

**HUMAN TRAFFICKING TRAINING MANUAL FOR  
VEHICLE OPERATORS**

**MANUAL FOR TRAINERS**

**Version: Final (for review)**

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## **ACKNOWLEDGEMENTS**

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The manual was compiled by Cathy Green (consultant) with contributions from Sam Clark and Neil Rettie, both of Transaid, and will be made available on an open access basis. Comments and suggestions for how to improve the manual are welcome from stakeholders in the transport and anti-human trafficking sectors.

## 1. INTRODUCTION TO THE TRAINING MANUAL

### 1.1 Overview

This training manual outlines a training approach that can be used to:

- Train drivers and related vehicle operators (i.e. conductors and turn-boys) in human trafficking and steps that can be taken to combat it
- Increase vehicle operators' awareness of human trafficking, their ability to recognise it and their confidence to respond appropriately

This manual focuses on Uganda. However, it can easily be adapted for use in other countries

The training manual is organised as a series of modules. The training can be delivered as a single training session, or in a series of smaller training sessions to fit around transport organisations' busy schedules.

Vehicle operators can be issued a certificate of completion once they have completed all the training modules.

#### **Why is trafficking in persons (TIP) training for vehicle operators needed?**

Research carried out in Uganda in 2021 found the following:

- 86% of vehicle operators had heard about TIP
- 72% of vehicle operators had seen victims of TIP
- 37% of vehicle operators said that they had been approached by a trafficker
- Less than 50% of those approached for TIP were fully aware of the potential repercussions
- Only 10% of vehicle operators said that they had received training or information on TIP
- Vehicle operators wanted better access to information and training on TIP, especially:
  - How to identify victims of TIP
  - What drivers can do to help victims of TIP
  - What the law says about TIP

### 1.2. Audience for the Training Manual

The main audience for this training manual is trainers who will be trained to:

- Train vehicle operators (i.e. drivers, conductors and drivers' assistants) on human trafficking
- Support the mainstreaming of human trafficking awareness and action within their organisations

### Who will use the training manual?

Copies of this manual can be used by **trainers** as a resource guide.

Hard copies of the manual won't be given to vehicle operators. Instead, the latter will be given **resource sheets** that summarise key topics that they have been introduced to on the training course. These can be found at the end of every module.

The rationale for minimising the distribution of paper copies of the manual is:

- The participatory training techniques used in this manual aim to build awareness and confidence to take action among vehicle operators without the need to provide a large amount of written information. This is appropriate in contexts where there may not be a strong reading culture.
- Paper and printing capacity may be in short supply. Hence the distribution of multiple copies of the training manual could be challenging logistically.
- Reducing paper and printing costs is good for organisational budgets and good for environmental sustainability.

### 1.3. Training Approach

A step-wise cascade training approach can be used. This will work as follows:

Level	Phase 1	Phase 2	Phase 3
Who Trained	Trainers	Vehicle operators (pilot)	Vehicle operators (roll-out)
No. Trained	12	12	Tbc

- The first training will be given to trainers who are drawn from the following:
  - Transport associations
  - Private transport companies
  - Driver training institutions
- The second training will be a pilot training targeting 12 vehicle operators in one institution/company.
- The third training will be a roll-out by trainers to vehicle operators in their own organisations.

The pilot will provide opportunities to test the manual and then adapt it in response to feedback from trainers and trainees.

## 1.4. Training Topics

### Content of TIP training for vehicle operators

In the training for trainers, the role of trainers will be explained. The participatory training approach that they will use to train vehicle operators will be introduced.

The core training content covers the following topics:

- Training objectives
- Training participants' personal experience of TIP
- Definitions and scale of TIP
- What the law says about TIP
- What vehicle operators can do about TIP
- Our organisation's commitment to TIP
- Our personal commitment to addressing TIP

All trainees will participate in pre- and post-training assessments. These aim to measure the extent to which trainees have increased their knowledge as a result of the training.

## 2. HOW THE TRAINING APPROACH WORKS

### 2.1 Training Methods

#### Facilitation Tools

A number of facilitation tools are used to deliver the training in this manual. These are highlighted in the box below.

## Facilitation tools used to deliver the training

**Personal Experiences:** At the beginning of a new topic trainees may be asked to remember their own experience related to the topic. This reminds participants of what they already know. The experiences may include 'sad memories' involving themselves or other people who have been affected by human trafficking. If a topic is sensitive, participants will be encouraged to recite stories from within their wider contact group. De-personalising this activity will help to ensure that trainees feel comfortable participating in it.

**Short Presentation:** Facilitators tell trainees a small amount of information about a topic. Trainees practice delivering the presentation themselves. They are encouraged to remember the content that needs to be relayed to others and to deliver the content in a way that is engaging.

**Group Discussion:** All participants discuss a topic together, sharing all the information the group knows, thereby increasing their knowledge and building consensus. The trainer acts as a facilitator, encouraging everyone to participate and to share what they know and bringing the discussion to a conclusion.

**Small Groups Discuss:** Groups of 3-4 participants discuss together. A representative of each small group shares the group's thoughts with all the participants. This ensures that more people participate in the discussion.

**Say & Do Practice:** Participants say the information to be remembered and do an action that helps them remember the information. This process is repeated many times so that participants remember the meaning of the action.

**Summary:** Trainers remind participants of the main points learned during an activity.

**Circular Review:** To review the session content, participants take turns stating one thing they learned during the session.

**Personal Commitment:** Trainees are reminded of the steps they can take to recognise and respond to TIP. They are encouraged to commit to taking these steps.

**Share the New Information:** Trainers encourage trainees to share the new information with other vehicle operators and with family and friends so that more people discuss and agree on what the problem is and what can be done. This will make it easier for everyone to adopt new behaviours.

**Participant Reviews:** At the beginning of a new topic, participants feedback on the information they have shared with colleagues, or with family and friends from the previous session. This activity reinforces their new knowledge and the importance of discussing it with their colleagues, family and friends.

Throughout the training, the characteristics of a good facilitator will be emphasised.



## Communication Body Tools

A method called 'Say & Do' is used in the training. This helps to ensure that new information is easy to understand and remember.

For Say & Do activities, participants' bodies are used to help them recall key facts easily. We SAY the information we want to recall while we DO an action to help us remember the information. Or we count out actions using our finger tips.

Say & Do activities provide an easy and effective way to remember information that needs to be communicated, including in sites that lack electricity, multimedia projectors or chalkboards. Because these activities are enjoyable to watch and to learn, vehicle operators will find it easy to pass on what they have learnt to their families and peers.

## Rapid Imitation Method

An innovative training tool, the **Rapid Imitation Method**, will be used in some parts of the training.

This works as follows:

- Selected activities in the training manual are expertly demonstrated by a trainer
- The training activities are then imitated by trainees
- Trainees are reviewed by their peers (i.e. other trainees) and constructive feedback is provided

This approach enables the trainees to memorise both the content and the methodology of the training manual.

The emphasis on peer review allows trainees to get positive feedback or to learn from their mistakes in a constructive and supportive environment.

The Rapid Imitation Method has proved to be very effective in a number of African countries. It has proved to be more effective than regular "classroom-based training" based on lectures.

## **2.2 Delivering Training as Modules**

Some transport organisations may choose to deliver the modules in this training manual on different days. Sometimes there may be a long gap between the first and subsequent training modules. The participatory techniques used in this manual are just as important – perhaps even more important - when the training is stretched out over time.

## **2.3 Coaching and Mentoring Support**

Vehicle operators who have been trained in issues relating to combatting human trafficking require ongoing support to ensure that they can turn their new knowledge into action. Trainers and other staff in a transport organisation should therefore take every opportunity to speak to the vehicle operators that have been trained in TIP and ask them how they are using their new knowledge and whether they have come across any problems or issues. These discussions could potentially take place in weekly staff meetings, toolbox sessions, or other ad hoc meetings.

This ongoing support is part of transport organisation's efforts to mainstream awareness of TIP among its employees or members.

## **3. TRAINING CURRICULA**

Sample training curricula for trainers (TOT) and for vehicle operators (pilot and phased roll-out) can be found below. These can be adapted on an as-needs basis.

Phase 1: Training of Trainers		
	Day 1	Day 2
<b>Morning</b> <b>8.30-12.30</b>	<b>Module 1: Introduction for Trainers</b> Session 1: Welcome, Introduction & Assessment Session 2: Training Approach  <b>Module 2: Introduction to Human Trafficking</b> Session 1: Introduction, Training Objectives and Assessment Session 2: Our Experience of Human Trafficking	<b>Module 4: What We Can Do About Human Trafficking</b> Session 1: How to Recognise Victims of Human Trafficking Session 2: Actions We Can Take in Relation to Combatting Human Trafficking  <b>Module 5: Closing Module for Trainers</b> Session 1: Reflection on Training Content and Methods Session 2: Planning for Delivery of Training on Combatting Human Trafficking
<b>Afternoon</b> <b>1.30-5.30</b>	<b>Module 2: Introduction to Human Trafficking</b> Session 3: Definition and Scale of Human Trafficking  <b>Module 3: Human Trafficking Law</b> Session 1: Introduction to Human Trafficking Law Session 2: What the Human Trafficking Law Implies for the Transport Sector	

<b>Phase 2: Pilot Training of Vehicle Operators</b>	
<b>Day 1</b>	
<b>Morning</b>	<b>Module 2: Introduction to Human Trafficking</b> 245 minutes
<b>Afternoon</b>	<b>Module 3: Human Trafficking Law</b> 135 mins  <b>Module 4: What we can do to help combat Human Trafficking</b> 120 mins

<b>Phase 3: Phased Roll Out of Training to Vehicle Operators</b>			
<b>Training 1</b>	<b>Training 2</b>	<b>Training 3</b>	<b>Training 4</b>
<b>Module 2: Introduction to Human Trafficking</b>  Session 1 Session 2  125 mins	<b>Module 2: Introduction to Human Trafficking</b>  Session 3  120 mins	<b>Module 3: Human Trafficking Law</b>  Session 1 Session 2  135 mins	<b>Module 4: What we can do about human trafficking</b>  Session 1 Session 2  120 minutes

#### **4. SESSION GUIDES**

# **MODULE 1: INTRODUCTION FOR TRAINERS**

## Session 1: Welcome, Introduction and Assessment

### Timing:

45 minutes

### Objectives:

At the end of this session participants will:

- Have been introduced to the external trainers and other trainers in the group
- Have completed a pre-training assessment
- Have agreed rules for the group
- Understand the training objectives

Session 1		
Number	Topic	Method
1	Welcome and introduction	Presentation, Participant Introductions
2	Pre-training assessment	Test
3	Group rules	Group Discussion, Summary
4	Training objectives	Presentation, Group Discussion



## Topic 1: Welcome and Introductions

### Introductions

My name is \_\_\_\_\_ and I work at (name your place of work).

