of stress, which we have seen in Module 3 of this training, so that we know that the ways we are behaving or feeling is often a result of the stress we are going through. This will help us in managing our stress without judging ourselves or the people around us.

Explain how parent stress can affect the whole family (slide 10)

When parents feel calm, it's more likely that their children and spouses will feel calm. When they feel stressed, it's more likely that their family will feel tense and stressed. You can use the metaphor of a sponge. Children are like sponges that absorb their parents' emotions. Without telling them anything, children know deep inside that their parents are stressed. They can overhear adult conversations and this can create more feelings of insecurity and more stress for the child. It is absolutely normal and okay for parents to feel sad, angry, or depressed but, because it is better for children, we want to limit the impact of our stress on children and adolescents.

How can children be affected by their parents' stress (slide 11)

Research has shown that there are several undesirable behaviors associated with parental stress. This means that the more stress parents feel, the more children may misbehave. Parents can feel stress when they see their children sad or for not being able to meet their basic needs or provide adequate sanitary conditions for them. This will likely increase children's stress which they often express through misbehavior. The more children misbehave, the more stress parents feel. This is like a vicious cycle and perhaps one of the most important reasons for parents to acknowledge and try to manage their stress. This stress-reaction between parents and adolescents is like a vicious cycle and perhaps one of the most important reasons for parents to address and deal with their stress.

Further reading:

- Lerner, C. (2017). *Parents Under Stress: What It Means for Babies*. Zero to Three. Retrieved from: https://www.zerotothree.org/resource/parents-under-stress-what-it-means-for-babies/ (Accessed on 8 Dec 2023).

Child stress (slide 12)

Adverse childhood experiences, which can include experiences of displacement, abuse, neglect or other, especially when multiple experiences are encountered or they persist for a long time (leading to toxic stress), can have short-term and long-term effects on a child's development, mental and physical health as well as their future opportunities. Parents / caregivers play a significant role in strengthening children's capacity to cope with stressful situations. Research has shown that the direct and far-reaching effects of toxic stress on children can be halted or reversed through supportive and nurturing environments and parent-child relationships. In fact, a high level of parental care can cushion the negative effects of toxic stress and strengthen children's resilience[17]. However, for adults who have themselves suffered traumatic experiences such as war and displacement, it can often be difficult to consistently fulfil the role of a caring and attentive parent. Parenting groups support adults in dealing with their own stress to better support children and promote their health, wellbeing, and overall resilience.

Further reading and resources:

- Harvard Center on the Developing Child: https://developingchild.harvard.edu/.
- Harvard Center on the Developing Child. (n.d.). *What are Adverse Childhood experiences and how do they relate to toxic stress*. Harvard Center on the Developing Child. Retrieved from: https://developingchild.harvard.edu/resources/aces-and-toxic-stress-frequently-asked-questions/ (Accessed on 8 Dec 2023).
- United Nations Children's Fund (UNICEF). (n.d.). *What is stress?* United Nations Children's Fund. Retrieved from: https://www.unicef.org/parenting/mental-health/what-is-stress (Accessed on 8 Dec 2023).

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[17] Harvard Center on the Developing Child. (n.d.). *Toxic Stress*. Harvard Center on the Developing Child. Retrieved from: https://developingchild.harvard.edu/science/key-concepts/toxic-stress/ (Accessed on 8 Dec 2023).

INFO-BLOCK 2: Supporting caregivers and parenting support groups

This section aims to develop training participants´ understanding of how to set up supportive parenting groups and of the theory and practice around the IRC's Families Make the Difference interventions.

Time: 25 minutes.

Supporting caregivers in their coping and healing (slide 14)

Through parenting groups, we can support caregivers to better understand the sources of their stress, understand child development and the impact of their stress on children as well as providing them with coping and healing strategies, relaxation techniques, providing caregivers with listening and supporting skills to strengthen the relationship with their children as well as self-care strategies. IRC's Families Make the Difference curriculum focuses on these key areas to support caregivers as well as helping them navigate the new realities they are faced with when arriving in Europe.

Further reading:

-   World Health Organization (WHO). (2022). *WHO guidelines on parenting interventions to prevent maltreatment and enhance parent–child relationships with children aged 0–17 years*. World Health Organization. Retrieved from: https://iris.who.int/handle/10665/365814 (Accessed on 8 Dec 2023).
-   United Nations Children's Fund (UNICEF). (n.d.). *Mental health and well-being - How to support your children and yourself?* United Nations Children's Fund. Retrieved from: https://www.unicef.org/parenting/mental-health (Accessed on 8 Dec 2023).

