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PROJECT

STRENGTHENING LAWYERS LEGAL KNOWLEDGE AND COOPERATION WITH PROSECUTORS AND JUDGES, TO PROTECT VICTIMS OF HUMAN TRAFFICKING RIGHTS IN THE JUDICIAL PROCEEDINGS

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Train-the trainers' workshop in Germany

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EVALUATION REPORT

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Introduction

Background

The International Train the Trainer Seminar with the focus on human and child trafficking in Freiburg, was organized as part of a project¹ from the European Commission of Justice and facilitated by ECPAT Deutschland e.V. Alongside of the two ECPAT trainers the following participants² attended the seminar: Two lawyers from Germany, Two lawyers from Romania, and a Lawyer and prosecutor from Bulgaria. Guest expert from the UK, Philip Ishola, attend the trainings as speaker. The goal of the seminar was to equip legal experts in law (lawyers, prosecutors, judges, etc.) with practical training techniques that can be applied to their own training sessions. The Train the Trainer³ trainings organized by ECPAT have a predominately “method” focused basis. The content of the training is built on the presumption that the legal experts invited to participate in these trainings are fluent in relevant fields of law pertaining to children’s rights and the criminal prosecution of those who violate those rights (child exploitation and trafficking).



The trainings are designed to train “trainers” who are interested in equipping their colleagues with tools and methods to assist exploited persons⁴ through the legal system by bridging the gap between emotional psychological needs of exploited persons and the application of law and due process. This is especially important when working with children and traumatized persons who have been sexually exploited. Therefore, it is crucial that legal practitioners keep a “child-first” or “Exploited Persons” focus throughout each phase of the legal process in order to

avoid the risk of (re-)traumatizing an exploited person or child a second time.

The objective of this report

This report is designed to help participants to reflect and remember the key points that were presented in the training. This report reflects a combination of points and feedback presented by ECPAT trainers, expert presentations, as well as feedback, comments and contributions made from

¹ Strengthening Lawyers Legal Knowledge and cooperation with Prosecutors and Judges, to Protect Victims of Human Trafficking Rights in the Judicial Proceedings, 2016-2018

² Please see Appendix for detailed introductions from each participant and trainer.

³ From this point on “Train the Trainer” will be referred to as ToT.

⁴ The trainings also contain a specific focus for child victims of sexual exploitation in legal settings

the participants. The main objective of this report is to help participants remember not only content from the training, but also the experience of being a part of the weekend training that took place in Freiburg. Thus, maximizing the effectiveness of the trainings and giving participants a strong basis to build their own training program. This report is only available for the internal use.

The train the trainers' guide

In order to make the transition from participant to future trainer, ECPAT has created a train the trainer's guide⁵ which was also tested by the participants. Their feedback was well received and the train the trainers' guide is now supplemented with additional information and methodology. This guide will help direct a trainer through the most important steps in planning and leading training seminars in one's own field of expertise.

Here are a few examples of good training practices that are highlighted in the guide⁶:

- Balancing comfort and discomfort; get people to step outside of their box.
- Setting (room, windows, etc.) options are important to be taken into consideration (Guide, p. 20-21).
- ToT guide-Key characteristics of a good trainer: having a good sense of timing, being able to self-reflect (making changes without changing who you are), ability to listen, sensitivity to the status and capacity of the individual participants in the group (Guide, p.11-13).
- Included in the ToT guide is a description of what a trainer is and what a trainer is not. It is important to distinguish the boundaries of the role of a trainer so that the trainer is not overwhelmed (Guide, p.13-14).

The train-the-Trainer workshop on interactive learning processes was followed by a seminar in Schweden focusing mainly on content and legal issues.

Methods to create a positive climate

Getting to know each other

At the beginning of the training the guests were seated in a half circle. The half circle seating arrangement allowed each member of the group (Seven participants) to effectively engage and communicate with one another. Aside from verbal communication exchanges key forms of body language, eye contact, posture, facial expression and hand gestures could be sent as well as received from each member of the group. (Guide, p. 20-21)

⁵ Participants were given a copy of a draft version.

⁶ This report also contains page references to the guide if readers are interested in finding more in-depth discussion in regards to the methods and content written in this report. Please be informed that the page references are written in accordance to an earlier draft version of the train the trainers guide. If one has received a newer version of the guide the page numbers may not match.

Method: the participants were asked to bring a personal item that reflects their work or could be interpreted as a symbol of one's selves. The personal item was presented to the group by the individual participant.