I am the lead trainer for this session.

My role will be to train you in how to deliver a training in human trafficking for vehicle operators in your organisations.

Let all co-trainers introduce themselves.

Let us go around the circle so that each trainee can introduce themselves. Please give us your name and tell us which organisation you come from.

A very warm welcome to all participants.

## Topic 2: Pre-training Assessment

We would like to measure how much you have learnt from this training course. We will carry out a pre-training assessment now and follow up with a final assessment at the end of the training.

These will be simple tests. For most of the questions you are required to answer “true” or “false” to a statement.

In the first assessment we will also ask you to comment on what you aim to get out of the training. In the final assessment we will ask you if your own learning objectives were met.

In both tests, please read the questions very carefully and answer as honestly as possible. Be careful to answer every question.

We estimate that it will take just 10 minutes to complete the first assessment.

*Trainers hand out the assessment forms and give trainees 10 minutes to complete these (Annex 1).*

## Topic 3: Group Rules

### Group Discussion

To ensure that we all benefit from the training, we have to agree on some rules.

When someone comes late, what should s/he do?

### Desired Response

- Do not disturb the group.
- Join the group quickly and quietly without greeting people.

When someone is talking, what will we do?

**Desired Response**

- Listen to the person talking and not talk to anyone else.

When our phone rings, what will we do?

**Desired Response**

- We should have our phones on silent during the training.

What is our agreed time for this training session?

**Desired Response**

- The training session takes place from [*state time*]. We should attend for the whole session until [*state time*].

**Summary**

*Trainers summarise the agreed ground rules.*

**Topic 4: Training Objectives**

**Presentation**

This training aims to build your capacity and confidence to deliver a training in combatting human trafficking to vehicle operators in your organisation. This is our training objective.

By vehicle operators we mean drivers, conductors and turn-boys (i.e. drivers' assistants).

Human trafficking is a serious problem in Uganda and across the African continent as a whole. The International Labour Organisation estimated in 2017 that over 40 million people were victims of human trafficking globally.<sup>1</sup>

Research conducted in 2020-2021 by Cardno, Transaid and North Star Alliance found that high volume transport routes in Tanzania and Uganda, and the vehicle operators who use these routes play an important role in human trafficking. Many vehicle operators observe human trafficking in their day-to-day work. Some vehicle operators participate in it. Many vehicle operators do not know very much about what the law says about human trafficking and the consequences of being involved.

The transport sector has an important role to play in the fight-back against human trafficking. This is why this training is so important.

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<sup>1</sup> ILO, 2017, Global Estimates of Modern Slavery: Forced Labour and Forced Marriage, Geneva: ILO.

## **Group Discussion**

Now let us discuss. Is everyone comfortable with the objectives of this training?

Let participants raise any issues, concerns or comment on the objectives.

*Trainers listen to what is being said and respond accordingly.*

## Session 2: Training Approach

### Timing:

45 minutes

### Objectives:

At the end of this session participants will:

- Have been introduced to the participatory training approach that will be used
- Understand the characteristics of a good facilitator and trainer

Session 2		
Number	Topic	Method
1	Training approach	Presentation, Group Discussion
2	Characteristics of a good facilitator/trainer	Group Discussion, Presentation

## Topic 1: Training Approach

### Presentation

We will now talk about the training approach.

Our aim is to ensure that you as trainers have the knowledge and capacity to deliver training on human trafficking to vehicle operators in your organisations.

We will introduce you to a number of participatory methods that will enable you to deliver the training in interesting and effective ways.

We will try to minimise the use of “lectures” since it’s often hard to remember information that is delivered this way.

We will demonstrate how to deliver the training in interesting and effective ways.

For some of the training activities we will ask you to demonstrate these so that you can learn these really well.

- We will demonstrate how to deliver a training activity.
- Ask for volunteers to practice delivering the training activity.
- Ask other trainees to watch the practice sessions and to provide constructive feedback on what was delivered well and what could be improved.

In this way, we will learn how to deliver the training activity ourselves.

We mentioned earlier that we will try to avoid delivering too many lectures.

A scholar from many years ago (Xunzi who lived 340-245 BC) once said:

**"What I hear, I forget. What I see, I remember. What I do, I understand."**

This is why a heavy reliance on lectures is not always helpful when we are learning.

All trainees will be encouraged to participate in large and small group discussions. We will invite you to “brainstorm”. This is when everyone who has an idea is encouraged to share it with the group. We will use mime and a method called “Say and Do” – both will help us remember key messages and facts. You will practice delivering a few of the training activities so that you can internalise these.

This is what we mean when we talk about participatory training.

The training that you will be trained to deliver is divided into three modules. These three modules all focus on human trafficking – what it is and what can be done about it.

You will learn to deliver these three modules for vehicle operators.

This training for trainers will last for 1.5 days.

## Topic 2: Characteristics of a Good Facilitator / Trainer

### Presentation

As trainers we have an important role to play in our organisations. We can deliver training that increases knowledge and changes behaviours.

Our role as trainers is to facilitate learning. We need to do more than deliver information to an audience that just sits and listens. We need to ensure that those we are training learn very well. Let us discuss how we can do this.

### Group Discussion

Now, let us discuss.

What characteristics do we as trainers need in order to ensure that those we are training learn well?

I will start the discussion. A good trainer is supportive of trainees and encourages them. In this way, the trainees develop confidence.

What other characteristics does a good trainer have? Let us discuss.

*Trainers let participants discuss. Add additional responses into the conversation if key points are missed (see box below).*

## Desired Responses

A good facilitator/trainer is:

- A good listener
- Supportive of participants and encourages them
- Creates a non-judgemental environment for discussion
- Guides rather than leads
- Encourages the participation of everyone in the group – especially quiet individuals
- Thanks participants for their contributions
- Uses a range of techniques to keep activities fresh and interesting
- Asks many questions in order to 'get to the bottom' of a problem
- Supports participants to find solutions to problems
- Good at summarising what has been said and agreed
- Concerned that participants enjoy and benefit from the sessions
- Flexible – happy to change direction/review old topics/answer questions if requested

### Summary

We've heard today that a trainer can ensure that a trainee learns well if they have the following characteristics. [*Lead trainer summarises some of the key characteristics of a good trainer using the information in the box above*].

Throughout this training we will encourage you as trainers to follow these good practices.

We will now move on to the three human trafficking training modules and demonstrate how these can be delivered effectively to vehicle operators in your organisations.

### Personal Commitment

We will all now make a personal commitment to being the best trainer that we can. Let us hear from everybody. When we train, what methods will we use to be a good trainer/facilitator?

I will begin. As a trainer, I will support you as trainees to find your own solutions to problems. This will encourage you to actively participate in the training.

Now let us go around the group. Can the trainee on my right tell us what he/she will do to ensure that those they are training learn well?

*Trainer asks every training participant the same question. If any characteristic of a good trainer/facilitator is not mentioned, bring this into the summary.*

## **MODULE 2: INTRODUCTION TO HUMAN TRAFFICKING**



## Session 1: Introduction, Training Objectives and Assessment

### Timing:

35 minutes

### Objectives:

At the end of this session trainees will:

- Have been introduced to the trainers and introduced themselves
- Have undertaken a pre-training assessment
- Understand the training objectives

Session 1		
Number	Topic	Method
1	Welcome and introductions	Presentation, Introductions
2	Pre-training assessment	Test
3	Training objectives	Presentation

## Topic 1: Welcome and Introduction

### Introductions

My name is \_\_\_\_\_ and I work at (name your place of work).

I am a trainer.

My role will be to train you in human trafficking.

Let all co-trainers introduce themselves.

Now let us go around the circle so that each participant can introduce themselves. Please give us your name, tell us your role in the company that you work for, and how long you have worked for the company.

We'd like to welcome you all to this training!

## Topic 2: Pre- Training Assessment

We would like to measure how much you have learnt from this training course. We will therefore carry out a pre-training assessment and follow up with a final assessment at the end of the training.

These will be simple tests. For most of the questions you are required to answer "true" or "false" to a statement.

In the first assessment we will also ask you to comment on what you aim to get out of the training. In the final assessment we will ask you if your own learning objectives were met.

In both tests, please read the questions very carefully and answer as carefully and honestly as possible. Be careful to answer every question.

We estimate that it will take just 10 minutes to complete the first assessment.

*Trainers hand out the assessment forms and give trainees 10 minutes to complete these.*

## Topic 3: Training Objectives

### Presentation

This training aims to increase your knowledge and understanding of human trafficking and what you can do about it.

The training is relevant to all vehicle operators – whether drivers, conductors or turn-boys.

First we will share a few basic facts:

- Human trafficking is a serious problem in Uganda and across the African continent as a whole.
- Evidence suggests that human trafficking is increasing rather than reducing.

- The International Labour Organisation estimated in 2017 that over 40 million people were victims of human trafficking globally.<sup>2</sup>
- Research conducted in 2020-2021<sup>3</sup> found that high volume transport routes in Tanzania and Uganda, and the vehicle operators who use these routes, play a role in human trafficking.
- Many vehicle operators observe human trafficking in their day-to-day work.
- Some vehicle operators participate in human trafficking.
- Many vehicle operators have incomplete knowledge of what the law says about human trafficking.
- Many vehicle operators lack confidence about how to respond when they see human trafficking.

The transport sector has an important role to play in the fight-back against human trafficking. This is why this training is so important.

### **Group Discussion**

Now let us discuss. Is everyone comfortable with the objectives of this training?

*Let participants raise any issues, concerns or comment on the objectives.*

*Trainers listen to what is being said and respond accordingly.*

### **Summary**

In this first session, we have introduced ourselves. We've also completed a pre-training assessment. This is to find out what we individually know about human trafficking before we start the training.

We've also learnt about the objectives of the training.

We had a useful discussion about the training objectives. Some important points were raised by participants [*summarise some of the points raised by trainees*].

In the next session we will talk about our own and other people's experiences of human trafficking.

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<sup>2</sup> ILO, 2017, Global Estimates of Modern Slavery: Forced Labour and Forced Marriage, Geneva: ILO.

