



Novel Strategies to Fight Child Sexual Exploitation and Human Trafficking Crimes and Protect their Victims

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D5.2 Passenger transport personnel addressing to identification and assistance possible THB victims e- learning-based training programs

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Abstract (for dissemination)

This deliverable reports on the creation of the e-learning in T5.2. It sets out the contextual material and consultations and guiding principles behind the training. It summarises the structure of the training and provides sample content. It explains the next steps.

Keywords Trafficking in Human Beings, e-learning

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Executive summary

This deliverable reports on the creation of the training in T5.2. The objective of T5.2 is to create an e-learning-based training program aimed at equipping personnel in passenger transport with the skills and knowledge needed for the identification and assistance of potential victims of Trafficking in Human Beings (THB) and Child Sexual Abuse/Exploitation (CSA/CSE).

The training has three key inputs. First, key HEROES deliverables, especially D4.4, which provides up-to-date detailed material on the core of the subject of the training.¹ Second, a review of existing trainings draws on current knowledge and approaches and allows for the creation of a course that complements existing offerings. Third, consultations with experts across the HEROES consortium throughout the development process validates and enhances the quality of the work.

From these inputs, we draw a series of key insights for the development of the e-learning course. These are:

- Use of captivating narratives
- Avoidance of imagery that echoes harms arising from commission of these crimes
- Targeting specific members of the transport industry
- Training to be delivered online
- Being sensitive to professional reporting obligations
- Being usable in multiple jurisdictions and languages
- Use of creative methods to engage learners

The training content is presented using Adobe Captivate, a well-established e-learning authoring tool. This allows for the creation of interactive content, including quizzes, videos, and simulations. The pedagogical approach is inquiry-based, which involves encouraging learners to reflect and build upon what implicit or intuitive knowledge that they already have, and to use this to make judgments of what is likely to be the case, as well as to be able to reflect critically on that initial knowledge. Literature suggests that such an approach is particularly engaging and this is one of the ways that we address the challenge of engaging online learners.

We define the learning objectives as follows: learners should be able to: (1) explain the definition of THB and CSA/E trafficking and exploitation; (2) identify the risk factors associated with trafficking and exploitation in the transportation industry; (3) recognise the indicators of trafficking and exploitation in the transportation industry; (4) develop strategies for identifying, reporting and responding to victims of trafficking and exploitation.

The report contains sample material from sections of the training as follows:

1. Introduction to Trafficking in Human Beings and CSA/E
2. Operational Tactics of Traffickers
3. Indicators of Human Trafficking
4. Reporting Mechanisms
5. Distinguishing between Smuggling and Trafficking

The development of the training has completed phase one, involving development and testing internally within the consortium. The future outlook involves (i) further validation and (ii) development for a further jurisdiction, to be developed as the HEROES project progresses.

¹ HEROES, 'D4.4 Manual of Early Identification of Potential Victims of Trafficking in Human Beings, Child Sexual Abuse and Child Sexual Exploitation', 2023.

Abbreviations

AB	Advisory Board
CA	Consortium Agreement
DoA	Description of the Action, Annex 1 of the Grant Agreement
THB	Trafficking in Human Beings
CSA/CSE	Child Sexual Abuse/Exploitation
NGO	Non-Governmental Organisation
CSO	Civils Society Organisation
LEA	Law Enforcement Agency

Definitions

Child Sexual Abuse is the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent, or that violates the laws or social taboos of society by an adult, adolescent, or another child. All sexual activity with a child is considered sexual abuse. Child sexual abuse is evidenced by this activity between a child and an adult or another child who, by age or development, is in a relationship of responsibility, trust, or power, the activity being intended to gratify or satisfy the needs of the other person.²

Child Sexual Exploitation is a form of child sexual abuse. CSA becomes CSE when a second party benefits financially through sexual activity involving a child. Child sexual exploitation may include commercial sexual exploitation of children, online child sexual exploitation, the exploitation of children in or for prostitution, transactional sex, child sexual abuse material, and the use of children for sexualised performances.³

E-learning is a learning environment which uses information and communication technologies as a platform for teaching and learning activities.