There is a difference between presenting content and using methods in regards to trainings. That is why she asked everyone to bring a special object. This exercise represents the method. Methods give you a human touch to create openness. (Guide, p. 24, 29 and Appendix "D")



Note: When trainings last the whole day it is a good idea to use the morning to make the group feel welcome and comfortable with one another.

Note: It can be helpful to first look up members of the group (photos and names) before they come to make it easier to get to know each other.

Alternative method for larger groups: Writing names and organizations on cards and placing them on tables so members can get to know each other before the training starts can be more effective for larger groups. For groups with more than 30 participants it is effective to divide the group into smaller groups to create a more personal and open atmosphere.

Ice Breakers: Culturally some lawyers (German) will not be comfortable playing introduction games (ice breakers). It is important to gauge the audiences comfort level and be careful to create ice breakers that are appropriate for their comfort level. Furthermore, it is important to choose ice breakers that everyone can relate to. (Guide, 14-18)

Parking lot: questions that have not been answered or questions that are off topic can be parked and referred to later. That way participants do not feel disvalued when their question is not answered.

Interactive learning processes in legal trainings

Motivation of participants and method

ToT participants motivations: To learn new methods for teaching, learning how to train others, motivated to meet people, motivated to network with others, learning about human trafficking and how to handle victims without coming across as being cold or cruel, find out more about interactive learning (how to get lawyers and judges involved), wanting to learn a new approach of how to train professionals, to be in a position to learn and contribute, and to have the opportunity to build long-term knowledge for combating human trafficking.

Method: participants are asked to write their expectations and motivation for coming to the trainings on cards. (Guide, p. 26-27)

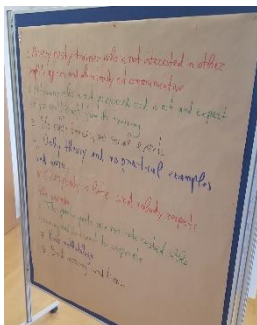
- **Clustering:** the act of taking all of expectations and contributions or in some cases also the motivations of participants and clustering them together. This way one can realistically identify which expectations they can meet and which they cannot. It is important to invite participants who have similar expectations and motivation. Mixed groups cause difficulty and conflict of interests. Thus, the trainer is doomed to disappoint.



Important factors to take into consideration when choosing this method:

- Be careful not to ask the participants about their motivation **if it is a required training** (who are the participants? Do they want to be there? Is it a mandatory meeting?). Avoid the potential that they will say they are forced to be there.
- Expectations and motivations can sometimes drift apart. It is important to know the expectations and motivations of the participants and be willing to make adjustments in your trainings to meet the expectations of the guests.
- It can be helpful to have an assistant or second trainer to help with smaller tasks so a trainer can remain completely focused on the methods and content of the training.
- It is important to ask participants to contribute to give them the opportunity to participate. This shows participants that their profession and experience is respected and valued.
- Revisit the expectations at a later stage in training and reflect on them (have they already been met, can they be met etc.). This shows appreciation for the participants' expectations.

Recipe for counterproductive trainings



Method: Divide up into groups of two and discuss the worst trainings and what factors contributed to its failure to be effective: Imagine the worst training in your life. What would it look like? What can be done to make training the worst training ever?

Note: This method can be used for various topics. For instance in a specific trafficking case: What can be done in order for this case to go wrong / make the victim feel unsafe / let the offenders get away with it? After these factors are identified by the groups, it is important to change the perspective again

and identify. Starting from these “bad” factors” and find the things that have to be done in order to find a good solution for the victim / get the offenders behind bars.

<p>Factors to counterproductive trainings:</p> <ul style="list-style-type: none"> - Organizations that put trainings on only for the sake of having one. Content is very weak and the single goal is simply to have a training. The effectiveness of this type of trainings is irrelevant. - Duration of the training (being too long or too short). 2-3 hour trainings could be considered too short and 14 + hour trainings are most likely too long. 	<p>Tips for productive Trainings:</p> <ul style="list-style-type: none"> - 30 min breaks are very important. - Role playing or using ice breakers that strike a balance between people feeling uncomfortable and accomplished. It can be important to incorporate enough discomfort through methods and exercises that participants feel a healthy since of accomplishment or growth after they have finished the exercise. This can also strengthen bonds between participants.
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- The rooms being too small and having no windows is comparable to being a jail cell.
- Being too hot or too cold can be very distracting for participants.
- No food! It is very important to feed people.
- Being spoken at without ever having the chance to contribute or ask questions.
- The agenda is way too full.
- Not allowing time for participants to get to know each other. They may not contribute if they do not know who is listening.