<sup>3</sup> By Cardno, Transaid and North Star Alliance.

## Session 2: Our Experiences of Human Trafficking

### Timing:

90 minutes

### Objectives:

At the end of this session trainees will:

- Have heard two stories of human trafficking
- Have shared personal experiences of human trafficking
- Considered the human impacts of human trafficking

Session 2		
Number	Topic	Method
1	Case studies of human trafficking survivors	Case studies, Small Group Discussion, Plenary
2	Our sad memories of human trafficking	Presentation, Group Discussion
3	Review and closing	Circular Review, Closing Comments

## Topic 1: Case Studies of Human Trafficking Survivors

### Presentation

We are now going to hear two stories that are based on the experiences of Ugandan human trafficking survivors. We have called them Namazzi and Dembe. These are not their real names. However, the stories are real.

*Read out the following two case studies. Read slowly in an engaging way.*

### Case Study 1: Namazzi's Story

My parents abandoned me when I was very young. I sold firewood in my hometown and used the money to buy food for myself and my younger siblings. I later traced my mother and left my younger siblings with her. A friend of mine got me a job in a restaurant. The owner of the restaurant told us both that he would take us to Kampala to work in his hotel and he would pay us 80,000 USH a month. We agreed to go. The owner travelled with us to Kampala. The journey was around 300 kms and we weren't stopped at any point. Drivers are bribed and are eating dirty money.

When we reached Kampala, the man changed his story and told us that we were going to work in a brothel where we would do sex work. He made it clear that he would be paid for our work. We managed to call people back at home who sent us some money. When we told the man that we wouldn't work for him, he ordered some local boys to beat us up. We were told that this was to "remove the village in us and style up". We told the man "we are from the village, but we are wiser". We went to get our phones which were charging at the bar and called the police. The police came, arrested us and took us to the police station. The police linked us to an anti-trafficking CSO and we were sent to the organisation's shelter. After a day we were told to go back to the police station to provide a police statement. I am still at the shelter.

Some traffickers hide children on the bus so the police on the roads should thoroughly check each vehicle instead of just peeping at the window. The police should ask "is this your mother?" The police don't open windows, they just stay on the road. The children are threatened to be killed so it becomes hard to talk. They are coached on the responses to make.

## Case Study 2: Dembe's Story

I am 40 years old. I am separated from my husband, who abandoned me and my children. I was struggling to provide rent, food and school fees for me and my children. I was befriended by someone who began giving me money when they visited me. When this person found out that I had a passport, I was given 5,000 US\$. As time went on, the friend began started to talk about going to Arab countries for a job. The friend came back three more times. The third time she asked for photos and passport details. Three days after sending this information, I was sent a visa and told to travel immediately to Kenya. My friend told me to board a bus and warned me not to tell anyone of my plans because some people could bewitch me. The bus was going at 8 pm and I had to think of how I could leave my children when I was not able to tell anyone about my plans. My friend offered to look after my children and possessions. I was told not to pack any clothes. I was also told not to show my passport at the borders so that the authorities would not suspect that I was travelling.

When I arrived in Nairobi, some people were waiting for me at the bus stop and took me to a hotel. I was taken to another hotel in Nairobi to eat where I saw many other Ugandans. One of the men who picked me up from the bus stop, a Ugandan man, came and took me back to his home, where he left me with a woman and child. Upon his return he gave me an air ticket instructed me to go to the airport and board the plane. I explained to the man that I did not know anything. The man paid an airport official to allow me to pass and board my flight to Dubai.

Once I was in Dubai, an unknown man grabbed me and took my passport. I was with six other Ugandan girls who had not originally travelled with me. We were taken to different houses to work as domestics. My salary was paid to a business run by Ethiopians. I was beaten and my legs were swollen. I was told that if I refused to work my visa would be cancelled. Later I was put on display for other Arabs to be able to buy me. I refused to be sold and asked to go back to Uganda. At this point I had not been paid anything.

I eventually escaped and met some Ugandan men at a bus stop. They were looking for women who had escaped so that they could convince them to get involved in some other work. These agents brought in men who would sexually exploit the women. Any money earned was paid to the Ugandan men.

I later escaped to the Ugandan Embassy. Instead of offering me help, the embassy scolded me for refusing to work and I was sent away without any support. I eventually went to a church where I was provided with food and rest and asked to be repatriated to Uganda. My passport had been taken at the airport and was being kept at by those who trafficked me. Members of the church accompanied me to speak to the traffickers who demanded 6 million US\$ for my passport. The pastor raised the money and paid for my passport to be released.

When I arrived back in Uganda, I found that my friend had sold all my possessions. If the government can put more checks at the borders since people are mostly trafficked through the borders not the airport.

### Small Group Discussion

We are now going to discuss Namazzi's and Dembe's stories. As already mentioned, these stories are based on the true stories of two Ugandan women who were trafficked.

Namazzi was trafficked to Kampala. Dembe was trafficked to Dubai.

Let us consider what the case studies have in common and what the differences are.

Let us divide into two groups.

Group one will consider Namazzi's story – the young woman who was trafficked to Kampala – and answer the following questions:

- What was Namazzi trafficked for?
- How did Namazzi's personal situation at home contribute to her being trafficked?
- How was Namazzi deceived by the traffickers?
- What was the human cost for Namazzi?

Group two will consider Dembe's story – the woman who was trafficked to Dubai – and answer the following questions:

- What was Dembe trafficked for?
- How did Dembe's personal situation at home contribute to her being trafficked?
- In what ways was Dembe deceived by the traffickers?
- What was the human cost for Dembe?

You have 15 minutes to discuss these questions.

*Trainers can write the questions up on a board to remind the groups of what they should be discussing.*

*Call both groups back after 15 minutes.*

The 15 minutes are up. Please let us come and sit together.

Can a volunteer from Group 1 share the answers to the questions about Namazzi?

*Give Group 1 a few minutes to feed back.*

Does Group 2 have anything to add about Namazzi's story?

*Once the members of Group 2 have contributed, summarise the answers to the four questions about Namazzi. Add in some additional details (using the information in the box below) if trainees missed any key points.*

Let us repeat this for Dembe. Can a volunteer from Group 2 give us the group's answers to the four questions?

*Give Group 2 a few minutes to feed back.*

Does Group 1 have anything to add about Dembe's story?

*Once the members of Group 1 have contributed, summarise the answers to the four questions about Dembe. Add in some additional details (using the information in the box below) if trainees missed any key points.*

Desired Responses		
	Namazzi (Kampala)	Dembe (Dubai)
What were the two women trafficked for?	Sex work	Domestic labour Later, sex work
How did the women's personal situations at home contribute to them being trafficked?	Abandoned by parents at a young age Left to bring up her siblings Low income from selling firewood	Abandoned by husband Struggled to feed and clothe herself and her children
In what ways were the women deceived by the traffickers?	Told that she would work in a hotel Told that she would earn 80,000 Ush a month	Promised a paid job in Dubai but was not paid anything Had her passport taken away Promised other work by Ugandans who wanted to exploit her for sex work
What was the human cost for the women?	She was lied to She was beaten up She endured fear She was threatened that she would be a sex slave She lost her independence – she was controlled by others She lost time She may have lost money She was arrested by the police She is still in a shelter	She was lied to She was encouraged to lie to her family She lost her independence – she was controlled by others She endured physical beatings She endured fear She lost time She was threatened that she would be a sex slave She left her children with an imposter She had her possessions stolen by one of the traffickers

## Summary

We've heard two real-life stories of Ugandan women who were trafficked. These are very sad stories to hear. The stories are full of deceit and exploitation of vulnerable individuals.

Situations like these can ruin lives. We can all play a part in helping to recognise, prevent and report suspected cases of human trafficking.

We as drivers, conductors and turn-boys can play a part. We will learn more about what we can do later.

In the next part of the training we will share our own experiences of human trafficking.

## Topic 2: Our Sad Memories of Human Trafficking

### Positioning

Participants sit in a circle. We will turn to the person on our right and form a pair. We will sit facing each other.



## Pairs Discuss

Let us remember our family members, friends, people that we know from our own community, or people from other communities who we suspect have been exploited by human traffickers.

Tell your partner what happened. We will discuss for 3 minutes.

## Volunteers Share

Will some volunteers please share your sad memory with the group?

## Question for Discussion

In our sad memories, what was it that allowed the trafficking to happen?

## Instructions for Trainers

Allow trainees to discuss what they remember and think are the reasons why the trafficking happened.

### Possible Responses

- No one knew that the trafficking victim was in danger.
- The family of the victim did not look after them or recognise what was happening.
- The victim had no family and no-one to look out for them.
- The family of the victim were not aware of human trafficking and the dangers.
- There is a long tradition of sending children to distant relatives for better schooling / to earn money. People don't realise that these children can be exploited.
- The family were enticed by money and ignored any concerns.
- Communities turn a blind eye.
- The police turn a blind eye or otherwise do not respond to traffickers.
- The traffickers are very clever and powerful.
- A family friend was involved in the trafficking and they were trusted.
- The trafficking victim did not tell their family/others what was happening.
- The trafficking victim was offered a job by an agency. The offer seemed to be legitimate.

## Summary

We will now summarise what we've heard are some of the reasons why trafficking is allowed to happen.

*The trainees may mention some of the reasons in the box above. Add other potential reasons if any are missed.*

We've heard about the following:

- Lack of information and lack of awareness within families, communities and the authorities.
- The fact that victims and their families are deceived.
- There are long-standing cultural traditions that involve children living with distant relatives, some of whom are exploited.
- The promise of money is important for poor families.

### Topic 3: Circular Review and Closing

Let us stand in a circle.

We will go around the circle and share with each other what we learned today.

*Trainer begins the conversation:* “Today, I learned that there are very many reasons why human trafficking is allowed to happen. Lack of information and awareness within households and communities are two key factors.”

*Trainer asks the trainee on their right to speak:* “Today, I learned that ...”

*Trainer then asks the next person in the circle to follow the example.*

*Each participant takes a turn.*

Thank you everyone for sharing what you have learned today.

We encourage you to discuss the issues raised during this session with colleagues, relatives and friends.

We will ask you what you discussed with your colleagues, friends and other people at the next session.

In the next session we will learn more about human trafficking.