Indicators of THB and CSA/E are signs that provide guidance to practitioners on spotting potential signs of the THB and CSA/E crimes and reporting suspicious cases or further investigation.⁴

Inquiry-based learning is an education approach that focuses on investigation and problem-solving. Inquiry-based learning prioritises problems that require critical and creative thinking so students can develop their abilities to ask questions, design investigations, interpret evidence, form explanations and arguments, and communicate findings.⁵

Learning objectives are statements that define what students are expected to learn.

Migrant smuggling is the facilitation, for financial or other material gain, of irregular entry into a country where the migrant is not a national or resident.

Survivors are victims of a severe form of trafficking or abuse when they were recruited, obtained, provided, transported through force, fraud, or coercion for the purposes of sex or labour trafficking.

Trafficking in Human Beings - is a serious crime that affects fundamental human rights and dignity. It involves criminal exploitation of vulnerable people for the purpose of economic gain.⁶

² HEROES.

³ Ibid.

⁴ Ibid.

⁵ Jackson Siantuba, Leonard Nkhata, and Ton de Jong, 'The Impact of an Online Inquiry-Based Learning Environment Addressing Misconceptions on Students' Performance', *Smart Learning Environments* 10, no. 1 (5 March 2023): 22, <https://doi.org/10.1186/s40561-023-00236-y>.

⁶ HEROES, 'D4.4 Manual of Early Identification of Potential Victims of Trafficking in Human Beings, Child Sexual Abuse and Child Sexual Exploitation'.

1. Introduction

1.1. Background and objectives

The objective of this task is to create an e-learning-based training program aimed at equipping personnel in passenger transport with the skills and knowledge needed for the identification and assistance of potential victims of Trafficking in Human Beings (THB) and Child Sexual Abuse/Exploitation (CSA/E). E-learning is becoming a more popular method of delivering training. This way of delivering training can be cost-effective and more efficient than traditional methods, giving trainees access to training whenever and wherever it is convenient for them. E-learning removes the geographical obstacles often associated with traditional classrooms and education. Trainees can undergo training at their own pace without the need to hire a trainer.

The program is to be an interactive blend of theoretical knowledge and practical application, enriched by real-world case studies. The course topics include the differentiation between human trafficking and migrant smuggling, the legal responsibilities involved, and learning on the nature of the crimes, such as the specific locations, like transport hubs, where victims are often found. Additionally, the course addresses the identification of victims, the key signs to watch for, and the recommended actions to take when a potential victim is identified.

In developing this, we examine the available training in this area, so as to tailor the course content to be relevant and effective. In terms of delivery, the task aims to utilize a range of online learning tools to facilitate effective course presentation. The design and communication of the course will be guided by relevant pedagogical theories and frameworks, specifically those that are focused on the delivery of virtual online education.

The course has been developed using the platform Adobe Captivate and is available on the HEROES website at <https://heroes-fct.eu/course>. As the course is undergoing testing, a password is currently required for access. It has passed through validation with two consortium partners. Following this phase one development, the next phase is to further validate its effectiveness with a test audience, to make any required modifications, and to develop the course for a second jurisdiction. This latter work will be reported on in D9.9.

1.2. Structure of the report

Section 2 of this document sets out the guiding material in creating the course, giving an account both of the documents and consultations that provided input into the training course. Section 3 systematically lays out the key lessons that we took from this guidance, and explains how we address it in the course that we developed. Section 4 lays out the specifics of the course. It explains the technical approach, the learning objectives, the types of exercises used, and provides samples of the content. Section 5 concludes with an outlook on the next steps.

2. Guiding material

We considered a range of material for the purposes of setting the background and guiding the direction of the training. Central among this is the HEROES deliverable D4.4, a review of existing relevant trainings, consultation internally with experts within TRI, and key external sources. We elaborate on each of these below.

