

# Trafficking Victim Identification and Referral for Assistance Training Manual

(Introduction Training for Frontline Responders)



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(Introduction Training for Frontline Responders)

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# Foreword

Thailand has historically been a destination, transit and origin country for trafficking in persons (TIP). According to the National Anti-Human Trafficking Committee, in 2022, Thailand identified over 500 victims of trafficking (VOTs). Among this number, 16 per cent were migrants, mainly from neighbouring countries, while 84 per cent were Thai nationals trafficked within or outside the country.

Victims have been lured and trapped in exploitative situations in various sectors: agriculture, construction, fisheries, prostitution, street begging, to name a few – and recently, illicit crimes such as online scams. Furthermore, with the post-pandemic reopening of borders, there has been an increase in the number of migrants identified as VOTs, coming from various regions around the world.

With the prevalence of TIP cases in Thailand, the Government has taken commendable steps and efforts to prevent and combat trafficking. These include enhancing the screening and identification process, ensuring comprehensive services for VOTs, and strengthening law enforcement and frontline capacities. These efforts are anchored on the establishment and operationalization of the National Referral Mechanism (NRM). Nevertheless, there remain areas for improvement, primarily in reinforcing the non-punishment principle and mainstreaming a victim-centred approach to protection. This gap was highlighted in the United States Trafficking in Persons Report 2023.

The International Organization for Migration (IOM) has been working closely with the Ministry of Social Development and Human Security (MSDHS) to develop standardized training material to enhance the capacities of 'First Responders' on victim identification and referral. This training manual was developed to account for various methodologies, principles and techniques to strengthen victim protection under the NRM, as well as to outline roles and responsibilities among various actors.

We hope this training manual serves as a valuable resource for civil servants and civil society organizations who are at the frontline of providing direct services. Through our collective efforts, we can mobilize this training manual to reinforce capacity building at all levels and promote the effective implementation of the NRM nationwide – in pursuit of our shared objective of preventing trafficking and protecting victims.

**Géraldine Ansart**

Chief of Mission  
IOM Thailand

Victim identification in trafficking in persons and forced labor is considered a significant cornerstone. Accurate and swift identification does not only result in delivering protection services to victims of trafficking in persons and forced labor in time, but also helps establish confidence and trust towards officials from the eyes of survivors – which would lead to their readiness and willingness in working with law enforcement against perpetrators.

Thailand has constantly made efforts to streamline the process of identification of victims of trafficking in persons to be more effective. In 2022, the Royal Thai Government (RTG) implemented the National Referral Mechanism (NRM) as a mechanism to identify victims of trafficking in persons and forced labor. The NRM is victim protection-oriented, focusing on providing protection and assistance to survivors in the first place. The mechanism would allocate a sufficient period for survivors to reflect and recuperate before deciding on information-sharing and legal collaboration. The NRM is derived from close coordination among relevant stakeholders from government, non-government and international organizations, under constant support from the International Organization for Migration (IOM) during the past three to four years.

This manual is seen as another attempt in enhancing the capacities of First Responders to better understand the NRM's concept and principles and to incorporate the NRM's implementation into their respective work, with the goal of effectively and unidirectionally protecting victims of trafficking.

**Mr. Pravit Roikaew**

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Chair of the Sub-Committee on the National Referral Mechanism





# Acknowledgments

IOM would like to thank Mr. Pravit Roikaew, the NRM Steering Committee Chair and Deputy Director General of the Attorney Office; Ms. Pinya Chamroonsat, the Director of the Division of Anti-Trafficking in Persons (DATIP) of the Ministry of Social Development and Human Security (MSDHS); Mr Ractahpon Maneleek, Director, Victim Rights Protection of the Department of Anti-Trafficking in Persons; as well as all NRM Steering Committee members, including the Department of Anti-Trafficking Division of the Royal Thai Police, Thailand Immigration Bureau, Department of Special Investigation of the Ministry of Justice, Ministry of Labour, Ministry of Interior, Ministry of Public Health; who all provided constructive feedback during the development of this training manual. IOM would also like to thank the members of its Protection Unit for their hard work in making this training manual come to light, and to the IOM Development Fund for financially supporting this initiative.

# SUMMARY OF TRAINING PROGRAM

## 1.1 Background Information

Training manual on “Trafficking Victim Identification and Referral for Assistance (Introduction Training for Frontline Responders)” was developed to contribute to capacity building effort of the Royal Thai Government, particularly of the Division of Anti-Trafficking in Persons (DATIP) on victim identification, referral, and protection of trafficking victims. This training manual recommends key components for induction training for frontline responders and civil society organizations on initial trafficking victim identification and referral for assistance following international and national legal obligations.

## 1.2 Objective of the Training

**Key objectives of the training are:**

- To provide an informed overview of trafficking in persons, both in the international and national context, including the distinction between trafficking in persons and other organized crime and trafficking trends through available statistical data and thematic reports.

- To introduce the concept of trafficking victim identification and victims' rights, highlighting recommended principles and standard practices in international, regional, and national guidelines for victim identification and assistance.
- To introduce national responsibilities to identify and protect trafficking victims, covering national anti-trafficking in person structures and key stakeholders, and national laws applicable to trafficking in persons and vulnerable populations.
- To provide insight into challenges in victim identification, protection, and assistance, highlighting sociological reaction of victims of trafficking in persons, institutional capacity, and the need for coordination between government and civil society organizations for trafficking victim's identification and assistance through practical exercises and discussions.
- To provide participants with an opportunity to apply relevant principles and standard practices to case studies and practical exercises, exchange experiences, and build a network for trafficking victim assistance.

### 1.3 Structure of the Training

The training manual is designed by considering international commitments and national legal frameworks of Thailand and recommends **a set of topics that are considered keys for induction training for starters on trafficking in persons identification and assistance.**

In general, **the training emphasized on human rights-based approach** in trafficking victim identification and assistance by focusing on responsibilities of the government to protect and identify trafficking victims; the protection needs of the trafficking victims; special rights of children; the implications of traumatic experiences, and gender of trafficking victims; and national and international guidelines concerning trafficking victim identification and assistance.

**The training is intended for two days**, corresponding to approximately **five hours per day and ten hours in total.** Specifically, the training consists of nine sessions organized under seven parts: introduction, international and

national legal standards on trafficking in persons, basic of trafficking in person identification, day one recap and welcome to day two, national responsibilities on trafficking in person prevention, principles and approaches in the referral of trafficking victims for assistance, and conclusion.

## 1.4 Summary of the Content of the Training

### ★ PART ONE: Introduction

#### Session 1: Welcome and introduction to the training

This session aims to introduce key objectives, workshop program organization, methodology and goals, the introduction of workshop participants and trainers, and their experience with trafficking in persons and vulnerable populations.

### ★ PART TWO: International and National Legal Standards on Trafficking in Persons

#### Session 2: Understanding trafficking in persons

This session is designed to set a sense on the Trafficking in Persons through presentations on an international agreement concerning trafficking in persons, the difference between trafficking in persons and smuggling of migrants, the global trend on trafficking in persons, a short film, and interactive communications.

#### Session 3: Trafficking in persons in a national context

This session focuses on the precise definition of trafficking in persons and forms of exploitations recognized in national legislation, covering the rights of the trafficking in persons, remedial and protection measures, and national guidelines on trafficking victim identification. The applicable national legislation and tools to combat trafficking in persons are also introduced in this session.

#### Session 4: Understanding basics of trafficking in person identification

The session introduces the concept of and stages involved in trafficking victim identification. The session also introduces recommended principles in identifying, protecting, and assisting victims of trafficking in persons, and key considerations and challenges in identifying trafficked persons are also introduced.