## Session 3: Definitions and Scale of Human Trafficking

### Timing:

120 minutes

### Objectives:

At the end of this session trainees will:

- Have reflected on what they learnt in the previous session
- Learnt about what people are trafficked for
- Know the difference between human trafficking and people smuggling
- Know about the size of the human trafficking problem in Africa and globally

Session 3		
Number	Topic	Method
1	Recap: What we learnt in session 2	Participant Review
2	What people are trafficked for	Brainstorm
3	Characteristics of human trafficking	Small Group Work, Say & Do
4	Difference between TIP and people smuggling	Group Discussion, Presentation
5	Scale of human trafficking	Presentation, Group Discussion
6	Circular Review and Closing	Circular Review, Closing Remarks

## Topic 1: Recap of Session 2

We will reflect on what we learnt in the previous session (session 2).

### Participant Review

What did we learn in the previous session. Let us go around the group and ask every person.

Please tell us one thing that you learnt in the previous session.

*Trainer ask the trainee on your right to tell the group one thing that they learnt in the previous session. Then move to the next trainee. Once every trainee has mentioned one thing that they learnt in the previous session, summarise the discussion.*

### Summary

In the last session we did the following:

- We heard two real-life stories of human trafficking
- We shared our personal experiences of human trafficking
- We considered why human trafficking was allowed to happen
- We considered the human impacts of human trafficking

### What We Shared with Others

Now let us talk about what we shared with others since the last session. Let us go around the group.

Please tell us one thing that you shared with others since the previous session.

*Trainer ask the trainee on your right to tell the group one thing that they shared with others since the previous session. Then move to the next trainee. Once every trainee has mentioned one thing that they shared with others since the previous session, summarise the discussion.*

In the next topic we will learn more about what people are trafficked for.

## Topic 2: What People are Trafficked For

### Brainstorm

Let us think about what people are trafficked for.

We heard two real-life stories of trafficking victims. Can I have a volunteer to remind us what the two women were trafficked for?

Thank you. We learnt that one woman was trafficked for domestic work. The other was trafficked for sex work.

These are two activities that victims may be trafficked for.

What other activities are victims trafficked for? Let us brainstorm.

*Invite the group to share their ideas. If trainees run out of ideas, propose an additional activity for which victims are trafficked. Ask trainees if they have heard of people being trafficked for this activity.*

Desired Responses
<ul style="list-style-type: none"><li>• Domestic labour</li><li>• Sex work</li><li>• Street begging</li><li>• Work on farms</li><li>• Labouring in mines</li><li>• Forced marriage</li><li>• Trafficking for war</li><li>• Organ removal</li></ul>

### Summary and Presentation

There are many different activities that victims are trafficked for. We often hear about women and children being trafficked for sex work. However, there are other activities too.

Being trafficked for domestic labour is also very common. However, some children who are taken in by distant relatives or friends of the family because they are promised a good education or a good wage, may also be exploited. This, too, is a form of human trafficking. It happens within our own country. Children are sent from rural to urban areas and end up being exploited.

Young and old men may also be trafficked to work on farms or in mines. They may work for long hours for no or very poor pay.

Human trafficking affects women, men and children, although we may often think it is only about women and girls.

We may have heard stories of people being trafficked and having their organs removed. This could be kidneys or other body parts. We may read about such stories in the newspapers.

All victims of trafficking are exploited. They may suffer different forms of abuse: physical, sexual or psychological. They often end up in a worse situation than they started in.

In the next topic, we will learn more about what human trafficking is – and what it is not.

## Topic 3: Characteristics of Human Trafficking

### Small Group Work

In this topic we will learn more about what human trafficking is.

We will look at the **means**: what methods do traffickers use to entice and control their victims?

We will look at the **activities**: what are the actions involved in human trafficking?

We will remind ourselves of the **purpose**: what are victims trafficked for. We discussed this in the last topic.

Let us recall the two case studies of human trafficking victims. What were the methods used by traffickers to entice and control their victims?

Let us also recall from the case studies, what were the activities taken by traffickers?

We will divide into two groups. Group 1 will brainstorm what are the methods used by traffickers to entice and control their victims? Group 2 will brainstorm what are the different activities that traffickers are involved in?

*Each trainer should sit with a group and help to facilitate the discussion.*

*Give each group 15 minutes to discuss these questions.*

Now let us return as a whole group.

Can a volunteer from Group 1 tell us the answer to the question, what are the different methods used by traffickers?

*Let the volunteer feedback on the group's discussions.*

Let us ask Group 2 if they have anything to add about the different methods or tricks used by traffickers to entice and control their victims.

*Let Group 2 share their ideas. If any method has been missed, add it into the discussion.*

<b>Desired Responses</b>
<ul style="list-style-type: none"><li>• Deception (telling lies)</li><li>• Threats or use of force</li><li>• Bribery</li><li>• Abduction</li><li>• Giving gifts or payments to someone who has control over the victim (e.g. a relative)</li></ul>

Now let us ask Group 2 to feedback on their discussions on what are the different activities used by traffickers to entice or control their victims. Can a volunteer from Group 2 feedback to the group?

*Let the volunteer feedback on the group's discussions.*

Let us ask Group 1 if they have anything to add about the various activities that traffickers may be involved in.

*Let the members of Group 1 share their ideas. If any activity has been missed, add it into the discussion.*

Let us summarise. Traffickers often work in groups. One person may be involved in recruiting a victim, others in transporting a victim or transferring a victim from place to place. Some traffickers may receive a victim, for example, meet them at the end of their travel. Others may house or harbor a victim. All those involved in the trafficking process are traffickers. All are breaking the law.

## Desired Responses

- Organising/administering human trafficking
- Recruitment of a victim
- Transportation of a victim
- Receipt of a victim
- Housing/harboursing of a victim

### Presentation

We know that an activity is human trafficking when it has three elements. Let us think about the Human Trafficking MAP.

Human trafficking involves various Methods (e.g. threats, force, bribery, abduction, giving gifts or payments to someone who has control over a victim), it involves certain Activities (recruitment, transportation, organising/administration, harbouring, receipt of persons) and it involves a Purpose (e.g. sex work, domestic work, agricultural work or mining, street begging, organ removal etc).

### Say & Do

We will use a technique to help us remember the three different elements of human trafficking. This is Say & Do.

Let us raise our left hand. Let us start with our small finger.

We point to the small finger and say “human”. We point to the fourth finger and say “trafficking”. We point to the middle finger and say “methods”. We point to the second finger and say “activities” and we point to the thumb and say “purpose.”

Let us point to the small finger and say “human”.  
Let us point to the fourth finger and say “trafficking”  
Let us point to the middle finger and say “methods”  
Let us point to the second finger and say “activities”  
Let us point to the thumb and say “purpose.”

Let us remember the Human Trafficking MAP.

*The trainer repeats this exercise and asks trainees to copy what he/she is doing.*

Now let us raise our right hand. When we say “methods” let us count out the methods used by traffickers on the fingers of our right hand.

The methods are: deception, threats/force, bribery, abduction, giving gifts/money to those in control of the victim.

*Trainers repeats the methods, counting these out on the fingers of their right hand, several times.*

Now let us raise our right hand again. When we say “activities”, let us count out the activities undertaken by traffickers on the fingers of our right hand.

The activities are: recruiting, transporting, receiving, harbouring/housing, and organising/administering.

*Trainer repeats the activities, counting these out on the fingers of their right hand, several times.*

Now let us raise our right hand again. When we say “purpose”, let us count out the purposes of human trafficking on the fingers of our right hand.

The purposes are: sex work, labour exploitation, street begging, organ removal, forced marriage.

*Trainers repeats the purposes, counting these out on the fingers of their right hand, several times.*

All trainees will join in with this exercise.

*Trainers go back to the beginning and count out human trafficking MAP on their left hand. They then use their right hand to run through “methods”, “activities” and “purpose.”*

## **Instructions for Trainers**

*Trainers will use the rapid imitation method to teach the Human Trafficking MAP.*

*Once they have completed a demonstration the trainer asks for a volunteer to demonstrate the Human Trafficking MAP.*

*Once a volunteer has finished, ask other trainees for feedback on what the volunteer did well and how they could improve.*

*Ask a second volunteer to demonstrate the Human Trafficking MAP. Continue in this way until the activity has been learnt by trainees.*

*The rapid imitation method ensures that each trainee learns how to demonstrate the Human Trafficking MAP. Repeating the demonstration of each sign makes it easier for participants to easily remember the signs.*

*See methodology below.*

### **Rapid Imitation Method: Say & Do**

1. Trainer says he/she will lead and asks trainees to imitate him/her 3 times.
  - Trainer demonstrates the Human Trafficking MAP.
  - Trainees imitate the trainer 3 times.
2. Volunteer demonstrates:
  - Trainer notices a trainee who is demonstrating well and asks them to move one step into the circle in order to demonstrate the Human Trafficking MAP.
  - Trainer asks all trainees to imitate the volunteer 3 times.
  - Volunteer leads everyone 3 times.
3. Volunteer demonstrates:
  - Trainer asks for another volunteer to demonstrate the Human Trafficking MAP.
  - Volunteer moves one step into the circle and demonstrates.
  - Volunteer leads everyone 3 times.
4. Trainer leads all the participants to demonstrate the Human Trafficking MAP together.
  - Trainees imitate the trainer 3 times.
5. Trainer continues using this method until all the signs have been learned.



Say & Do Demonstration	
Human Trafficking MAP	
Say	Do
<p>"Human"            "Trafficking"            "Methods"            "Activities"            "Purpose"</p> <p>"This is the Human Trafficking MAP"</p> <p>Repeat x 3</p>	<ul style="list-style-type: none"> <li>• Hold left hand up. Point to smallest finger.</li> <li>• Point to fourth finger.</li> <li>• Point to middle finger.</li> <li>• Point to second finger.</li> <li>• Point to thumb.</li> </ul>
<p><b>"What are the Methods?"</b>            "Deception"            "Threats or violence"            "Bribery"            "Abduction"            "Giving gifts or money"</p> <p>"These are the <u>methods</u> used by traffickers".</p> <p>Repeat x 3</p>	<ul style="list-style-type: none"> <li>• Hold right hand up.</li> <li>• Point to smallest finger.</li> <li>• Point to fourth finger.</li> <li>• Point to middle finger.</li> <li>• Point to second finger.</li> <li>• Point to thumb.</li> </ul>
<p><b>"What are the Activities?"</b>            "Recruiting"            "Transporting"            "Receiving"            "Harbouring/housing"            "Organising/administering"</p> <p>"These are the <u>activities</u> undertaken by traffickers"</p> <p>Repeat x 3</p>	<ul style="list-style-type: none"> <li>• Hold right hand up.</li> <li>• Point to smallest finger.</li> <li>• Point to fourth finger.</li> <li>• Point to middle finger.</li> <li>• Point to second finger.</li> <li>• Point to thumb.</li> </ul>
<p><b>"What is the Purpose?"</b>            "Sex work"            "Labour exploitation"            "Street begging"            "Organ removal"            "Forced marriage"</p> <p>"These are the <u>purposes</u> of human trafficking"</p> <p>Repeat x 3</p>	<ul style="list-style-type: none"> <li>• Hold right hand up.</li> <li>• Point to smallest finger.</li> <li>• Point to fourth finger.</li> <li>• Point to middle finger.</li> <li>• Point to second finger.</li> <li>• Point to thumb.</li> </ul>

## Summary

Today we have learnt the Human Trafficking MAP. This helps us to understand what human trafficking is. It has three elements: methods, activities and happens for a specific purpose.