2.1. Material on D4.4 Manual for early identification

A key source for the training is the HEROES deliverable D4.4, '*Manual for Early Identification of Potential Victims of Trafficking in Human Beings and Child Sexual Abuse and Child Sexual Exploitation*'. The Manual is designed to be a hands-on resource for the initial recognition of possible victims of THB and CSA/E. It is aimed at frontline professionals like law enforcement officers, NGO workers, and healthcare and education experts. It provides assistance in identifying potential and actual victims in their day-to-day operations and directing them to appropriate support services. It also offers legal explanations for the terms THB and CSA/E and showcases existing international and national instruments for early detection. Additionally, it features customized, sector-specific criteria for the early detection of potential victims in four specific countries: Bangladesh, Colombia, Spain, and the United Kingdom. These criteria are formulated based on the unique characteristics of THB and CSA/E in these countries and include a concise evaluation of the particular settings in which they manifest, with an emphasis on relevant economic and social sectors.

The deliverable is valuable for the work on T5.2 in creating e-learning on HEROES, as it provides original work on the specific topic of the training. Work on the nature and structure of trafficking in human beings is adapted and incorporated into the training, and the deliverable's comprehensive overview of indicators of possible ongoing victimhood provided guidance for the simpler and more quickly digestible guidance that the training provides.

2.2. Consultation

In carrying out this task, we have sought to draw upon the relevant expertise within both TRI and the consortium as a whole regarding e-learning, THB, and CSA/E. In particular:

- Consultations with external CSO and academic experts in order to orient the work.
- The consortium meeting in Lisbon on 26th-28th June 2023 carried two sessions devoted to the training across the project, on 'Multi-Sectoral and Multi-Disciplinary Strategies to Improve and Reinforce Prevention Programs' and 'WP9 - Test Cases Implementation and Validation (Progress and work session)'. This time incorporated examination of how the different trainings across the project might fit together, as well as discussing each turn by turn. In the session on the e-learning described in this deliverable, TRI presented its approach to the training and obtained key points of input about this from technical, LEA, CSO and academic partners.
- We have had a series of calls with partners who carry specifically relevant expertise at RENACER, ICMPD, and ICMEC. This has further informed the way that we have approached the training and provided live feedback on ongoing work.
- The development of the training has involved consultation within TRI, drawing on broader expertise both on trafficking in human beings, and in marketing and communications.

2.3. Review of existing trainings

The task involved consideration of existing training programmes relevant to THB and CSA/E in relation to transport infrastructure. This serves two purposes. First, it gives a sense of what form of training is of value, in order to complement existing offerings. Second, it provides an up-to-date context for the content of the

training that is being produced. The following two tables summarise the trainings that we examined first on THB, and second on CSA/E.

Table 1: Training on THB

Programme	Summary	Type	Additional information
Airport Initiative by the Bay Area Anti-Trafficking Coalition (BAATC) ⁷	20-minute interactive training including videos and summaries, available in Spanish and Chinese, covering topics like definition of human trafficking, myths, physical and mental signs, and reporting protocols.	Video	Open course, fee – \$25, registration needed
American Association of Airport Executives Training ⁸	Training for airport professionals to identify red flags and warning signs of trafficked or sexually exploited persons, manage immediate needs for potential victims, and refer victims to appropriate resources.	In-person Training	Open course, fee: affiliate - \$275 associate - \$325 participating - \$325 military - \$150, registration needed
Immigrant Council anti-trafficking training (Immigrant Council of Ireland) ⁹	Training for frontline service providers on identifying victims of trafficking and providing appropriate supports, covering basics of human trafficking, recognizing trafficking, and processes involved in supporting victims.	In-person Training	Training is available for free throughout the year during scheduled public training webinars, as well as on-demand for businesses, organisations and service providers for groups of 10+ people
Stop Traffick project (Immigrant Council of Ireland) ¹⁰	Half day training course for air crews to identify women and girls being trafficked for sexual exploitation.	In-person Training	N/A
Seminar at Guarulhos Airport, Brazil ¹¹	Seminar covering topics like national and international legislation on Trafficking in Person (TIP), assistance and protection to the victims of TIP, and training professionals on conduct when identifying a possible TIP victim.	In-person Training	N/A
Module 2 in the Anti-human trafficking manual for criminal justice practitioners by the UNODC ¹²	Module outlining basic tell-tale signs that may flag potential trafficking situations to first responders, cataloguing indicators for different types of trafficking situations.	Report	N/A

⁷ ‘Training - Online Human Trafficking Awareness Training’, <https://Airportinitiative.Com/> (blog), accessed 18 October 2023, <https://airportinitiative.com/training/>.