#### Session 5: Understanding who can identify trafficking victims in Thailand

This session explains who can identify trafficking victims in Thailand, how frontline responders could encounter potential trafficking victims, and different scenarios and pathways associated with identifying trafficking victims.

### PART THREE: Day 1 Recap and Welcome to Day 2

Recap of day 1 aims to inform participants of training objectives delivered on day one and training objectives set for day two.

### PART FOUR: National Responsibilities on Trafficking in Person Prevention

#### Session 6: National responsibilities to combat trafficking in person

This session offers a national structure on anti-trafficking in persons, particularly stakeholders involved in trafficking victim identification, protection, and assistance and their roles, including non-governmental organizations.

## ★ PART FIVE: Principles and Approaches in a Referral of Trafficking Victims for Assistance

### Session 7: Assistance to and referral of victims of trafficking

This session details the recovery, reintegration, and judicial assistance available for victims of trafficking in persons and how to refer them for assistance in a national context. The session will also discuss basic principles in referring potential victims for assistance.

### Session 8: Principles and approaches in a referral of trafficking victims for assistance.

This session covers victim protection and assistance measures, protection considerations at the first point of contact with potential trafficking victims, recommended principles and approaches in implementing such protection considerations, and special considerations in the case of child victims of trafficking in person.

## ★ PART SIX: Conclusion

### Session 9: Conclusion and wrap up

This session recommends reflecting on good practices in trafficking victim identification and referral for assistance that they learned from two-days training.

## 1.5 Trainer Profile

The team to deliver this training program should ideally comprise at least two trainers with direct and complementary experience in identifying and assisting victims of trafficking in persons. Additionally, the training program will require national experts and resource persons from multi-disciplinary agencies to be in the round table discussion panel and explain national laws, regulations, guidelines, and practices.

## 1.6 Learner Profile

The training manual is targeted for employees of government and civil society organizations who are starters and in frontline positions with a role to provide direct services to vulnerable populations such as women, girls, migrants, displaced persons, and detainees.

# 2 TRAINING MATERIALS

## Training Materials are as follows:

- Training Manual
- Two-day Agenda and Timetable
- Daily Lesson plan
- Quizzes, exercises, case studies, and guidance notes for a panel discussion
- Presentation slides
- Note for trainer
- Handouts
- Training manual (reference material and guide for trainer)
- Visual aid / Short film

### 2.1 How to Use Training Materials

This trainer manual must be used in conjunction with the training manual while referring to the session, topics, and descriptions outlined in the “lesson plan-summary” for the two training days, and the presentation slides accompanied. Any adaption to the training materials should be carefully assessed to ensure they contribute to achieving stated “objectives” and do not deviate from them.



**Note for Trainer:**

*Timetable and Agenda:* The timetable for two training days is included below with a detailed agenda. The trainer should share it with participants as two-days training agenda.

*Lesson Plans:* These are shown each session and minute by minute plan. The trainer should deliver handouts and case studies as well as should prepare slides, visual/video presentations, and other supporting materials/documentation required to complete the session. Lesson plans are the foundation of the training structure.

*Handout (Case Studies):* case studies are included in the training manual.

*Handout (Pre / Post-Tests):* This trainer manual includes pre and post-test sheets as learning materials.

# SUMMARY OF TIMETABLE, AGENDA AND LESSON PLAN FOR THE TWO TRAINING DAYS

## DAY 1: Timetable and Agenda

Time	Activity	Agenda
08:30 – 09:15 am.	1 & 2	<b>Introduction and Pre-Test</b>
09:15 – 10:15 am.	3, 4 & 5	<b>Understanding Trafficking in Persons</b> <ul style="list-style-type: none"><li>• What is TiP?</li><li>• Internationally agreed definition of TiP</li><li>• TiP vs. SoM</li><li>• Forced Labour</li><li>• The global trend of TiP</li><li>• Visual learning</li></ul> <b>Exercise</b> <ul style="list-style-type: none"><li>• Quiz</li></ul>
10:15 – 10:30 am.		<b>Break</b>

10:30 – 11:30 am.	6 & 7	<p><b>Trafficking in Persons in National Context</b></p> <ul style="list-style-type: none"> <li>• Overview of TiP in Thailand</li> <li>• TiP in the national legal instrument</li> <li>• National legislation and relevant tools to combat TiP</li> <li>• International obligations to provide assistance to and protection of Victims of TiP</li> </ul> <p><b>Exercise</b></p> <ul style="list-style-type: none"> <li>• A case study</li> </ul>
11:30 – 12:00 am.	8	<p><b>Basic of Trafficking Victims Identification</b></p> <ul style="list-style-type: none"> <li>• Victim identification: Why is it important?</li> <li>• Victim identification: Stages / Process Involved</li> <li>• Initial interview: General and specific forms of indicators and their limitations</li> <li>• Victim identification: Challenges</li> <li>• Victim identification: Basic elements and PEACE Model</li> <li>• Ethical and safe interview consideration</li> </ul>
12:00 – 01:00 pm.		<b>Lunch</b>
01:00 – 01:30 pm.	9	<p><b>Basic of Trafficking Victims Identification (Con)</b></p> <p><b>Exercise</b></p> <ul style="list-style-type: none"> <li>• Case studies and plenary feedback session</li> </ul>
01:30 – 02:00 pm.	10	<p><b>Who Can Identify Victims of Trafficking in Persons in Thailand?</b></p> <ul style="list-style-type: none"> <li>• Who can identify the victim?</li> <li>• How do frontline practitioners encounter potential victims in Thailand?</li> <li>• Possible outcome and different scenarios associated with identifying trafficking victims</li> </ul>
02:00 – 02:30 pm.	11	<p><b>Facilitated Roundtable Discussion with MTDs.</b></p>

**— End of Day 1 —**

## DAY 2: Timetable and Agenda

Time	Activity	Agenda
08:30 – 08:50 am.	12	Day 1 recap and welcome to Day 2
08:50 – 10:10 am.	13	<p><b>National Responsibilities to Combat Trafficking in Persons</b></p> <ul style="list-style-type: none"> <li>• Stakeholders Involved in Victims Identification</li> <li>• An Overview of the Process of Identifying and Protecting Potential Victims of TiP</li> <li>• Rights of the Victims of TiP</li> <li>• Role of the Key Concerned Agencies in Victim Identification and Protection</li> <li>• Guideline for Multi-disciplinary Team (MDT) on Victim Identification and Protection</li> </ul>
10:10 – 10:25 am.		<b>Break</b>
10:25 – 11:25 am.	14 & 15	<p><b>Assistance to and Referral of Trafficking in Persons</b></p> <ul style="list-style-type: none"> <li>• Recovery and Reintegration Assistance</li> <li>• Judicial and Remedial Measures</li> <li>• The Process of Identification of, Assistance to, and Protection of Victims</li> <li>• Referral of Potential Victims for Assistance and Basic Principles</li> </ul> <p><b>Exercise</b></p> <ul style="list-style-type: none"> <li>• Power Walk- Vulnerability Analysis (or) Presentation of a non-governmental organization on victim protection and assistance (optional)</li> </ul>
12:00 – 01.00 pm.		<b>Lunch</b>

01:00 – 02:30 pm	16 & 17	<p><b>Principles and Approaches in Referral of Trafficking Victims for Assistance</b></p> <ul style="list-style-type: none"> <li>• Victim Protection and Assistance Measures</li> <li>• Protection Considerations at the First Point of Contact: Three Key Principles</li> <li>• Operationalizing Protection and Assistance</li> </ul> <p><b>Exercise</b></p> <ul style="list-style-type: none"> <li>• Initial screening interview – roleplay (optional)</li> </ul>
02:30 – 02:50 pm.	18	<p><b>Conclusion and Wrap Up</b></p>
02:50 – 03:00 pm.	19	<p><b>Post-Test</b></p>