Let us practice the Human Trafficking MAP with our colleagues and at home so that we teach others about human trafficking.

## Topic 4: Difference Between Human Trafficking and People Smuggling

### Group Discussion

We have all heard of cases where people ask to be taken over borders so that they can find work in other countries.

This is what we call “people smuggling”. Usually these activities involve a level of secrecy and also deceit of the authorities.

We are now going to discuss the difference between human trafficking and people smuggling.

Can I ask for a volunteer to suggest what the differences are between human trafficking and people smuggling?

*Trainers let volunteers suggest some answers to this question.*

Are there any other differences between human trafficking and people smuggling? Can we have a volunteer to make some suggestions?

I am now going to summarise what the group has said [*summarise key differences mentioned*]. What does the group think? Do you agree?

*Let trainees discuss further.*

### Summary

There are two main differences between people smuggling and human trafficking.

The **first difference** relates to where people move to. People smuggling always involves moving people across international borders, normally without the correct paperwork and permissions. In contrast, human trafficking can happen within Uganda – for example a victim is moved from a rural to an urban area – and it can also involve victims crossing borders.

The **second difference** relates to what type of transaction it is. People smuggling is voluntary – someone asks to be moved from place to place. It is a conscious decision by an individual to move from one country to the next usually for the purposes of finding work, but sometimes for refuge.

Human trafficking involves deception – a victim is promised something and the reality of what they end up doing is often very different to what they were promised. It may also involve coercion (the victim is forced against their will to do something).

We should bear these differences in mind when we think about human trafficking and people smuggling. Let us not get these two processes mixed up.

Desired Responses		
Differences	Human Trafficking	People Smuggling
Geographical	Takes place in Uganda or involves travel to other countries	International – involves crossing borders
Type of transaction	Involves deception & perhaps coercion	Voluntary and conscious act

## Small Group Work / Mime

We are going to act out the difference between human trafficking and people smuggling.

Please divide into two groups.

Group 1 will act out an example of people smuggling, showing the factors that make this different to human trafficking.

Group 2 will act out an example of human trafficking, again showing the factors that make this different to human trafficking.

Both groups have 15 minutes to prepare.

*Trainers give trainees 15 minutes to prepare their mime. Walk around the two groups and make some helpful suggestions to the groups if required.*

Now we will come back together and let us see your mimes.

Group 1, please can you show us your mime of people smuggling.

*Let Group 1 do their mime.*

Now can the audience comment on the mime? What did you learn from it?

Did the mime convince you that this was a case of people smuggling? If yes, why? If no, why?

*Trainers then highlight what they learnt from the mime.*

Now let Group 2 do their mime.

Now can the audience comment on the mime? What did you learn from it?

Did the mime convince you that this was a case of human trafficking? If yes, why? If no, why?

*Trainers then highlight what they learnt from the mime.*

## Topic 5: Scale of TIP in Uganda and Globally

### Presentation

We know the following about human trafficking:

- There are many millions of victims of human trafficking globally.
- There were an estimated 40 million cases in 2017.<sup>4</sup>
- One reliable estimate is that there were over 300,000 victims in Uganda in 2018.<sup>5</sup>
- 75% of victims are exploited in their own country.
- In Uganda many cases of human trafficking go unreported.
- Many other cases are mis-categorised by the police or other authorities.
- For example, official crime reports in Uganda in 2019 indicated that there were 120 human trafficking incidents involving 455 victims. This is much lower than the 300,000 estimate.

<sup>4</sup> ILO, 2017, Global Estimates of Modern Slavery: Forced Labour and Forced Marriage, Geneva: ILO.

<sup>5</sup> Walk Free Foundation, 2018, Global Slavery Index Africa Report, Perth: Walk Free Foundation.

- Many victims of human trafficking are damaged for life, mentally or physically or both. Some lose their lives.
- Human trafficking is therefore a serious problem.

### **Group Discussion**

Having heard these statistics, what are your thoughts about the scale of human trafficking?

Some people say that human trafficking is “hidden in plain sight”. Do you agree with this? Have you seen human trafficking during your work? Do you see it a lot? Or do you think it is hidden?

Let us discuss. Let us hear from as many trainees as possible.

*Let the group discuss.*

### **Summary**

In this topic we talked about the scale of human trafficking around the world and in Uganda.

Those who shared their thoughts on this topic said the following [*summarise points raised by trainees*]. These are all very valid points. The scale of human trafficking is large and much of it is hidden. This makes it all the more important that we as vehicle operators are aware of the problem, are able to identify it, and take steps to protect ourselves and our families and communities from it.

## **Topic 6: Circular Review and Closing**

Let us stand in a circle.

We will go around the circle and share with each other what we learned in this session.

*Trainer begins the conversation:* “Today, I learned that many cases of human trafficking go unreported.”

*Trainer asks the trainee on their right to speak:* “Today, I learned that ...”

*Trainer then asks the next person in the circle to follow the example.*

*Each participant takes a turn.*

Thank you everyone for sharing what you have learned today.

We encourage you to discuss the issues raised during this session with colleagues, relatives and friends.

We will ask you what you discussed with your colleagues, friends and other people at the next session.

In the next session we will learn more about human trafficking laws.

## **MODULE 3: HUMAN TRAFFICKING LAW**

## Session 1: Introduction to Human Trafficking Laws

### Timing:

60 minutes

### Objectives:

At the end of this session trainees will:

- Have reviewed what they learnt in Module 2
- Know that there are international and regional laws against human trafficking
- Understand what the law in Uganda says about human trafficking

Session 1		
Number	Topic	Method
1	Recap of Module 2	Personal Review, Summary
2	Human trafficking law	Presentation, Group Discussion
3	What the TIP law says about the transport sector	Presentation, Group Discussion

## Topic 1: Recap of Module 2

We will begin by reflecting on what we learnt in the previous session (Module 2).

### Participant Review

What did we learn in the previous module? Let us go around the group and ask every person.

Please tell us one thing that you learnt in the previous module.

*Trainer, ask the trainee on your right to tell the group one thing that they learnt in the previous module. Then move to the next trainee. Once every trainee has mentioned one thing that they learnt in the previous module, summarise the discussion.*

### Summary

In the last module we learnt the following:

- We learnt that human trafficking must have three elements: methods, activities and purpose
- We used the Say & Do method to learn the Human Trafficking MAP
- We learnt the difference between human trafficking and people smuggling
- We heard about the large scale of human trafficking

### What we Shared with Others

Now let us discuss what we have shared with others since the last session?

Please tell us one thing that you shared with a colleague or family and friends since the last training module.

*Trainer ask the trainee on your right to tell the group one thing that they shared with a colleague or family and friends since the last training module. Then move to the next trainee. Once every trainee has mentioned one thing, summarise the discussion.*

In the next topic we will learn more about what the law says about human trafficking.

## Topic 2: Human Trafficking Law

### Presentation

In an earlier session we talked about the harms suffered by victims of human trafficking:

- The health risks and impacts suffered by victims can be wide-ranging, long-term and sometimes life-changing.
- From a social perspective, families can be torn apart as family members are left behind or if a victim dies or suffers long-term injuries or health problems.
- From a financial perspective, those caught up in human trafficking are usually left in a worse position financially, despite traffickers' promises of a good income.

Legislators have responded by putting in place anti-human trafficking laws. These laws have been introduced at international, regional and country levels.

- At international level, the United Nations Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (known as the Palermo Protocol) was introduced in 2000. 117 countries have signed up to this law. Uganda signed in 2000 and the Protocol was ratified by Parliament in 2005.
- At regional level, an anti-human trafficking law was passed by the East African Community in 2016. This is the **East African Community Counter-Trafficking in Persons Act**.
- Uganda also introduced its own law in 2009: the **Prevention of Trafficking in Persons Act 2009**.

Uganda's 2009 anti-human trafficking law provides for the following:

- Prohibits trafficking in persons
- Makes involvement in human trafficking a criminal offence
- Provides for the prosecution and punishment of offenders
- Provides for the protection and support of victims

In Uganda individuals involved in human trafficking can be jailed for up to 15 years. They can also be fined. Some of those prosecuted are both fined and imprisoned.

Uganda's law also says that it is not possible to argue that a victim of human trafficking consented to be trafficked – or that a victim's parents or guardians consented to them being trafficked. This is not relevant under the law.

This means that those involved in human trafficking face prosecution even if they say there was consent from a victim or their family.

Alongside the legislation, Uganda has done the following:

- Set up an Anti-trafficking Task Force
- Set up an anti-trafficking Special Investigations Unit
- Given ministries such as Foreign Affairs or Gender, Labour and Social Development a mandate to support investigations
- Created a special human trafficking unit in the Uganda Police Force
- Formed partnerships with civil society organisations (CSOs) and non-governmental organisations (NGOs) to provide support services for victims

One support service is Wetaase (which means "save me"). This is a toll-free phone helpline and chat facility for victims and survivors of human trafficking. The helpline number is: 0800 202 600.

Many NGOs offer different forms of support to human trafficking victims and survivors. We will hear more about this later.

## **Group Discussion**

Let us discuss.

Before this training session, had anyone heard about the human trafficking laws that are in place? What do you know about them?



Before this training session, had anyone heard about the other measures that the government has put in place to prevent and deal with human trafficking?

Can I have a volunteer to tell us what they think about these measures?

*Let the first volunteer speak. Then ask other members of the group to share.*

Let me summarise the points that have been raised by the group [*trainer summarises key points made*].

In the next topic we will discuss what Uganda's human trafficking law says about the transport sector.