Families Make the Difference (slide 15)

Families Make the Difference (FMD) is a research-based intervention developed by the IRC that aims to promote the well-being of children and adolescents through improving parents' stress management skills, positive parenting practices, and strategies for supporting children and adolescents with psychosocial needs. Since 2009, IRC has implemented FMD in 22 countries in Africa, Latin America, the Middle East, Asia and Europe and has reached over 30,000 families.

The Families Make the Difference (FMD) tools have been developed based on more than 3 decades of research on the effectiveness of parent training programs. Randomized controlled studies in Burundi, Liberia and the border region between Thailand and Burma as well as formative research in the Democratic Republic of the Congo and the Central African Republic was conducted as a basis for the development of the curricula. IRC Germany also partnered with the Free University of Berlin to study the effectiveness of Families Make the Difference meetings and approaches on fathers who attend all sessions. Preliminary results showed that after participating in the meetings, fathers showed more affection and care for their children and were more involved in (co-)parenting.

Further reading:

-   IRC page on Families Make the Difference interventions: https://childprotectionpractitioners.org/child-protection-areas-of-intervention/family-level-interventions/parenting-interventions/

Note: other parenting groups' curricula exist. It is important to review what curriculum might be most relevant for the target group and if adaptation may be required to ensure it is currently contextualized to the needs. Curricula also exist for caregivers of children with specific needs, such as WHO's Training for caregivers of children with developmental disabilities, including autism[18].

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[18] This training is available at: https://www.who.int/teams/mental-health-and-substance-use/treatment-care/who-caregivers-skills-training-for-families-of-children-with-developmental-delays-and-disorders

Families Make the Difference in Germany (slide 16)

- *Families Make the Difference (FMD)* has been implemented in Germany since 2019. After four years of project implementation, IRC in 2023 has now thoroughly revised and redesigned the *Families Make the Difference* handbook (based on feedback from participants and facilitators).
- Participatory revision with inputs for participants, facilitators and staff of IRC.
- The parenting groups refrain from providing "correct" parenting strategies and answers to complex questions. Instead, the individual modules aim to promote exchange on the respective topic and enable mutual support among parents.

Purpose of Parenting Programs (slide 17)

The purpose of the IRC's parenting program is to:

- Promote a 'safe', 'brave' space for the exchange amongst caregivers on relevant topics.
- Enable mutual support amongst caregivers, promoting the knowledge, resilience and experiences that participants themselves bring to the group.
- Improve the well-being of caregivers and their children.
- Promote positive child-caregiver relationships.

KNOWLEDGE EVALUATION

Time: 5 minutes.

The final knowledge evaluation questions (below) can be asked to assess participants' knowledge gain. To carry out knowledge evaluation, the facilitator can use slide 19 of the PowerPoint presentation.

Questions:

1. Children are like sponges; they can easily bounce back and are not affected by their parents' stress (the answer is NO).
2. Children who are faced with adverse childhood experiences are unable to recover from them (the answer is NO).
3. Parenting groups should be held in a confidential, safe space for caregivers (the answer is YES).
4. The purpose of parenting groups is to improve children and caregivers' well-being as well as support the healing and coping of caregivers (the answer is YES).

References

Center on the Developing Child. 2007. *The science of early childhood development: Closing the gap between what we know and what we do.* Cambridge, MA, Harvard University. Retrieved from: https://developingchild.harvard.edu/resources/the-science-of-early-childhood-development-closing-the-gap-between-what-we-know-and-what-we-do/ (Accessed on 8 Dec 2023).

Harvard Center on the Developing Child. (n.d.). *Toxic Stress*. Harvard Center on the Developing Child. Retrieved from: https://developingchild.harvard.edu/science/key-concepts/toxic-stress/ (Accessed on 8 Dec 2023).

International Rescue Committee (IRC). (2016). *Parenting Skills Training Manual.* Safe Healing and Learning Spaces Toolkit. Retrieved from: https://childprotectionpractitioners.org/child-protection-areas-of-intervention/family-level-interventions/parenting-interventions/.

International Rescue Committee Germany (IRC Germany). (forthcoming). *Families Make the Difference Curriculum.* International Rescue Committee.