— End of Day 2 —

## DAY 1: Lesson Plan - Summary

Time	Activity	Session	Topic	Description	Materials
08:30 – 09:15 am. (45 mins)	1	1	Welcome and Introduction	<ul style="list-style-type: none"> <li>Introduction of the training program: objective, structure/organization, and expectation of the training program (10 mins)</li> <li>Housekeeping and ground rules (5 mins)</li> <li>Round of introduction – participants (20 mins)</li> <li>Introduction – trainer(s) (5 mins)</li> <li>Introduction of the day one training agenda (5 mins)</li> </ul>	Slides 1 - 5
	2	1	Pre-Test	<ul style="list-style-type: none"> <li>Evaluation</li> </ul>	Test Handout (Pre-Test)
09:15 – 10:15 am. (60 mins)	3	2	Understanding Trafficking in Persons	<ul style="list-style-type: none"> <li>What is TIP? (5 mins)</li> <li>Elements of TIP (5 mins)</li> <li>Non-exhaustive forms of exploitation (5 mins)</li> <li>Means of TIP (5 mins)</li> <li>Internationally agreed definition of TIP: Article 3 of the TIP Protocol (2000) (5 min)</li> <li>TIP vs. SoM (10 mins)</li> <li>Elements of Forced Labour (5 mins)</li> <li>Global Trend of TIP (5 mins)</li> </ul>	Slides 6 - 17

	4	2	Visual Learning	<ul style="list-style-type: none"> <li>• A Short Film (5 mins)</li> </ul>	(link) (link)
	5	2	Exercise	<ul style="list-style-type: none"> <li>• Quiz / Assessment (10 mins)</li> </ul>	Slides 18 - 27
<b>10:15 – 10:30 am.</b>				<b>Break</b>	
10:30 – 11:30 am. (60 mins)	6	3	Trafficking in Persons in National Context	<ul style="list-style-type: none"> <li>• Overview of TIP in Thailand (5 mins)</li> <li>• Elements of TIP in National legal instrument (10 mins)</li> <li>• Forms of Exploitation (5 mins)</li> <li>• National legislation and relevant tool to combat TIP (10 mins)</li> <li>• International obligations to provide assistance to and protection of victims of TIP (10 mins)</li> </ul>	Slides 28 - 39
	7	3	Exercise	<ul style="list-style-type: none"> <li>• Analysis of case study – Groupwork (15 mins)</li> <li>• Group presentation - optional (5 mins)</li> </ul>	Handout – a case study of Nok Slide-40

11:30 – 12:00 am. (60 mins)	8	4	Basic of Trafficking in Persons Identification	<ul style="list-style-type: none"> <li>• Victim identification: Why is it important? (3 mins)</li> <li>• Trafficking in Persons Process: International Definitional Perspective (5 mins)</li> <li>• The basic process of trafficking victim identification (5 mins)</li> <li>• Nature of Potential Victim Identification: Initial Interview (General indicator) (10 mins)</li> <li>• Specific forms of exploitation: Key indicators (5 mins)</li> <li>• Limitation of indicators (3 mins)</li> <li>• Challenges in identifying trafficking victims</li> <li>• The general guidance for trafficking victim identification: Basic elements</li> <li>• The general guidance for trafficking victim identification: PEACE Model</li> <li>• Ethical and safe interview considerations</li> </ul>	Slides 41 - 59
12:00 – 01:00 pm.				<b>Lunch Break</b>	



01:00 – 01:30 pm. (30 mins)	9	4	Who Can Identify Victims of Trafficking in Persons in Thailand?	<ul style="list-style-type: none"> <li>• Analysis of case study – Group work and plenary feedback (30 mins)</li> <li>• Who can identify trafficking victims: National guideline for MTDs for victim identification (10 mins)</li> <li>• How frontline responders encounter potential victims of trafficking in persons (5 mins)</li> <li>• Possible outcome after assessment and screening of potential victims of trafficking in persons (10 mins)</li> <li>• Different scenarios and pathways associated with identifying trafficking victims (5 mins)</li> </ul>	Handout – case studies of A, Nok, and Gigi Slides 60 - 62 Slide(s) 63 - 68 [ <u>Note: A national expert practitioner or members of MDT should be invited to explain the victim identification process by MDT.</u> ]
	11	5	Roundtable Discussion	<ul style="list-style-type: none"> <li>• A facilitated roundtable discussion with practitioners and members of MTD (30 mins)</li> </ul>	5.2 Guidance questions

— End of Day 1 —

## DAY 2: Lesson Plan - Summary

Time	Activity	Session	Topic	Description	Materials
08:30 – 08:50 am. (20 mins)	12		Day 1 Recap and Welcome to Day 2	<ul style="list-style-type: none"> <li>• Summary of key points on Day 1 (10 mins)</li> <li>• Overview of Day 2 Agenda (5 mins)</li> <li>• Introduction – trainer(s) (5 mins)</li> </ul>	Slides 1 - 5
08:50 – 10:10 am. (70 mins)	13	6	National Responsibilities to Combat Trafficking in Persons	<ul style="list-style-type: none"> <li>• Stakeholders Involved in Victims of Trafficking in Persons identification (10 mins)</li> <li>• An Overview of the Process of Identifying and Protecting Potential Victims of Trafficking in Persons (15 mins)</li> <li>• Rights of the Victims of Trafficking in Persons: The Anti-Trafficking in Persons Act B.E 2551 and Other Acts (5 mins)</li> <li>• Role of Key Concerned Agencies in Trafficking in Persons Identification and Protection in Thailand including NGOs (30 mins)</li> <li>• Guideline for Multi-disciplinary Team (MDT) on Victim Identification and Protection (10 mins)</li> </ul>	Slides 70 - 76 [ <u>Note: Experts from key concerned agencies should be invited to explain their roles for victim identification.</u> ]
10:10 – 10:25 am.				<b>Break</b>	

10:25 – 11:25 am. (60 mins)	14	7	Assistance to and Referral of Trafficking in Persons	<ul style="list-style-type: none"> <li>• Recovery and Reintegration Assistance to Victims of Trafficking in Persons (10 mins)</li> <li>• Judicial and Protection Assistance (10 mins)</li> <li>• Remedial Measures (10 mins)</li> <li>• The Process of Identification of, Assistance to and Protection of Victims (10 mins)</li> <li>• Referral of Potential Victims for Assistance (5 mins)</li> <li>• Basic Principles in Referring Potential Victims for Assistance: The three basic action principles of Psychological First Aid (PFA) (15 mins)</li> </ul>	Slides 77 - 86
11:25 – 12:00 pm. (35 mins)	15	7	Exercise	<ul style="list-style-type: none"> <li>• Power Walk- Vulnerability Analysis (optional) <b>(or)</b></li> <li>• Presentation on different assistance and services available from non-governmental organizations (optional) (30 mins)</li> </ul>	(Annex 5)
<b>12:00 – 01:00 pm.</b>				<b>Lunch</b>	