## Session 2: What the human trafficking law implies for the transport sector

### Timing:

60 minutes

### Objectives:

At the end of this session trainees will:

- Understand the implications of Uganda's human trafficking laws for the transport sector
- Make a personal commitment to telling others about the human trafficking laws

Session 2		
Number	Topic	Method
1	What the TIP law says about the transport sector	Presentation, Group Discussion
2	Personal commitment	Individual Commitment
3	Review and closing	Circular Review, Closing Remarks

## Topic 1: Implications of Uganda's Human Trafficking Law for Transport Sector

### Group Discussion

We will now discuss the implications of Uganda's human trafficking law for the transport sector. We're interested in what the law implies for transport companies and their staff. This includes all vehicle operators (i.e. drivers, conductors, turn-boys).

We learnt from the Human Trafficking MAP that trafficking activities include transportation or transfer of victims.

Many victims are moved from one place to another when they are trafficked. This means that transport is involved. This could be an HGV, a taxi, an aeroplane, a boat, a motorcycle, a car, a bus, a coach, a motorcycle or even a bicycle. When long distance and cross-border journeys are involved HGVs, buses and coaches may be used by traffickers.

This potentially puts private transport companies, public transport companies, and small-scale transport operators at risk of breaking the law.

Let us discuss. If a transport company is caught facilitating human trafficking, what are the possible consequences?

Can we have a volunteer to begin the discussion?

*Let the group discuss for a few minutes. Summarise the key points raised.*

Now let us consider another issue. If a vehicle operator (e.g. driver, conductor or turn-boy) is caught facilitating human trafficking, what are the possible consequences?

Let us have a volunteer to share their thoughts.

*Let the group discuss for a few minutes.*

We will now look closely at what the law says about the transport sector.

### Presentation

We will now look at what the law implies for transport companies and operators if either are involved in human trafficking.

- Drivers and other vehicle operators (i.e. conductors and turn-boys) can be fined or imprisoned (or both) if involved in human trafficking.
- For first offences the fines tend to be around US\$ 2.3 million. Second-time offenders face imprisonment for up to seven years.
- Transport companies can be fined or closed if they are found to be involved in human trafficking.

The argument that a human trafficking victim (or their parents or guardian) gave consent is not relevant.

The argument that a vehicle operator or a transport company did not know that they were facilitating human trafficking is not relevant.

Those facilitating human trafficking will be prosecuted regardless.

### **Group Discussion**

Let us discuss further.

Did we as vehicle operators know about the consequences of being involved in human trafficking?

What do we think about the human trafficking laws for the transport sector?

Can I have a volunteer to share their thoughts?

What do others think?

*Let the group share their thoughts for 2-3 minutes. Then summarise the key points made.*

What we have heard today shows us that being involved in human trafficking – whether consciously or unconsciously – can have serious consequences for us as vehicle operators. It can also have serious consequences for the companies that we work for. Companies can be shut down if found guilty of aiding and abetting human trafficking.

Let us be aware of the human trafficking law. Let us tell our colleagues, families and friends about the human trafficking laws.

## **Topic 2: Personal Commitment**

### **Commitment**

Let us each make a commitment to action in relation to the human trafficking laws.

Let me start. "I will share what I know about the human trafficking law with as many of my colleagues as possible. Many of them do not know about these laws and they therefore face risks."

Let us go around the group and each person will make a commitment.

*Trainer turns to the trainee on their right and invites them to make a personal commitment.*

"As a vehicle operator, this is what I will do....."

*Let all the trainees make a personal commitment to taking action in relation to the human trafficking laws.*

## **Topic 3: Circular Review and Closing**

Let us stand in a circle.

We will go around the circle and share with each other what we learned in this session.

*Trainer begins the conversation: "Today, I learned that Uganda has its own anti-human trafficking law and has established an anti-human trafficking task force."*

*Trainer asks the trainee on their right to speak: "Today, I learned that ..."*

*Trainer then asks the next person in the circle to follow the example.*

*Each participant takes a turn.*

Thank you everyone for sharing what you have learned today.

We encourage you to discuss the issues raised during this session with colleagues, relatives and friends.

We will ask you what you discussed with your colleagues, friends and other people at the next session.

In the next session we will learn more about what we as vehicle operators can do about human trafficking.

## **MODULE 4: WHAT WE CAN DO ABOUT HUMAN TRAFFICKING**

## Session 1: How to recognise victims of Human Trafficking

### Timing:

60 minutes

### Objectives:

At the end of this session trainees will:

- Have reviewed what they learnt in Module 3
- Learnt how to recognise a suspected victim of human trafficking

Session 1		
Number	Topic	Method
1	Recap on Module 3	Personal Review, Summary
2	How to recognise victims of human trafficking	Group Discussion, Presentation

## Topic 1: Recap of Module 3

We will begin by reflecting on what we learnt in the previous module (Module 3).

### Participant Review

What did we learn in the previous module? Let us go around the group and ask every person.

Please tell us one thing that you learnt in the previous module.

*Trainer ask the trainee on your right to tell the group one thing that they learnt in the previous module. Then move to the next trainee. Once every trainee has mentioned one thing that they learnt in the previous module, summarise the discussion.*

### Summary

In the last module we learnt the following:

- There are anti-human trafficking laws at international, regional and national level
- Uganda's own anti human trafficking law was introduced in 2009
- Anyone who transports a victim of human trafficking can be prosecuted under this law
- Ugandan transport companies are also at risk if their staff are involved in human trafficking

### What we Shared with Others

Now let us discuss what we have shared with others since the last training module.

Please tell us one thing that you shared with a colleague or family and friends since the last training module.

*Trainer ask the trainee on your right to tell the group one thing that they shared with a colleague or family and friends since the last training module. Then move to the next trainee. Once every trainee has mentioned one thing, summarise the discussion.*

In the next topic we will learn more about what we can do about human trafficking.

## Topic 2: How to recognise victims of human trafficking

### Group Discussion

Earlier we heard that human trafficking can often be a crime that is hidden in plain sight.

We all therefore need to be aware of the warning signs for human trafficking.

What signs do we as vehicle operators look out for when we suspect that someone is a victim of human trafficking?

What do the organisations that are working to end human trafficking tell us that we should look out for?



## Personal Experiences

Let us discuss our own experience of human trafficking. But even if we haven't experienced human trafficking, we can participate in this discussion.

If we think we have seen suspected cases of human trafficking during the course of our work as vehicle operators what were the signs that made us suspect that someone could be a victim of human trafficking?

Even if we haven't seen suspected cases of human trafficking during the course of our work, what do we think could be some of the warning signs?

Can I have a volunteer to share their experience or ideas of potential warning signs? We're talking about the signs that someone may be a victim of human trafficking.

Let us think about what we might see if we are at a truck stop, at a border, at a coach station, in other words warning signs to look out for when we are driving.

Can I have another volunteer to share their ideas about warning signs?

*Trainer, summarise the responses as you go around the group. If any signs in the 'desired responses' box are missed, add these into the conversation.*

*Ask other trainees to comment on the suggestions.*

### Desired Responses

#### What we might see during our work as vehicle operators

A suspected human trafficking victim might:

- Avoid eye contact, nervous or submissive, shows signs of fear
- Be accompanied at all times and not allowed to speak for themselves
- Be with someone who seems inappropriate (e.g. rural young woman with well-dressed man)
- Have their identity documents handled or controlled by a 'minder'
- Avoid the authorities (e.g. police, border officials)
- Give answer that appear to be scripted or rehearsed
- Show signs of physical injuries or abuse
- Lack personal possessions
- Not know where they are or where they are going
- Talk about a job, but not know much about it

So, we look for the following:

- Who a victim is with
- How they are behaving
- What they know
- How they talk
- How they look
- What they carry

We may not see all these signs at the same time. For example, someone who does not realise that they are being trafficked may not show some of the behavioural signs (e.g. avoiding eye contact etc). However, they may know very little about where they are going and about the job they are being recruited for.

Let us think about how we can remember these six warning signs of human trafficking:

<b>Six Warning Signs of Human Trafficking</b>		
<b>Behave</b>	How someone behaves	Avoids eye contact Submissive Avoids authority figures Signs of fear
<b>Carry</b>	What they carry	Few possessions
<b>With</b>	Who they are with	With a minder / escort With someone who seems inappropriate (e.g. young rural woman with well-dressed man)
<b>Look</b>	How they look	Signs of injuries Signs of abuse
<b>Know</b>	What they know	Know little about where they are Know little about where going Know little about a job
<b>Speak</b>	How they speak	Rehearsed / scripted

### Say & Do

We are now going to use Say & Do to remember the Six Warning Signs of Human Trafficking. These are the signs that we may see as we carry out our jobs as vehicle operators.

<b>Say &amp; Do Demonstration</b>	
<b>Six Warning Signs of Human Trafficking</b>	
<b>Say</b>	<b>Do</b>
<p><b>“How does a victim of human trafficking behave?”</b> "Avoids eye contact and acts submissive" "Shows fear" "Avoids authority figures"</p> <p>"A victim of human trafficking may behave in certain ways"</p> <p>Repeat x 3</p>	<ul style="list-style-type: none"> <li>• Hold hand up to shield eyes. Looks to floor.</li> <li>• Hold arms to both sides and shake.</li> <li>• Walk forward and then quickly change direction.</li> </ul>
<p><b>"What does a victim of human trafficking carry?"</b> "Carries few things"</p> <p>"A victim of human trafficking may carry little with them."</p> <p>Repeat x 3</p>	<ul style="list-style-type: none"> <li>• Hold hands outstretched to show they are empty.</li> </ul>
<p><b>“Who is a victim of human trafficking with?”</b></p>	<ul style="list-style-type: none"> <li>• Hold your right hand out to the right</li> </ul>