Using stories or accounts of victims that are so depressing that the training atmosphere becomes depressing without ever recovering.

- Sharing depressing stories and protecting the atmosphere of the training can be accomplished by asking participants to be courageous and step out of this depressing attitude and get back to the foundation of what the training is about. "We are here and what are we going to do about this problem?"

Note from participant: it is also important to show the seriousness of the situation. Participants must know the reality. However, it is not necessary to expose people who are already very aware of the situation (child pornography). They do not need to be traumatized a second time.

- Trainers have to be careful. In one account participants were exposed to child pornography because the trainer wanted to reflect on his work and communicate the seriousness of his work. However, this invoked anger from the participants because they felt that they were being exposed to shock tactics.
- Trainers that do not take into account technical compatibility. In one account the Power Point was not compatible with the laptop provided and the training was delayed by 45 minutes.
- The capacity to bond with participants. Trainers that only focus on their expertise or skill rather than building a bond with the participants.
- Not providing material for participants to understand the training topic.
- Trainers create a situation where there is no room for questions or that the trainer is condescending and makes participants feel stupid for asking questions. Thus, there is no interaction with participants.
- Bad trainers are those who are not interested in communicating or interacting with participants. They are only interested in speaking for themselves.

- When one uses videos and pictures they should first ask themselves, "what is the purpose?" If the purpose of the photo or video has a weak link to the objective, don't use it. Videos and photos should never be incorporated in trainings simply because they are good or interesting.

- It is important to create a pool of videos and photos that you can use in your trainings. Try using photos that are certified as "Creative Commons Zero" CC0⁷ (do not need to sight or pay), Pixabay⁸, or ask a partner organizations for material that can be used.

- **Note from participant:** It is so important that lawyers receive trainings that help them to relate at a psychological level with victims.

- It is important to make clear the role of questions. For example, "there are not stupid questions" or "please feel free to ask any questions you may have"

- One should reflect on all the factors of their identity as an expert and how it can be interpreted by the participants.

- **Note from participant:** The central role of every each training is the trainer. For example, trainers can make everyone interested in any topic.

- One must keep the topic linked to the reason participants are there. The topic should always be linked to the main idea.

⁷ Creative Commons Zero: meaning the photos are certified free to use without worrying about licenses. For more information follow this link: <http://maxpixel.freegreatpicture.com/Cco-Pixabay-Photos-Videos-Image-Database-Images-1545123>

⁸ pixabay.com

<ul style="list-style-type: none"> - Trainers who do not allow room for social interaction (Coffee breaks). - Only theory without providing practical examples. - Trainers that have good content, but poor methodology. - Trainers that read a text rather than speaking from an expert level. - Creating trainings without clear and linked topics. - Trainers are inflexible. <p>Trainers who have no respect for the participants. Trainers that see themselves as infinitely more qualified.</p>	<ul style="list-style-type: none"> - The ability to improvise is extremely important. Trainers may need to change the agenda in the middle of their training. - Note from participant: leading trainings should be natural and humble experience. - It can be helpful to use a check list so one does not forget any materials that are needed. Furthermore, it is crucial to allow enough time before trainings to test equipment. For example, test projector, laptop, sound, markers etc. <p>Provide a sense of accountability to the stakeholders (participants). Participants should know why they should be invested in the topic trainers are presenting.</p>
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Theory: “standing on your head” or looking at the training from a backwards perspective. What would make this training go completely the wrong way? The goal is to identify weaknesses that can be avoided. That is why we discussed the worst training that one has experienced and what were the factors that made them rotten.

Note: This method can be used for various topics. For instance in a specific trafficking case: What can be done in order for this case to go wrong / make the victim feel unsafe / let the offenders get away with it? After these factors are identified by the groups, it is important to change the perspective again and identify. Starting from these “bad” factors” to find the things that have to be done in order to find a good solution for the victim / get the offenders behind bars.

Different learning styles

In adult education often the teaching style of “**sit, listen and learn**” is used. Ex: “I speak to you and tell you what you should know.” This leads to trainings that are only theory based and fail to incorporate experiential methods of teaching.