01:00 – 02:00 pm.	16	8	Principles and Approaches in Referral of Trafficking Victims for Assistance	<ul style="list-style-type: none"> <li>• Victim Protection Measures (10 mins)</li> <li>• Victim Assistance Measures (10 mins)</li> <li>• Protection Considerations at the First Point of Contact: Three Key Principles (10 mins)</li> <li>• Operationalizing Protection and Assistance: Non-exhaustive Forms of Initial Assistance (15 mins)</li> <li>• Operationalizing Protection and Assistance: Nine Recommended Approaches (15 mins)</li> </ul>	Slides 87 - 92
02:00 – 02:30 pm.	17	8	Exercise	<ul style="list-style-type: none"> <li>• Initial screening interview – roleplay (30 mins) (optional)</li> </ul>	(Annex 5)
02:30 – 02:50 pm.	18	9	Conclusion and Wrap Up	<ul style="list-style-type: none"> <li>• Recap of training objective and expectations (10 mins)</li> <li>• Recap of key lessons in Day 1 and Day 2 (10 mins)</li> </ul>	
02:50 - 03:00 pm.	19	9	Post-Test	<ul style="list-style-type: none"> <li>• Evaluation (10 mins)</li> </ul>	Test Handout (Post-Test)

— End of 2-Days Training —

# 4 LEARNING MATERIALS

## Pre-Test (to be completed at the beginning of the training)

Place \_\_\_\_\_

Date \_\_\_\_\_

Gender \_\_\_\_\_

Please take a few minutes to complete the following pre-course test. Your answer will be kept confidential, and the information will be used for the sole purpose of improvement of this training program.

**Learning Evaluation: Indicate the following statements “True” or “False.”**

No.	Statement	True	False
1	Trafficking is a process that includes actions, means, and purpose.		
2	Trafficking in persons is always for the exploitation of a victim.		
3	Trafficking in person is a crime against a person.		
4	Trafficking is an illegal entry of country A into country B.		
5	Determination of the status of a trafficking victim is made on the occurrence of <b>actual</b> exploitation.		
6	General indicators of trafficking in persons are <b>proof</b> of trafficking in person.		
7	Trafficking victims always need assistance.		
8	The main objective of victim assistance and protection is to prosecute traffickers.		
9	If the persons being interviewed is silent, the interviewer should pressure them to speak about their experience for assistance.		
10	Victims are an important source of evidence for the successful prosecution of trafficking cases.		

**Total:** 10 points

**— End of Pre-Test —**

## Post-Test (to be completed at the end of the training)

Place \_\_\_\_\_

Date \_\_\_\_\_

Gender \_\_\_\_\_

Please take a few minutes to complete the following pre-course test. Your answer will be kept confidential, and the information will be used for the sole purpose of improvement of this training program.

### Learning Evaluation: Indicate the following statements “True” or “False.”

No.	Statement	True	False
1	Trafficking is a process that includes actions, means, and purpose.		
2	Trafficking in persons is always for the exploitation of a victim.		
3	Trafficking in person is a crime against a person.		
4	Trafficking is an illegal entry of country A into country B.		
5	Determination of the status of a trafficking victim is made on the occurrence of <b>actual</b> exploitation.		
6	General indicators of trafficking in persons are <b>proof</b> of trafficking in person.		
7	Trafficking victims always need assistance.		
8	The main objective of victim assistance and protection is to prosecute traffickers.		
9	If the persons being interviewed is silent, the interviewer should pressure them to speak about their experience for assistance.		
10	Victims are an important source of evidence for the successful prosecution of trafficking cases.		

**Total:** 10 points

**Training Evaluation: Please select your level of agreement with the statements**

<b>Statement</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>Relevance of the Training</b>				
The content covered in training is relevant to my role and duties.				
The training prepares me with the level of knowledge to do my jobs.				
The training meets my expectations.				
<b>Quality of Content and Delivery</b>				
The trainers are knowledgeable about the topics.				
The trainers are well prepared.				
The content is easy to understand				
The training materials are informative and useful.				
The time allocated for each topic is sufficient.				
The trainers encourage or allow participants for discussions and questions.				

**Suggestion for Improvement:**

- What aspects of this training course could be improved? Please be explicit if your comments relate to specific sessions.
- What aspects of the training course do you like the most? Why?
- Please share any additional comments here.

**— End of Post-Test —**



## Pre / Post Test – Answer Key

No.	Statements	True	False
1	Trafficking is a process that includes actions, means, and purpose.	True	
2	Trafficking in persons is always for the exploitation of a victim.	True	
3	Trafficking in person is a crime against a person.	True	
4	Trafficking is an illegal entry of country A into country B.		False
5	Determination of the status of a trafficking victim is made on the occurrence of <b>actual</b> exploitation.		False
6	General indicators of trafficking in persons are <b>proof</b> of trafficking in person.		False
7	Trafficking victims always need assistance.		False
8	The main objective of victim assistance and protection is to prosecute traffickers.		False
9	If the persons being interviewed is silent, the interviewer should pressure them to speak about their experience for assistance.		False
10	Victims are an important source of evidence for the successful prosecution of trafficking cases.	True	

# ANNEX 1: Training of Trainers Agenda – Summary of Timetable and Agenda for Five Training Days

Time	Day 1	Day 2	Day 3	Day 4	Day 5
08:30 – 09:00 am.	Welcome and Administration	Welcome and Recap	Welcome and Recap	Welcome and Recap	Welcome and Recap
09:00 – 09:30 am.	Pre-Test - Handout	Feedback on Day 1	Feedback on Day 2	Feedback on Day 3	Feedback on Day 4
09:30 – 10:50 am.	Break				
10:50 – 11:10 am.	Ice Breaker (ToT - Slide 8 - 9) - Round of introduction - Training defined	Ice Breaker (ToT - Slide 16) - Ball toss name game	Ice Breaker (ToT - Slide 55) - What would you do if ....?	Ice Breaker (ToT - Slide 84) - Team building exercise	Ice Breaker (ToT - Slide 102) - 30 seconds of fame

10:10 – 12:00 am.	<p><b>Setting the Ground Rule and Expectations (ToT - Slide 10)</b></p> <ul style="list-style-type: none"> <li>- Expectations: Characteristics of trainer</li> <li>- Expectations: Skill and knowledge needs</li> <li>- Ground rule: Do and don't while in the training</li> </ul>	<p><b>Understanding Trafficking in Persons (ToT- Slide 17-27)</b></p> <ul style="list-style-type: none"> <li>- Presentation</li> </ul> <p><b>Exercise: (ToT - Slide 28)</b></p> <ul style="list-style-type: none"> <li>- Peer education password</li> </ul>	<p><b>Basic of Trafficking Victims Identification (ToT - Slides 56 - 73)</b></p> <ul style="list-style-type: none"> <li>- Presentation</li> </ul>	<p><b>National Responsibilities to Combat Trafficking in pPersons (ToT - Slides 85 - 90)</b></p> <ul style="list-style-type: none"> <li>- Presentation</li> </ul>	<p><b>Principles and Approaches in Referral of Trafficking Victims for Assistance (ToT - Slides 103 - 108)</b></p> <ul style="list-style-type: none"> <li>- Presentation</li> </ul>
<b>Lunch</b>					
12:00 – 01:00 pm.	<p><b>Introduction of Five Principles of Adult learning (ToT - Slide 11)</b></p> <ul style="list-style-type: none"> <li>- Introduction of rational for adult learning principles</li> </ul>	<p><b>Understanding Trafficking in Persons (Cont.) (ToT - Slides 30 - 39)</b></p> <ul style="list-style-type: none"> <li>- Quiz</li> </ul> <p><b>Exercise: (ToT - Slide 29)</b></p> <ul style="list-style-type: none"> <li>- STI challenge</li> </ul>	<p><b>Basic of Trafficking Victims Identification (Cont.) Exercise (ToT - Slides 74 - 76)</b></p> <ul style="list-style-type: none"> <li>- Analysis of case studies and presentation</li> </ul>	<p><b>Assistance to and Referral of Trafficking in Persons (ToT - Slides 91 - 94)</b></p> <ul style="list-style-type: none"> <li>- Presentation</li> </ul>	<p><b>Principles and Approaches in Referral of Trafficking Victims for Assistance Exercise: (ToT - Slide 109)</b></p> <ul style="list-style-type: none"> <li>- Initial screening interview – roleplay</li> </ul>