<p>“With a minder or escort”  “With someone who seems inappropriate”</p> <p>“A victim of human trafficking may have a minder or be with someone who seems inappropriate.”</p> <p>Repeat x 3</p>	<ul style="list-style-type: none"> <li>• Move your left hand across your body</li> <li>• With both hands move them north to south to show that someone is standing next to you</li> <li>• Look to the right and use your face to show that you’re questioning whether the person should be there</li> <li>• Keep your left hand across your body and your right hand out to the right of your body. Show your palms and show that you’re questioning whether the minder should be there.</li> </ul>
<p><b>“What does a victim of human trafficking look like?”</b>  “Signs of injuries”  “Signs of abuse”</p> <p>“A victim of human trafficking may show signs of injuries or abuse.”</p> <p>Repeat x 3</p>	<ul style="list-style-type: none"> <li>• Move your left hand across your body. Hold the top of your right arm. Touch it gently as if it is bruised and tender. Use your face to show pain.</li> <li>• Place your hands on your head. Bend your shoulders and stoop. Look to the floor. Show that you are cowering from someone who is hitting you.</li> </ul>
<p><b>“What does a victim of human trafficking know?”</b>  “Doesn’t know where they are”  “Doesn’t know where they are going”  “Doesn’t know much about the job they are going to”</p> <p>“A victim of human trafficking may know little about the situation they are in.”</p> <p>Repeat x 3</p>	<ul style="list-style-type: none"> <li>• Touch the top of your chest with both hands.</li> <li>• Hold your hands in front of you and open them to show both palms.</li> <li>• Shrug your shoulders and use your face to show that you don’t know.</li> <li>• Use your right hand to point into the distance.</li> <li>• Hold both hands in front of you and open them to show both palms.</li> <li>• Shrug your shoulders and use your face to show that you don’t know.</li> <li>• Use your hands to count out money.</li> <li>• Hold both hands in front of you and open them to show both palms.</li> <li>• Shrug your shoulders and use your face to show that you don’t know.</li> </ul>
<p><b>“How does a victim of human trafficking speak?”</b>  “Sounds rehearsed. Sounds scripted”</p> <p>“A victim of human trafficking may sound as though they have been told what to say.”</p> <p>Repeat x 3</p>	<ul style="list-style-type: none"> <li>• Use your right hand to touch your right ear. Show that you are listening to someone.</li> <li>• Turn to your right. Look directly at the imaginary person who is talking. Raising your eyebrows, use your face to show that you don’t believe what they are saying.</li> </ul>

<p> <b>“How a victim behaves”</b>  <b>“What a victim carries”</b>  <b>“Who a victim is with”</b>  <b>“What a victim looks like”</b>  <b>“What a victim knows”</b>  <b>“How a victim speaks”</b>  <b>“These are the six warning signs of human trafficking”</b> </p> <p>Repeat x 3</p>	
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**Instructions for Trainers**

*Trainers will use the rapid imitation method to teach the Six Warning Signs of Human Trafficking*

*Once they have completed a demonstration the trainer asks for a volunteer to demonstrate the Six Warning Signs.*

*Once a volunteer has finished, ask other trainees for feedback on what the volunteer did well and how they could improve.*

*Ask a second volunteer to demonstrate the Six Warning Signs of Human Trafficking. Continue in this way until the activity has been learnt by trainees.*

*The rapid imitation method ensures that each trainee learns how to demonstrate the Six Warning Signs of Human Trafficking. Repeating the demonstration of each sign makes it easier for participants to easily remember the signs.*

**Summary**

In this topic we have learnt some of the common warning signs that a person is being trafficked.

In the next topic we will learn what we should do if we see a possible victim of human trafficking and about other steps we can take in the fight against human trafficking.

## Session 2: Action we can take in relation to human trafficking

### Timing:

75 minutes

### Objectives:

At the end of this session trainees will:

- Know how to respond when they see a victim of human trafficking
- Know what to do if they are approached by a trafficker
- Have made a personal commitment to helping the fight against human trafficking
- Have completed a post-training assessment

Session 2		
Number	Topic	Method
1	Actions we can take to fight human trafficking	Group Discussion, Presentation
2	Personal commitment and closure	Commitment, Presentation
3	Post-training assessment	Test

## Topic 1: Action we can take in the fight against human trafficking

### Presentation

Now that we know about some of the warning signs of human trafficking we will discuss what we should do if we see a suspected victim and other steps we should take to fight against human trafficking.

### Group Discussion

We are now going to discuss together what we can do in the fight against human trafficking.

Let us discuss. What should we do if we see a potential victim of human trafficking when we are parked at a truck stop or at a border post?

Can we have a volunteer to make a suggestion?

Thanks for your suggestion. What do others think?

Can we have another volunteer to answer this question?

### Desired Response

#### If we see a suspected victim of human trafficking

- We should alert the law enforcement agencies (e.g. police, border officials) that we've seen a suspected case of human trafficking.
- If there are no law enforcement officers in the area we should phone the police and report the case. We should share information on any vehicles involved (e.g. registration numbers) and people involved (e.g. give description).
- Quickly alerting law enforcement to deal with traffickers and recover victims will help avoid potential obstacles in the future prosecution of the traffickers.

### Potential Responses

#### Other responses that trainees may give include:

- We will speak to the trafficker and challenge them.
- We will intervene to save the victim.
- We will take the victim to an NGO that deals with human trafficking.
- We will phone an NGO that helps human trafficking victims.
- We will tell a community leader about our suspicions.

We have heard quite a few ideas about how we as vehicle operators should respond if we see a suspected case of human trafficking.

The best and correct way to respond is to:

- Alert the law enforcement agencies (e.g. police, border officials) that we've seen a suspected case of human trafficking.
- If there are no law enforcement officers in the area we should phone the police and report the case. We should share information on any vehicles involved (e.g. registration numbers) and people involved (e.g. give description).
- Quickly alerting law enforcement to deal with traffickers and recover victims will help avoid potential obstacles in the future prosecution of the traffickers.

We should never speak to or challenge a trafficker. This will place us in danger. It could also endanger the victim.

If we try to intervene to save the victim, we may fail. The victim may not understand what is happening to them and refuse to speak to us. We may also place them in danger. Again, the correct way to respond is to report the case to a law enforcement officer and let them intervene.

We should also consider what happens if a human trafficking victim approaches us and asks for help? If they realise that something is not right and ask for assistance, what should we do?

Can I have a volunteer to make a suggestion?

What do others think about this suggestion?

Let us summarise. If we, as vehicle operators, are approached by a victim of human trafficking who asks us for assistance, what should we do?

Once again, we should not put ourselves or the victim in danger. If the trafficker is nearby and is a threat, our response should be to report the case to a law enforcement officer.

If we believe that the victim is on their own / has escaped the traffickers, we can offer to take them to the police or to a border official.

However, if it's simply not possible to report the case to the law enforcement officers we can take the victim to an NGO that supports human trafficking victims if we know of an organisation in the area.

We should all be aware where the NGOs that support victims of human trafficking are located in the locations that we drive through. The companies that we work for should be able to help us with the names, addresses and phone numbers of these NGOs. We should keep a list with us at all times.

*[Trainers – and/or the organisations they work for - will need to compile a list of some of these organisations in advance of the training.]*

Now let us consider, what should we do if we are approached by a trafficker and asked to transport a victim?

Can I have a volunteer to make a suggestion?

What do others think about this suggestion?

Let us summarise. If we, as vehicle operators, are approached by a trafficker and asked to transport a victim, what should we do?

The answer is clear. We must decline to take a potential victim of human trafficking in our vehicle. We now know the human trafficking law and understand the consequences – to ourselves as vehicle operators and to our companies - of transporting victims. We must decline.

Our companies usually have strict rules about giving lifts in our work vehicles. There are good reasons for these rules. It's vital that we follow them.

We don't want to risk being sacked or fined or prosecuted or all three.

### **Small Group Work**

Now that we know a little more about human trafficking, let us think about all the things we can do to support the fight against this issue.

Let us think about what we can do in our workplace.

Let us think about what we can do at home.

Let us think about what we can do in our communities.

We will divide into three groups. Group 1 will discuss what we can do in our workplace. Group 2 will discuss what we can do at home. Group 3 will discuss what we can do in our communities.

We will give 5-6 minutes for each group to discuss this.

Now can all the groups report back.

Group 1, what ideas did you come up with for what we can do in our workplace?

Can Group 1 provide a volunteer to feedback on discussions?

What do the other groups think of these ideas? Let us discuss.

Group 2, what ideas did you come up with for what we can do in our homes?

Can Group 2 provide a volunteer to feedback on discussions?

What do the other groups think of these ideas? Let us discuss.

Group 3, what ideas did you come up with for what we can do in our communities?

Can Group 3 provide a volunteer to feedback on discussions?

What do the other groups think of these ideas? Let us discuss.



## Desired Responses

### Workplace

- Encourage our bosses to provide refresher training in human trafficking.
- Make sure that colleagues who have not been trained learn about human trafficking.
- Make sure we have up-to-date lists of the NGOs that offer support services to victims of human trafficking.
- Make sure that we discuss Uganda's human trafficking law with other vehicle operators.
- Never accept to take a passenger in a work vehicle unless they work for our company.

### Home

- Talk to our family and relatives about what we have learnt.
- Urge our family and relatives to share what they've learnt with others.
- Make sure our family and relatives know the Human Trafficking MAP.
- Make sure our family and relatives know the Six Warning Signs of Human Trafficking.

### Community

- Talk to community leaders about what we have learnt.
- Talk to our friends in the community to share what we have learnt.
- Organise a community discussion to share what we have learnt.
- Speak in church about what we have learnt.
- Put up posters in our community with the warning signs of human trafficking.
- Put up posters in our community about being aware of traffickers.

## Summary

Now that we know more about human trafficking we can do something about it on three levels: in the workplace, at home and in our communities.

One of the biggest challenges with human trafficking is that many people are unsure what it is. We can use the Human Trafficking MAP to raise their awareness. We can also explain the difference between human trafficking and people smuggling.

Another of the biggest challenges is that human trafficking often happens "hidden in plain sight" – it is not always very visible. However, we now know how to watch out for the six warning signs of human trafficking. If suspect that something that we see is human trafficking we know to report it to a law enforcement officer.

If we take just some of the steps that we've discussed in this topic, we will make a difference in the fight against human trafficking.

## Topic 2: Personal commitment and closure

### Commitment

Let us each make a commitment to action in relation to human trafficking.

Let me start. " I will share what I know about the human trafficking law with as many of my colleagues as possible. Many of them do not know about these laws and they therefore face risks."

Let us go around the group and each person will make a commitment.

*Trainer turns to the trainee on their right and invites them to make a personal commitment.*

"As a vehicle operator, this is what I will do....."

*Let all the trainees make a personal commitment to taking action in relation to human trafficking.*

I'd like to thank everyone for their personal commitment to being part of the fight against human trafficking.

Human trafficking is a scourge on society. If we all take a stand we can help make a difference. We will also protect ourselves as vehicle operators from being exploited by traffickers.