- **Note:** learning is more than just reading or listening, rather the information must be linked to practice. People learn through variety of different styles, listening, seeing, moving, etc. (Guide, p. 7-10). Important to remember: trainings are more about learning than they are about teaching. The trainer is part of the group. The role is not just to stand in front of the group and simply speak. The trainings must be presented with all different learning styles taken into consideration. Use a methodology that is flexible. Methods and teaching styles may need to be changed during a training. Adults can only concentrate on average 20 min before they require a new method to keep their attention. Simple techniques such as moving around the room or using movement within a presentation (power point) can help trainers keep the participants actively involved.
- **Prezi** is an excellent presentation tool that incorporates movement in power points.⁹
- **Good practices for trainers:** do not overfill slides. Keep them as simple as possible.

Helpful methods for incorporating movement: Mind mapping on the floor. Placing things on the floor is another form of movement that can be incorporated in your trainings. Making participants move around the room is a good way for participants to get to know each other.

⁹ Prezi.com

Planning a training

Using grids make it easier to organize trainings and to ensure that the methods are coherent with the goals. For every hour of training there should be a clear objective, defined title and content, method to be used, responsible individuals for implementing methods, and material needed (pins, paper, flipchart, etc.). (Guide, p. 23)

Note: Coffee breaks are extremely important and do not underestimate the effectiveness of coffee breaks in regards to socializing and creating openness between participants. (Guide, 21-22)

Notes and Tips: transparency is very important. Send the participants information about the topic. Participants who are less informed have the opportunity to prepare themselves. Participants can fill out question answer forms that allow trainers to know their audience (Ex. do they have experience with human trafficking?). It is important to communicate to participants the level of expertise needed to understand the trainings. If a trainer encounters a participant that is unqualified to participate in the training they may have to recommend that the participant receive personal training in the future to get up to speed. Trainers cannot devote their training to one participant while neglecting the others.

The role of case stories in trainings

Case studies can be very effective in a training when a trainer is trying to explain a complicated issue. Such examples provide real life situations that most participants will be able to understand. It is very important to make sure the case study example aligns with the objective of the training. Case studies that fail to have a strong link to the theme and objective of the training can turn into very big distractions that could hijack a trainers training.

What is the purpose of using a case study? It opens up discussion, it exposes the actors involved in cases of human trafficking, and it shows how these actors interact with one another. Thus, revealing the work and role of each actor (police, lawyers, prosecutors, judges, social workers, victims). Case studies can also reveal the steps that need to be made to create cooperation between each actor. Case studies show the outcome for victims. Sometimes victims are simply re-trafficked after being processed through the legal system and case studies provides an example of how this can happen.

Example from trainer: A case was presented about a girl from the Dominican Republic. It provided a clear picture of human trafficking. It gave an example proving that cases of human trafficking can take place in any place such as a small town in Austria, which was the case in this story. It helped a social worker recognize cases of human trafficking in her own country that she once classified as child protection cases.

Method: Divide up into groups of two. Participants should think about a case story from their own experience and how they could use it in their own trainings. It is important for one to reflect on the objective of their theoretical training so that it shares a strong link to the case study they chose. Consider such factors: the length or how many parts of the case study to use, whether it is a real or theoretical study, the topic it covers, actors (police) and stakeholders (exploited victims), who are they, what are their responsibilities, how do these parties (actors and stakeholders) cooperate or interact together (who, when, how, why).

The results of participant's discussions: it was difficult discussing cases cross culturally due to the different legal systems. When analyzing cases, it is difficult to comprehend the complexity of the case. For example, sometimes the victim of human trafficking is also the criminal (selling drugs, pit pocketing, and prostitution). It is important to consider closely the legal structures that are in place that could hinder a case of human trafficking from being identified as such.

Furthermore, when illegal drug factories in the UK are raided by police all employees may be thrown in jail. It is not brought to the attention of the court that these people are not drug dealers but victims of human trafficking who were forced to work in the drug trade industry.

Laws or a lack of them is not always the problem. Rather, cases of Human Trafficking are often times overlooked because there are simply not enough resources to dig deeper. The cases are taken at face value, "suspect produced drugs, sold those drugs and was caught in the act." Therefore, he or she goes to jail without further question.

Important questions to ask oneself before using a case study: How should one use it, why should one use it, when should one use it, and what questions should one ask?

Note from a participant: When looking at a case one must analyze the entirety of a case. If a trainer focuses only on one section of the case, they may miss key information that reveals causation or motive.