01:45 – 02:30 pm.	<b>Key Component of the Training (ToT - Slide 12)</b> - Overview of the training manual, technical content, and slides	<b>Understanding Trafficking in Persons (Cont.) (ToT - Slide 40)</b> - Visual aid / short film <b>Exercise: (ToT - Slide 41)</b> - Triads: Competing for attention	<b>Who Can Identify Victims of Trafficking in Thailand? (ToT - Slides 77 - 81)</b> - Presentation (by AOG / members of MTD)	<b>Assistance to and Referral of Trafficking in Persons (cont.) Exercise: (ToT - Slide 100)</b> Powerwalk – vulnerability analysis	<b>Conclusion and Wrap Up (ToT - Slide 110)</b> - Feedback on expectations - Thanks to the participants, trainer, and organizer
02: 30 – 03:30 pm.	<b>How to Use the Training of Trainer Manuals (ToT- Slide 13)</b> - Step by step guide to trainer manual <b>Exercise: (ToT - Slide 14)</b> - Lesson planning (Annex 2)	<b>Trafficking in Persons in National Context (ToT - Slides 42 - 52)</b> - Presentation (by DATIP) <b>Exercise: (ToT - Slide 53)</b> - A case study (Training Manual)	<b>Who can identify victims of trafficking in Thailand? (cont.) Exercise: (ToT - Slide 82)</b> A facilitated roundtable discussion with practitioners and members of MTD	<b>Assistance to and Referral of Trafficking in Persons (cont.)</b> - Presentation by NGOs on services and victim assistance	<b>Post-Test (ToT Slide 111)</b> - Handout
<b>End of Day 1</b>		<b>End of Day 2</b>	<b>End of Day 3</b>	<b>End of Day 5</b>	<b>End of 5-days training</b>

*Note: The daily feedback is the feedback from participants on all aspects of the training (not only on the content of the training but also on organizational and logistical issues) that will allow the trainers to make changes as needed.*

# ANNEX 2: Training of Trainers – Lesson Planning (Template)

Name of Trainer	
Topic	
Time Available	
Learning Aids and Materials Required.	
Size of Group	
Purpose (of the Topic)	
Entry Behavior / Participants' Level of Knowledge about the Topic	
Means of Assessment / Exercise	
Lesson Plan – Summary	
Time and Details of Content	

# ANNEX 3: Training of Trainers – Learning / Training Materials

- Exercises (Annex 5)
- Lesson Planning – template (Annex 3)
- Timetable and Agenda (Annex 1)
- PowerPoint Slides (ToT)
- Case Studies (Training Manual)
- Technical Content (Training Manual)
- Summary of Content (Trainer Manual, Lesson Plan - Summary)
- Five Principles of Adult Learning (Annex 6)

# ANNEX 5: Training of Trainers – Exercises<sup>1</sup> :

## Setting Ground Rules:

**Objectives:** To agree on ground rules for the workshop and to identify common ground rules for training.

**Introduction:** The facilitator and participants first decide upon the ground rules for this training workshop. At the beginning of a training session, the group needs to identify and agree upon ground rules or guidelines for its work and understand why rules are important.

This activity is followed by a group discussion on the importance of setting ground rules in any training activity.

Once all participants have agreed on a set of rules, the list is posted in the training room for the entire duration of the workshop. The trainer should ensure that certain common rules are included (see the box below). It may be necessary to remind participants of the agreed-upon rules at times.

### Common Ground Rules:

- Respecting each other, even when you disagree
- Agreeing to participate actively
- Listening to what other people say without interrupting them
- Not using 'put-downs' (i.e., snubbing or humiliating people on purpose)
- Respecting confidentiality and privacy
- Being on time
- Turning off cell phones

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<sup>1</sup> United Nations Population Fund and Youth Peer Education Network (Y-PEER), Training of Trainer Manual, 2005, Available at [https://healtheducationresources.unesco.org/sites/default/files/resources/bie\\_ypeer\\_training\\_trainers\\_manual.pdf](https://healtheducationresources.unesco.org/sites/default/files/resources/bie_ypeer_training_trainers_manual.pdf)

## Competing for Attention:

**Objective:** To practice listening and giving selective attention through role play

**Materials:** Three chairs

**Process:** Ask the participants to sit in a semicircle. Place the three chairs side by side and slightly remove them from the participants. Ask three volunteers to sit in the chairs facing the rest of the group. Begin the exercise by saying: 'The person sitting in the center of the three chairs is the "listener," whose job is to try to listen and be attentive to the people on both sides. The person in the chair on the right must continually try to attract and keep the listener's attention. Do this by telling the person in the center about some problems you make up. The person in the chair on the left must also try to keep the listener's interest and attention by telling the listener about your job, the wonderful, amazing job you have that you love so much. You can make up any kind of job you want. Neither of the people trying to get the listener's attention should pay attention to the other but only focus on the listener.' All participants in the group rotate through all three positions in sequence, moving over one seat at a time as in a big, moving circle. During this activity, you may help a participant whom you think needs some coaching – for example, encouraging him or her to try harder to capture the listener's attention. You can also stop the game temporarily to demonstrate how to work very hard to get the listener's attention. This might involve turning up the emotional 'volume' by showing how desperate you are to capture the listener's attention.

**Closure:** Allow the participants to talk about their experience with the exercise, asking them whether any moments clearly stood out in their memory. Ask the group whether any particularly effective strategies were used to get the listener's attention.

## Peer Education Password:

**Objective:** To learn and share information in a way that is fun and appealing

**Materials:** Two rows of chairs for participants, large index cards with words related to peer education subjects, and one word per card. Examples of these 'peer education passwords' include elements of trafficking in persons, for example, transportation, receipt, exploitation, purpose, profit, etc.



**Process:** Set up two rows of chairs so that they face each other and ask the participants to sit on them. Have the stack of index cards with words ready to use, but do not let the participants see the words yet.

Explain to the group that the goal of the exercise they are about to play is to give each other clues so they can try to guess the 'peer educator password' written on the cards. Tell them that the clues should not contain part of the answer. Ask the group to avoid 'cheap shots' such as a clue containing the word's true meaning. Now, stand behind one row and tell everyone to look straight ahead. Show the 'password' on the card to the people in the line facing you. At the beginning of the line, one person who has seen the word gives a clue, and the person sitting directly opposite him or her tries to guess the password. If he or she is wrong, the next person gives a clue, and the participant sitting opposite tries to guess the password. This continues until someone guesses the word. Ask the person who guesses correctly to hold the card for a discussion at the end of the exercise.

**Closure:** After 15 to 20 minutes, sit with the group and ask participants, one at a time, to tell the group whatever they can about the word on the card they are holding. Then, invite others to add any information that they think might be relevant. As the facilitator, you can correct any misinformation and fill in any information gaps. Try to get through as many cards as possible or review them later. You can also use them in the game some other time.