## **Closure**

You have now completed the course in human trafficking. Everyone who has completed the course will be given a certificate.

Remember that if you change jobs in future you can tell your new employer that you have completed this course in human trafficking.

We'd like to thank you for your time, interest and enthusiasm. We as trainers have enjoyed training you. We have also learnt a lot from you.

Let us leave this building certain that we have the knowledge and confidence to take action in relation to human trafficking. Everyone in this room is part of the solution.

## **Share with Others**

Remember to share with as many people as possible what you have learnt on this course.

## **Topic 3: Post-training assessment**

We would like to measure how much you have learnt from this training course. Before the course started you were asked to do a pre-training assessment.

Now that we have reached the end of the training, we will complete a final assessment.

Like before, for most of the questions you are required to answer "true" or "false" to a statement.

Please read the questions very carefully and answer as honestly as possible. Be careful to answer every question.

We estimate that it will take just 10 minutes to complete the final assessment.

*Trainers hand out the assessment forms and give trainees 10 minutes to complete these.*

## **MODULE 5: CLOSING MODULE FOR TRAINERS**

## Session 1: Reflection on training content and methods

**Timing:**

30 minutes

**Objectives:**

At the end of this session trainees will:

- Have reflected on the training content and training methods

Session 1		
Number	Topic	Method
1	Recap of Modules 2-4	Group Discussion, Summary

## Topic 1: Recap of Training Content and Methods

### Brainstorm

In this final session for trainers, we will reflect on the training content that we have been introduced to and the methods that will use to deliver the content.

Let us brainstorm! What have we learnt about human trafficking? Can I have a volunteer to begin the discussion?

Can we have another volunteer to share what they have learned about human trafficking?

*Trainers continue with the brainstorm until all the key topics have been mentioned. If any topic is missed, add it into the discussion using the list in the desired responses box below.*

#### Desired Responses

- Three elements of human trafficking – the Human Trafficking MAP
- Difference between human trafficking and people smuggling
- Scale of human trafficking
- Two real-life stories of human trafficking / human impact of human trafficking
- Human trafficking law – international, regional and in Uganda
- What the law says about the role of vehicle operators and transport companies in trafficking
- Six warning signs of human trafficking
- What we should do if we see a possible case of human trafficking
- Actions we can take at home, in the community and workplace against human trafficking

Now let us consider the training methods that we've used throughout this course.

Let us brainstorm! What are the training methods that we've used?

Can we have another volunteer to share the training methods that we've used?

*Trainers continue with the brainstorm until all the key methods have been mentioned. If any method is missed, add it into the discussion using the list in the desired responses box below.*

#### Desired Responses

- Presentations
- Summaries
- Group Discussions
- Small Group Discussions
- Brainstorm
- Mime
- Say & Do
- Personal Reflections and Experiences (Sad Memories)
- Personal Commitment
- What we Shared with Others
- Circular Review

Let us discuss. What did we as trainers enjoy about the various training methods used?

Can I have a volunteer to start the discussion?

Does anyone else want to comment?

*Continue until there are no further suggestions.*

As trainers, will we use these methods in our own training?

Let us discuss. Can we have a volunteer to comment on this?

What do others think?

### **Summary**

We have remembered all the topics that were covered in this training in human trafficking.

We have also remembered all the methods that were used to deliver the training.

As trainers we will be given a copy of the training manual so that we can deliver our own trainings in human trafficking.

In the next topic we will plan for how we can deliver a human trafficking training in our own organisations.

## Session 2: Planning for delivery of human trafficking training

### Timing:

90 minutes

### Objectives:

At the end of this session trainees will:

- Start to plan for how they can deliver human trafficking training in their organisation
- Make a personal commitment to supporting the fight against human trafficking
- Have completed a post-training assessment

Session 2		
Number	Topic	Method
1	Planning for delivery of human trafficking training	Pairs Discuss, Presentation
2	Commitment and closure	Personal Commitment
3	Post-training assessment	Test

## Topic 1: Planning a human trafficking training in our organisations

### Presentation

When we plan a human trafficking training in our own organisations there are quite a few issues that we need to consider.

Some of the main questions are:

- Will our organisation support us to deliver a training?
- Who will we target the training to?
- When will we deliver the training?
- Can we deliver the training in one or two days or in modules over a longer timeframe?
- What will be the costs of delivering the training?
- Where will we hold a training? What venue would be suitable?
- Will we provide refreshments for trainees?
- How will we measure the impact of the training?

Let us take a few of these questions and discuss them.

### Group Discussion

Let us start by considering how we will get support within our organisation to deliver a training.

What will we do to obtain this support?

Let us discuss. Can we have a volunteer to begin the discussion?

What do others think about this response? Do you have anything to add?

We would hope that our own organisations would support a training in human trafficking – after all they sent us on this course. However, the more information we can give decision-makers within our organisation about how we plan to deliver a course, the better. If they can see that we are well-planned we are more likely to get support.

Another question is who we will deliver the training to?

Let us consider this question in relation to our own organisation?

Who will be our key target audience for the training?

Let us go around the room and ask all trainers to tell us who is the key target audience for the training in their own organisation.

*Some of the potential responses can be found in the box below. Trainer, summarise the responses.*



### Possible Responses

- Qualified drivers
- Conductors
- Turn-boys
- Owners
- Managers / supervisors
- Learner drivers
- Newly recruited conductors, turnboys

Let us now consider the question of whether our company will be able to support a one-day training or is likely to prefer to deliver the training in a number of modules over a period of weeks or months?

What are the benefits and constraints to delivering the training in one go? What are the benefits and constraints to delivering the training as a series of modules?

Let us discuss. Can I have a volunteer to begin the discussion?

Would anyone else like to contribute?

Some busy transport organisations may prefer to deliver the training as a series of modules. If this is the preferred way of delivering the training, how can we schedule in the training? What meetings or timeslots could potentially have a training module added to them?

Let us discuss. Can I have a volunteer to answer this question?

Would anyone else like to contribute?

Summarise what examples are given by the trainers and add in further examples if these are not mentioned.

### Possible Responses

**Human trafficking training modules could be delivered in the following meetings or timeslots:**

- In weekly or monthly team meetings
- In toolbox sessions
- In driver rest-periods
- In training delivered to new driver recruits (unqualified)
- In refresher trainings

### Work in Pairs

We will work with one other trainer. Let us share with our partner our plans and ideas for how we can roll out a human trafficking training in our own organisation. Let us consider if there are any challenges that we face.

Once we've finished sharing our plan, we will listen to our partner's plan.

Let us consider all the questions raised at the beginning of this topic. This included:

- Permission (permissions needed)
- Target audience (who we will train)
- Team (training team)
- Logistics (date, venue, refreshments, resources, delivery in single session or modules)
- Resources

We will have 15 minutes to discuss our plans.

*Trainers, let the pairs discuss for 15 minutes. Circulate among the groups as the discussions progress and facilitate if required.*

Now let us return to the group. Let us go around the group and hear your training plans. Who would like to begin?

How do we plan to deliver a human trafficking training in our organisation? Are there any challenges that we face? Each person will have 1 minute to outline their plans.

We've heard lots of very good plans. We've also heard about some challenges.

Let us discuss these challenges.

One of the challenges mentioned was [*mention a challenge*]. Let us consider how this challenge could potentially be resolved. Does anyone have any ideas?

*Trainers let the discussion continue until all challenges have been discussed and ideas about how they could potentially be addressed shared.*

## **Summary**

We have heard some very good plans for how training in human trafficking will be rolled out in your organisations.

We also heard about some potential challenges.

Some possible solutions to these challenges were discussed.

Let us continue to plan very well so that we easily gain permission to deliver a training in human trafficking in our organisation.

## **Topic 2: Personal Commitment and Closure**

### **Commitment**

Let us each make a commitment to action in relation to human trafficking.

Let us go around the group and each person will make a commitment.

*Trainer turns to the trainee on their right and invites them to make a personal commitment.*

"As a trainer, this is what I will do....."

*Let all the trainers make a personal commitment to taking action in relation to human trafficking.*

I'd like to thank everyone for their personal commitment to being part of the fight against human trafficking.

Human trafficking is a scourge on society. If we all take a stand we can help make a difference. We will also protect ourselves as vehicle operators from being exploited by traffickers.

### **Closure**

You have now completed the course in human trafficking for trainers. You will be issued a trainers' certificate.

Remember that if you change jobs in future you can tell any new potential employers that you are a qualified trainer in human trafficking.

We'd like to thank you for your time, interest and enthusiasm. We have enjoyed training you. We have also learnt a lot from you.

We will now give you a post-training test. Please take the time to review and answer the questions very carefully.

### **Topic 3: Post-training Assessment**

We would like to measure how much you have learnt from this training course. Before the course started you were asked to do a pre-training assessment.

Now that we have reached the end of the training, we will complete a final assessment.

As before, for most of the questions you are required to answer "true" or "false" to a statement.

Please read the questions very carefully and answer as honestly as possible. Be careful to answer every question.

We estimate that it will take just 10 minutes to complete the final assessment.

*Trainers hand out the assessment forms and give trainees 10 minutes to complete these.*

## ANNEX 1: PRE- AND POST-TRAINING ASSESSMENT

Training participants should read the statements listed below and decide if they are true or false. Please tick the relevant box once you have decided.

	<b>Statement</b>	<b>True</b>	<b>False</b>
1.	The estimated number of victims of human trafficking in Uganda exceeded 300,000 in 2019		
2.	Victims of human trafficking are only or mainly exploited in countries outside Uganda		
3.	Human trafficking and people smuggling are the same thing		
4.	Human trafficking is something that victims get into voluntarily		
5.	Ugandan children who are sent to stay with relatives in Uganda may be victims of human trafficking		
6.	Victims of human trafficking may be recruited for any of the following: sex work, domestic work, mining, agriculture, child begging, organ donation, child soldiers		
7.	Uganda has its own anti-human trafficking law		
8.	Transport companies can be fined or closed down if they or their staff are found to be participating in human trafficking		
9.	Drivers, conductors or turnboys can be imprisoned for up to two years if they are convicted of human trafficking		
10.	Human trafficking is decreasing in Uganda		

We'd also like to know if you have any personal experience of human trafficking. Please answer the following three questions.

		<b>Yes</b>	<b>No</b>	<b>Don't know</b>
1.	I have personally observed victims of human trafficking in my work			
2.	I have been approached by a trafficker who asked me to transport a victim			
3.	I have / may have transported a victim of human trafficking			