Difficult situations in trainings

Note about difficult participants: When a trainer is confronted with a difficult participant (off topic, distracting, confrontational, etc.) trainers should pay attention to their physical position in the room. When dealing with a difficult participant it could or may help to stand next to him or her in a way that he or she speaks to the trainer and not the group. Thus, removing them from the group and having the opportunity bring the disruption to an end. (Guide, p. 30-32)

- **Note from participant:** Making clear rules is very important. For example, participants who do not put their phones on silent or do not respect the coffee break time periods. Creating rules at the beginning is very important. Write them on a flip chart so a trainer can always remind the "rule breakers."

Training exercises:

"Walking in their shoes"

Trainer had the participants do an exercise where everyone had to find a partner and "share their best sexual experience." For most participants this was a very difficult exercise. Some protested and refused to comply with this request to share such personal information. The goal was to show participants how hard it is for victims of sexual crimes to share their stories with strangers (lawyers, judges, prosecutors, social workers, etc.). It's about producing a feeling of empathy for victims rather than about the answer the participants give. You as the trainer must stay serious and allow the exercise time to take its effect on the participants. The goal is to make people feel uncomfortable. You need to be patient when members are not compliant because that is the goal; to make them uncomfortable: Sexually exploited persons have to tell unknown people about their most horrible sexual experience.

Feedback from participants: rather than asking participants about their "best sexual experience" it would be better to have them recollect their "last sexual experience."

Experts in legal trainings

There are many different methods of how one can introduce experts in trainings: articles, videos, or inviting a speaker. When training lawyers it is acceptable to provide minimal information and have them research the rest on their own because lawyers are accustomed to such practice. It is good to invite

psychologists or social workers to help legal professionals understand the “exploited person’s/child’s perspective.”

Philip Ishola: Expert in child protection

Safeguarding and Promoting the Welfare of Exploited children during and after Criminal Proceedings

The experience of sexually exploited children and their experiences from the beginning of their journey through each individual agency (court, social services, home).

Police, Guardian, Competent authorities Steps: first there is the discovery of the crime, human trafficking. This leads to the interview process. It is key to understand the needs of the child and how to create an atmosphere of open communication between the child who has been exploited and the responsible party conducting the interview (**review the lessons learned [body language] from the coaches, Manuel and Florian.** There should be an established understanding of the



situation the child is caught in. That is why it is so important that all necessary support structures are in place. An effective interview is established on the foundation that a child is supported throughout each phase before, during and after the court proceedings. This includes the phase where charges are brought against criminal suspect (abuser). The assistance of a professional psychologist who understands the needs of a child can be very helpful throughout this particular phase. During the court proceedings and conviction process it is important that judges, prosecutors, advocates, defense attorney, and guardian all take into consideration the needs of the child to avoid traumatizing the child a second time. Post process is extremely important. Children should not be left without a support system in place after they have been processed by the legal system. Guardians, child protective services, health specialists and NGO outreach work must come together to support the child’s recovery process. These mentioned actors can also be very useful in preventing future abuse of vulnerable children or preventing these children from being re-trafficked at a later time.

3 Guiding Principles

1st **Guiding Principles: Respect the Rights, choices, and dignity of each individual child.**

- Conduct interviews in private settings.
- Avoid multiple interviews: do not require the child to continue to recollect the trauma that took place.
- Option of male or female staff: there are many different factors that must be reviewed when deciding which sex (male or female) will interview the child. This decision should be made on a case by case basis.
- Do not judge (avoid re-victimization): never assume anything. Judging can restrict trust and traumatize the child.

- Be patient
- Keep the child informed of what's happening to them and why. Be honest with the child. For example, if the child asks the interviewer or lawyer not to tell their parents they should be honest and tell them that they have to inform their parents/guardian of the situation. However, they should present options of how this information could be appropriately shared.
- Ask only relevant, necessary questions: avoid asking questions that are already known in the files or by other authorities.

2nd Guiding Principles: Establishing and maintaining care during criminal court proceedings

- Try to talk to the child alone. The guardian's role may be different than you think. They could be the abuser or trafficker.
- If the child is not accompanied by a guardian be vigilant about who accompanies or observes the child.
- Ask and listen carefully to a child's perception of risks and their safety.