## STI Challenge

**Objective:** To learn and share information in a way that is fun and appealing

**Materials:** Chart on which to keep score; distribute *Training Manual, Session 1 - Understanding Trafficking in Ppersons: Quiz*

**Process:** Prepare a list of questions and answers (use *Training Manual, Session 1 - Understanding Trafficking in Persons: Quiz*). Divide the participants into two or three teams (depending on the total number of participants) and tell each group to select a name and a speaker for their team. All team members should work together to find an answer, but only one person will be allowed to say the answer out loud. Explain that you will be asking questions to each team. If the first team does not know or does not give the correct answer within three minutes, the next team will get a chance to answer it. A point is awarded for each correct answer. For the final question, the participants will have a chance to 'bet' all their accumulated points. They will receive double points if they answer the final question correctly or

lose all of their points if they do not. Begin asking the questions. After each correct answer is given, ask or explain why it is correct. Also, address the incorrect answers, especially if they are common misconceptions. Closure After the game, ask participants if they have any questions about any of the questions or answers. If so, deal with their questions immediately.

### What Would You Do If ...?

**Objective:** To teach participants to think and react instantly about co-facilitation

**Materials:** Annex 2. Lesson planning (template); Session 1 - Understanding Trafficking in Persons: Quiz (Training Manual)

**Process:** Have the participants' pair up and go through the lesson planning (template). Let them decide how they will do this task.

**Closure:** Ask the participants how they decided on lesson planning and quiz (e.g., individually, together). What did they find out about the co-facilitating plan with their partner? In what ways would it be difficult to co-facilitate with their partner? How would they overcome these difficulties?

#### ***Distribute Co-Facilitation Guide Below***

*Dos and don'ts of the co-facilitating guide:*

*Do go over with your co-facilitator what you will cover before you get to a training workshop. Be clear who is doing what and in what time frame.*

*Do be on time. Be early enough to decide how you and your partner want to arrange the room.*

*Do be responsible for your own time. Don't ask your co-facilitator to watch the clock and signal to you when your time is up. Carry a watch with you and check it to know how much time you have left.*

*Do start and end on time. Don't go over the agreed-upon time with participants or with your co-facilitator. If you run out of time and you haven't covered all that you were supposed to, stop where you are and do better next time. Remember, participants can always stay and speak to you after the session.*

*To contribute to your partner's leadership. Don't interrupt or challenge. Wait to be invited to speak by your co-facilitator. You can talk to participants when it is your turn to present – to give correct information or add what you know about the subject.*

## 30 Seconds of Fame

**Objectives:** To allow participants to speak in public; to make the experience as positive as possible in order to build confidence.

**Materials:** Chairs for all participants.

**Process:** Explain that each participant will be given 30 seconds to speak to the group about anything she or he would like.

Tell the participants that: 'At the end of the 30 seconds, I will start to applaud to show appreciation for your effort. Don't be alarmed if you are in mid-sentence. My applause will signal everyone else to begin applauding, which will show positive appreciation for your effort. During your 30 seconds, you can do whatever you want. However, even if you stop speaking, we will not begin to applaud until your 30 seconds are over. It is the job of everyone in the group to give each speaker their undivided attention and delighted enthusiastic interest. Please do not interrupt any speaker in any way at all. Do not try to rescue them in any way. We should applaud as loudly for the last person as we did for the first and everyone in between.'

Ask the first person to begin; after 30 seconds, even if she or he is in mid-sentence, you should begin applauding. You may sometimes have to remind the group to remain silent while speaking and give every speaker their undivided attention. Also, remind them to wait until you give the signal before they begin clapping.

**Closure:** After everyone has had 30 seconds to speak, lead a group discussion in which participants talk about how they felt doing the exercise. Which speeches best displayed practical public-speaking skills? How can these skills be applied to peer education training?

## Power Walk – Vulnerability Analysis

**Objective:** To raise awareness about the inequality of opportunities in society; to foster an understanding of possible personal consequences of belonging to certain social minorities or cultural groups; to help participants identify vulnerable and marginalized groups; to promote empathy with those who are different from oneself

**Materials:** One index card for each participant with a character from a typical community written on each (see list of characters below); tape or CD player and soft/relaxing music, a list of statements (see below), flip chart and markers, and Handout 7. Problem Tree

**Process:** Write each of the characters listed below on an index card or piece of paper. (Adapt these as necessary for your context.)

1. Immigration officer (male)
2. A social worker in the shelter (female)
3. University student (male)
4. Girl in family and children home, age 13
5. Uncle, 'guardian' of a niece
6. A single mother with three children, ages 12, 6, and 2
7. Girl with a disability, age 10
8. Boy, intravenous drug user, age 16
9. Street kid, age 15
10. Adolescent girl, looking for a job, age 16
11. Victim of cross-border trafficking, woman, age 22
12. Police officer (male)
13. Legal expert (male)
14. Judge in the criminal justice system
15. Medical doctor (female)
16. Migrant worker with a family of four (male)
17. Irregular Migrants/Migrant workers without documents (man, age 30)
18. Stateless person (girl, age 13)
19. Labour inspector
20. Politician
21. Documented migrant worker (girl, age 19)
22. A potential victim in detention facilities
23. Colleague student in oversea
24. Member of parliamentarian
25. Migrant in debt

This exercise requires a big space, so you might want to take the group outside if the room is not available indoors. Prepare a flip chart sheet with this list of characters. Do not display the sheet until you start Part 3 of the exercise.

### **Note for Facilitator/Trainer**

*Make this exercise relevant by adapting the characters and questions to your local context.*

*When doing this activity outdoors, make sure that the participants hear you, especially if you are working with a large group.*

*In the imagining phase, some participants may say that they know little about the life of the person they have to roleplay. Tell them that this does not matter and that they should use their imagination and do the best they can.*

*The impact of this activity lies in seeing the distance increase between the participants, especially at the end when there should be a big distance between those who stepped forward often and those who did not.*

*If you have fewer participants than roles, shorten the list of characters. Be sure that there is a balance between the characters who can take steps forward (i.e., agree with the statements) and those who cannot. This also applies if you have a large group and have to devise more roles.*

## **PART 1**

---

Create a calm atmosphere by playing soft background music or asking participants to remain silent.

Hand out the role cards at random, one to each participant.

Tell them to read their card but not show it to anyone else.

Invite them to sit down. Now ask them to begin to get into the role.

To help, read some of the following questions out loud, pausing after each one to give them time to reflect and develop a picture of themselves as this person:

- What was your childhood like?
- What sort of house did you live in?
- What kind of games did you play?
- What sort of work did your parents do?
- What is your everyday life like now? Where do you socialize?
- What do you do in the morning, afternoon, or evening?

- What sort of lifestyle do you have?
- Where do you live?
- How much money do you earn each month?
- What do you do in your leisure time?
- What do you do in your holidays?
- What excites you?
- What are you afraid of?

Now, stop the music.

## PART 2

---

Ask participants to remain silent as they line up beside each other (as if on a starting line).

Tell them that you are going to read a list of statements.

Every time their character can agree to the statement, they should step forward. Otherwise, they should stay where they are.

Now read aloud the statements listed below, one at a time. (Adapt these as necessary for your context.) Ask participants to remember the number of steps they take until the end of the exercise.

- I can influence decisions made at the national level.
- I get to meet visiting officials from ministries.
- I get new clothes when I want.
- I have time and access to watch the news, go to school and spend time with friends.
- I am not in danger of being sexually abused or exploited.
- I get to see and talk to my parents.
- I can speak at policy meetings.
- I can pay for treatment in a private hospital if necessary.
- I expect to go to the university overseas.
- I am not in danger of being exploited.
- I am not in danger of being physically abused.
- I sometimes attend workshops and seminars.

- I have access to plenty of information about trafficking in persons.
- I have access to social assistance if necessary.
- I can talk to an adult I trust when I have problems.
- I am not isolated.
- I can report cases of violence, abuse, and exploitation.
- I can provide for and protect my family.

After reading all statements, invite everyone to take note of their final positions: Some participants will have moved a long way forward, while others are further behind.

Ask the 'power walkers' (those at the front) to reveal their roles.

Then ask those in the back to reveal their roles.

Give participants a couple of minutes to come out of their roles before debriefing as a group.

### **PART 3**

---

Bring the group back together for the debriefing. Before they take their seats, ask each participant to record the number of steps each took on a table on the flip chart.

When everyone is seated, ask how they felt about the activity. Then, lead a group discussion about the following questions:

- How easy or difficult was it to play the different roles? How did they imagine what their character was like?
- How did people feel stepping forward? Not stepping forward.
- How did those who made very few or no steps feel as they watched all the others moving forward?
- For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
- Why are some people at the front and some at the back? Does the exercise mirror society? How?
- What factors might account for these disparities?
- Which human rights are at stake for each of the roles?

- Could anyone say that their human rights were not being respected, or did they not have access to them?
- How does migration status account for the different end positions?

**Closure:** Discuss what first steps could be taken to address inequalities in society. How can we reach the people at the back? How can we reduce their vulnerability?

### **Icebreaker: Team Building (the human knot)**

**Objectives:** To work on trust-building, team building, and problem-solving.

**Materials:** A room in which participants can move around comfortably

**Caution:** Before beginning, warn participants that they need to be very careful not to hurt anyone by twisting a wrist, stepping on others, etc.

**Process:** Clear a space to form a circle of about eight to ten people (or several such circles, depending on the number of participants). Explain that it is very important for this exercise to follow instructions and listen to each other carefully so that no one gets hurt. Explain that everyone will stand in a circle, reach into the middle of the circle with both hands, and join hands with two other people. Their job will be to untangle the resulting 'rope' without letting go and form a circle again. Now, tell the participants to take one person's right hand and the left hand of another person. Next, ask them to try – slowly and carefully – to unravel until they can form a circle without letting go of the hands they are holding. If the group gets very good at this, try variations like not talking during the exercise or whispering.

**Closure:** Talk to the group briefly about how they felt playing the game.

### **Icebreaker - Ball Toss Name Game**

**Objective:** To help participants learn each other's names while learning a simple metaphor for communication skills.

**Materials:** Paper rolled into lightweight balls – enough for each group of approximately 12 to 13 people to have three balls.

**Process:** Ask participants to split into smaller groups (about 12-13 people in a group) and have each group stand in a circle. Make sure that the circles are positioned with a safety zone of one or two meters of space behind each group in case the participants move backward to try to catch a ball.

Tell the participants: 'In this exercise, we will try to learn each other's names in the



small groups.' Start by getting everyone in the circle to say his or her name, one by one. Repeat this once or twice and remind the group to call out their names slowly and clearly so that the others have a chance to remember more names.

Explain that, in the beginning, the person holding the ball will call out the name of someone in the group and then throw the ball to him or her. Demonstrate how this is done.

Continue to explain that 'The person who receives the ball makes eye contact with another group member, calls out that person's name, and tosses the ball to them. If you forget someone's name and want to be reminded of it, you can ask her or him to repeat it to you. If you like, you can even throw the ball back to the person who threw it to you.'

Begin the game as described above. After a couple of minutes, when the participants start to remember several names, add a second ball and instruct the group to continue playing with the two balls. After a minute or so, introduce a third ball to the game. The group should then try to throw and catch the three balls, all the while calling out the receiver's name, 5 or 10 times without dropping the balls; if a ball is dropped, they must start counting again. All three balls must be used in the exercise. When the ball throwing is done, ask how the players felt playing the game.

Then begin to explore how throwing the ball from one person to another can be considered a metaphor for how we communicate as peer educators. Ask the group to consider what actions were necessary both to ensure that the game was successfully completed and to communicate well. These can include making eye contact, calling someone by name, making sure the person was ready to receive the ball (or message), throwing it (or talking) directly to the person, and not throwing it when another ball (or message) was coming in.

**Closure:** Point out how one of the most fundamental skills in peer education is good communication. Suggest that the peer educators remember this exercise as a guide for asking themselves whether they are using the best possible communication skills in their teaching.

# ANNEX 6: Adult Learning Principles<sup>2</sup>

The pedagogical model is not always appropriate for adult learners. Adult learners learn best when they are actively involved in determining what, how, and when they learn. The facilitator/trainer's job is to facilitate learning, that is, to do what we can to make sure people learn what we want to teach them. Therefore, the trainer has a significant role to play in facilitating the learning process and, to play it effectively, he/she should take into consideration the following factors:

- An adult learner is a self-directing person. In order to motivate him to learn, say, concentrate, it should be put across to him in a way that is meaningful and relevant to him.
- Life experiences are important to an adult. Case studies, therefore, would be very effective in teaching precursor control. If a good case is discussed starting from how the enforcement officers received the information and the audience is taken through the various stages of the investigation, it makes the entire subject come to life, and the participants remember it for a long time to come.

In general, five basic principles are recommended to ensure the adult learners do learn: These are:

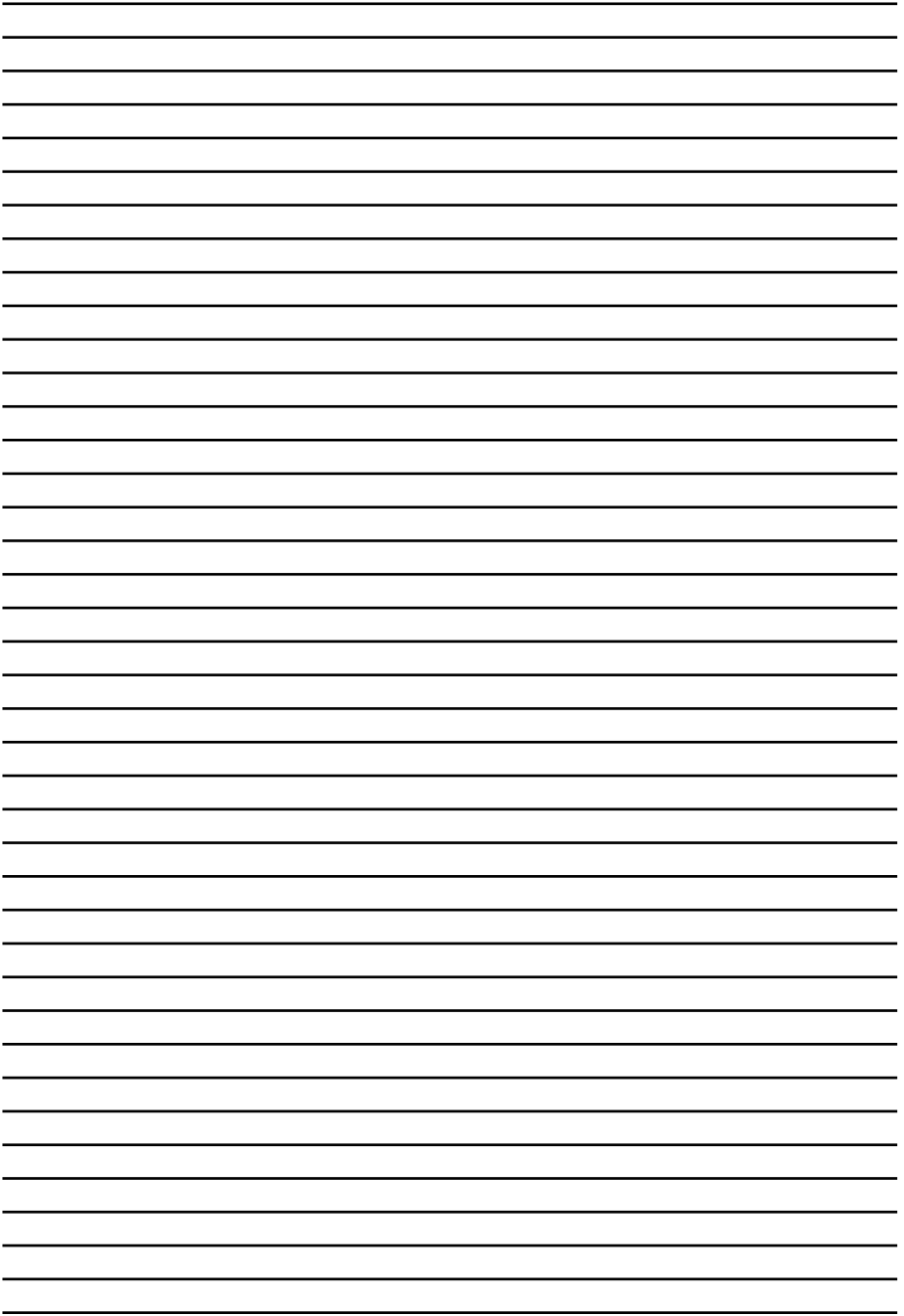
- ★ **1. Personal Benefit:** Adult learners must be able to see the personal benefit of what they are learning and how it satisfies a need they have. They are motivated to learn if the learning:
  - Solves or avoids a problem for them;
  - Provides an opportunity or increased status;
  - Leads to professional or personal growth.