3rd Guiding Principles: process during and after criminal court proceedings (responding to Trauma)

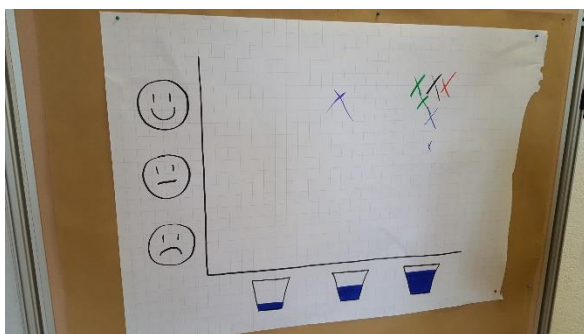
- Pay attention to your response and how you behave and react to what the child says.
- Learning about and being accepting of the effects that traumatic events can have on a child's attitude, behavior and perceptions of their experience. Don't take offence.
- Making time and space for individuals to disclose and describe traumatic events.
- Addressing the child's experience in sensitive and safe ways.
- Being prepared to facilitate medical and non-medical services.

Evaluation

Understand the impact of your training: What are the factors of success and failure? The answer to this question will help trainers to track their progress to see where they are going. Tracking progress will reveal what is working, and what is not. It is important that trainers know not only what is working or not working but more importantly **why** is it working or **why not**? This will help trainers to improve for future trainings through the establishment of good practices that have been tested and proved in prior trainings. It is also important to document unintended consequences and outcomes (positive or negative) of methods used in the training. Trainers should make their results visible so they can communicate them clearly for future trainings. (Guide, p. 32-33)

Evaluation methods

Short feedback method: Put a poster by the exit where participants can rate on a chart how they felt about the trainings and how effective the training was towards learning. It's not time consuming and is a good strategy when participants are tired after a long day of training. However, there are weaknesses to this evaluation method. Often



time's participants will provide an emotional evaluation that only catches a snapshot of the day. Participant's feedback is influenced by how they feel in the moment. **A central question an evaluation should answer:** Do the trainings make an actual impact in the participant's work? The evaluation should have revealed the indicators that would allow a trainer to deduce an answer to this

question.

Postcard method: Participants were presented an assortment of postcards that were laid in a pile on the floor. Participants were asked to choose one they liked. They were then encouraged to think about what they would like to achieve in the following months in regards to the knowledge, methods and skills they learned from ToT. After filling out the postcards (including address) they were collected by ECPAT and will be returned, per post, at a later time.

Theory: this method creates a link between what was learned and the actions to be taken. The success of a training could be measured by the impact it has on participants professional lives. The value of a training should be called into question if it has no effect on the work of the participant.

Written evaluation: is effective in producing honest feedback from participants. This can be attributed to the anonymity factor. Participants do not have to identify themselves allowing them to reflect truthfully.

Note: It is recommended to have participants fill out a written evaluation before they receive any form of proof of participation certificate. Often time's participant will leave without filling out the evaluation form and are even less likely to do so at a later time. It is also important to allot enough time for evaluation methods to be conducted so participants are able give competent feedback.

Participants feedback in Freiburg

- Informative and different then what was typical for past trainings that were experienced.
- It was difficult as a lawyer to only learn about methods rather than exchanging information with one another. It would have been helpful if we could have created more space in the middle to exchange information.
- It was nice to have a balance between talking about serious issues and also having fun.
- It was a very friendly and comfortable environment. The content was very interesting. The two coaches (Florian and Manuel) were at first making us feel uncomfortable but at the end it was very fun.
- Learned a lot and feel equipped for the future to produce better trainings.
- There was lots of information and it is difficult to recall all the details.
- Katrin presented the training very well
- Romania is in need of trainers and Train the Trainers seminars. I was very interested and never found it boring.



Freiburg, 2th December 2016

Appendices

Participants introductions

Sample evaluation (front/back)

Agenda of training

Trainer presentation (Katrin Grabner)

Expert presentation (Philip Ishola)

Appendix 1: Participant's introductions

Katrin Grabner: works as a legal expert, trainer and project manager for ECPAT Austria in the field of combating (sexual) exploitation of children. As a trainer she has worked with various target groups including young people, police, army, social workers, legal professionals, NGO workers etc. on child trafficking and exploitation, cybercrime and online abuse, child rights and youth participation. Katrin's special object is her smart phone. The phone has two SIM-cards which represent her two different jobs and fields of work (ECPAT Austria and IT-safety). The camera of her phone is covered with a removable sticker safeguarding her privacy and representing her work in the field of combating cybercrime and protection of children from violence, abuse and privacy infringements online.