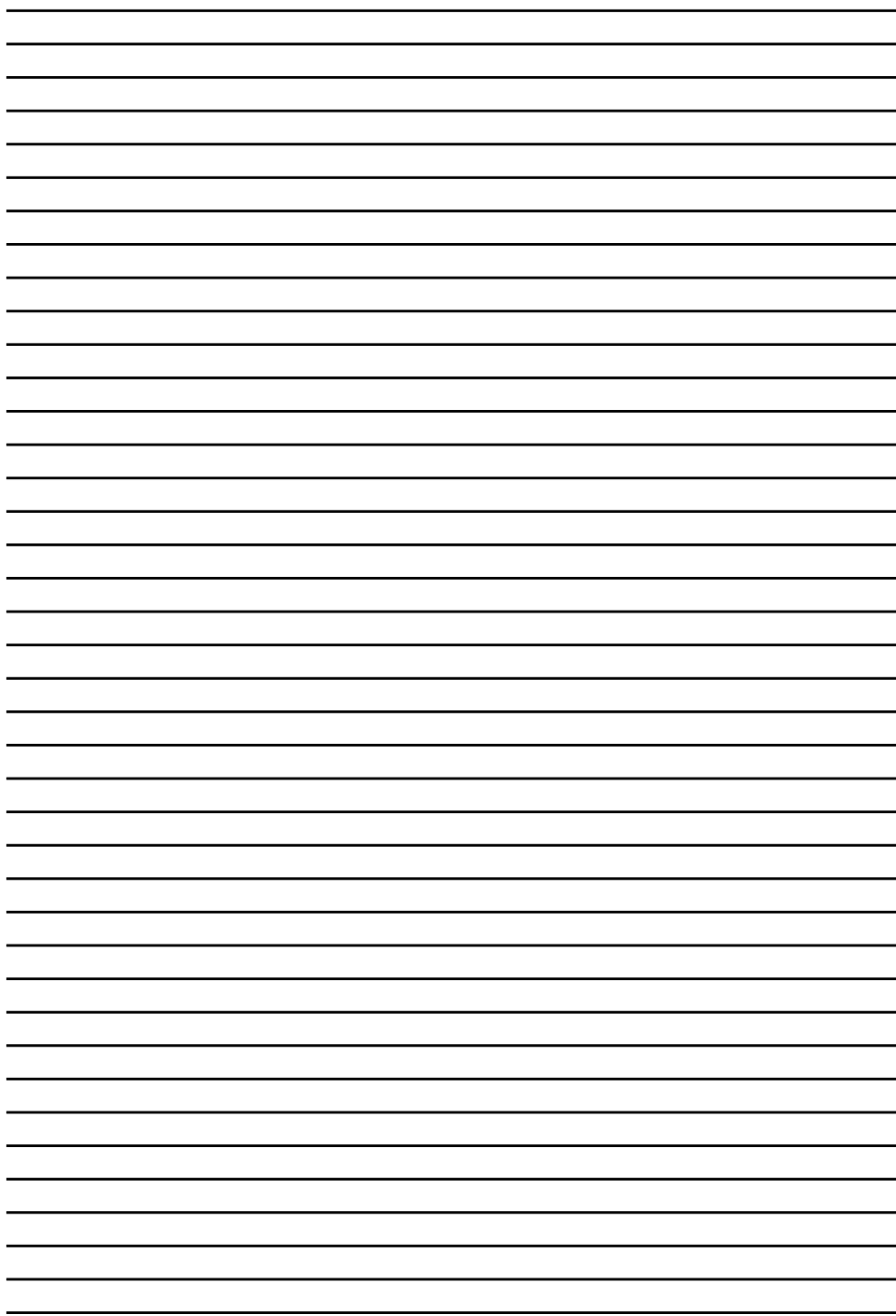
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<sup>2</sup> UNODC (ROSA), Guide for the trainer: A manual on techniques of training in precursor control, Regional Precursor Control Project for SAARC Countries (RAS/938), P.13-15, Available at [Guide\\_for\\_Trainers\\_-\\_Precursor\\_Control.pdf](#); Dr. Lela Vandenberg, Facilitating adult learning: how to teach so people learn, Available at [https://www.canr.msu.edu/od/uploads/files/PD/Facilitating\\_Adult\\_Learning.pdf](https://www.canr.msu.edu/od/uploads/files/PD/Facilitating_Adult_Learning.pdf)

- ★ 2. **Experience:** Adult learners come to each learning event with a unique background of knowledge and experience. They are motivated to learn if the learning:
  - Involves them in sharing what they know;
  - Builds on what they know;
  - Validates their expertise.
- ★ 3. **Self-direction:** Adult learners are self-directed and must have some control over what they are learning. They are motivated to learn if they can:
  - Take charge of their learning and make decisions about the content and process;
  - Contribute to the learning of their co-learners;
  - Have some degree of independence in the learning process.
- ★ 4. **Application & Action:** Adult learners are busy, practical, and learn by doing. They learn best when:
  - There is an immediate application for the learning;
  - They participate actively in the learning process;
  - They can practice new skills or test new knowledge before leaving a learning session.
- ★ 5. **Learning Styles:** Adult learners approach learning in a great variety of ways, from hands-on and moving to use their eyes, ears, and/or logic to anchor new skills and knowledge. They learn best when:
  - The learning taps into a mix of learning styles that fit their preferences and stimulate their 'multiple intelligences'.
  - Multiple means are used to represent the material being learned.

Overall, the trainer should know the trainees and learn more about them during the learning process. It helps to know the background of participants and their knowledge of the subject before starting the training session. This helps one to determine the right approach to start and the extent of details that need to be covered. Be aware of the learning processes and motivate the trainees. The trainer should carefully observe the reactions of the trainees- whether verbal or non-verbal. This provides clues as to how far the trainees are absorbing the subject and whether they are motivated to learn.







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The Sub-Committee on the National Referral Mechanism