Silvia Berbec: Lawyer from Romania who specializes in criminal law and refugee law. Her special object represents the victim's perspective of the issue of human trafficking. It is very difficult to gain the trust of victims of human trafficking. It is extremely important that lawyers learn how to communicate with victims of trafficking to create safe communication between lawyers and victims. This can be a very difficult task for lawyers because they are not trained as psychologists. Lawyers have a tendency to communicate using legal language. This can be very difficult for victims to understand or relate to. Lawyers need to learn to meet victims where they are at and communicate in a language that victims can relate to and understand.

Gabriela Bejan: is a lawyer from Romania. She specializes in criminal and civil law. She is very passionate about her work. This is represented by the special object that she brought, which is a criminal code book.

Genoveva Tishceva: is a lawyer with a wealth of experience in Human Rights (specifically Women's Rights). She is Managing Director of the Bulgarian Gender Research Foundation, a nongovernmental organization that promotes social equality and women's human rights in Bulgaria through research, education and advocacy programs.

Philip Ishola: is a policy advisor to the UK in the field of human rights and combating human trafficking, as well as, promoting the safeguarding and protection of children. He works with law enforcement and many other institutions to recover and protect victims of human trafficking. His special object is his glasses' case. He draws attention to this because it represents the different glasses that he wears in life and work. One pair of glasses he uses as work glasses for researching on the internet, reading reports, etc. and the other pair he uses when he is interacting with people. It reflects the different roles he has in his own working and personal life. Furthermore, he draws a similar distinction between policies that are created by people in offices and the social workers that turn those policies into actions on the frontlines of child protection and advocacy.

Vladimir Nikolov: is a prosecutor from Bulgaria. He used to work as an investigator in the ministry of interior of police. For the last 5 years he has been working in the 5th largest prosecutor's office in Bulgaria. He is in charge of 28 prosecutors and 28 employees. His office is accustomed to working with German authorities in transnational investigations. Through this cooperation they have had several very successful investigations leading to the criminal prosecution and conviction of human traffickers in Bulgaria and Germany. His special object is his favorite pin that he uses in court to sign important agreements.

Christina Clemm: is an independent lawyer in Germany. She lives and works in Berlin. She specializes in criminal law and family law. She has experience working with victims of sexual exploitation. Her special object that she brought is called a "Steh auf Männchen" (stand up person) which is a toy that can be knocked down but will always stand back up on its own. This symbolizes the people that she works with who have been sexually exploited (knocked down) and through the proper support (legal and psychological) will get back up. In other words, her object could be seen as a beacon of hope.

Henriette Lyndian: is an independent lawyer. She works in cases related to human trafficking. Often times her clients are children (many times young girls). She specializes in criminal law and is well known as a defense attorney. Because of the transnational nature of human trafficking she has experience with working with clients from all over the world. She is accustomed to working with the Federal Police Station in Germany (Bundespolizei). Through this experience she witnessed firsthand how difficult it is for police to expose cases of human trafficking. This is attributed often times to fear that the exploited victims have of the criminal suspects that sexually exploited them. That is why she brought a post card with the German word "Mut" (courage) written on it. Victims have to have courage to tell their stories and take a stand against their captors.

Appendix 2: Sample Evaluation (Front):



Evaluation sheet

International Train the Trainer Seminar, Freiburg
 5th - 6th November, 2016

How would you rate...		++	+	0	-	--
1.	... the usefulness of the seminars in regards to your work?	+ +				
2.	...the "basic principles of adult learning process"		+			
3.	...the "interactive learning processes in legal trainings"	+ +				
4.	...the "organizing legal trainings for lawyers, prosecutors, and judges"		+			
5.	...the "practical training on dealing with affected persons"		+			
6.	The... "methods to incorporate practical examples of human trafficking in legal trainings"		+			
7.	...the "evaluation methods to be used by legal trainers"		+			
8.	...the "experts in legal trainings"		+			

1) Which elements of the seminar were particularly helpful?

2) Which elements of the seminar were not particularly useful?

3) Was there anything that you felt was missing or needed?

See other side

Back of Evaluation:

4) The inputs and trainings were... (please mark)

too long too short just right

5) Accommodation and venue:

6) Meals:

7) Communication with ECPAT staff

before and during the seminar:

If communication with ECPAT staff (emails, organization, or interaction) was not satisfactory please let us know what we could improve on for future seminars:

Thank you!