⁸ American Association of Airport Executives Training, ‘Human Trafficking Awareness Training’, accessed 18 October 2023,

https://aaae.org/AAAE2023/AAAEMemberResponsive/Join_AAAE/CntMkt/SubjectPages/Human_Trafficking.aspx.

⁹ ‘Anti-Trafficking Training | Immigrant Council of Ireland’, accessed 18 October 2023,

<https://www.immigrantcouncil.ie/training/anti-trafficking-training>.

¹⁰ ‘STOP Traffick! Tackling Demand for Sexual Services of Trafficked Women and Girls | Immigrant Council of Ireland’, accessed 18 October 2023, <https://www.immigrantcouncil.ie/campaign/ending-human-trafficking/stop-traffick>.

¹¹ ‘GLO.ACT Supports the Federal Police in Providing Training on Human Trafficking the Airport of Guarulhos’, United Nations : Office on Drugs and Crime, accessed 18 October 2023, [//www.unodc.org/unodc/en/human-trafficking/glo-act/glo-act-supports-the-federal-police-in-providing-training-on-human-trafficking-the-airport-of-guarulhos.html](https://www.unodc.org/unodc/en/human-trafficking/glo-act/glo-act-supports-the-federal-police-in-providing-training-on-human-trafficking-the-airport-of-guarulhos.html).

¹² ‘Training Materials’, United Nations : Office on Drugs and Crime, accessed 18 October 2023, [//www.unodc.org/unodc/en/human-trafficking/training-materials.html](https://www.unodc.org/unodc/en/human-trafficking/training-materials.html).

Programme	Summary	Type	Additional information
Blue Blindfold campaign ¹³	Training module for airline staff on indicators of human trafficking, steps to take if trafficking is suspected, and how to report concerns.	Video	Counter-trafficking Facilitators Guide and airline trainer notes are available for free on its website
Counter-trafficking training modules (International Organisation for Migration, Ireland) ¹⁴	Comprehensive tool providing information across a broad spectrum of trafficking related issues, covering topics like defining human trafficking, Irish and European response, and identifying and referring a victim of trafficking.	e-learning	Open course, no fee, no registration needed
U.S Department of Transportation (DOT) Training ¹⁵	Training for DOT's employees to recognize and report human trafficking, with tailored trainings for bus and truck inspectors, and specific trainings for aviation, transit, rail, and coach industries.	In-person Training/ Video	Open course, no fee, no registration needed
Modern slavery training resource page (UK government) ¹⁶	Provides modern slavery awareness booklet and e-learning courses on modern slavery and human trafficking, focusing on spotting the signs of modern slavery and how to refer concerns to UK Border Force or the police.	E-learning	Open course, no fee, no registration needed
Modern Slavery & Human Trafficking - A Guide for the UK Aviation Industry (UK Modern Slavery Training Delivery Group Initiatives and Gangmasters and Labour Abuse Authority) ¹⁷	Guidance on modern slavery legislation, indicators to look out for within airports, and training by International Air Transport Association.	Report	N/A
European Cockpit Association Training ¹⁸	Position paper focusing on combatting human trafficking in aviation, recommending the introduction of training modules for flight crew, cabin crew, and airport staff in recognizing human trafficking.	Report	N/A
AIRCOP training on Human Trafficking in International Airports in Jamaica ¹⁹	Training aimed at providing participants with knowledge and skills to detect and prevent human trafficking, with a focus on gender and human rights.	In-person Training	N/A
Preventing Human Trafficking – World Travel & Tourism Council (WTTC) ²⁰	Framework focusing on raising awareness, education and training, advocacy, and	Report	Free accessible at the website

¹³ 'Blue Blindfold Campaign', *Blue Blindfold Campaign* (blog), accessed 18 October 2023, <https://www.blueblindfold.ie/>.

¹⁴ International Organization for Migration, 'Counter-Trafficking Training Modules', 2020, <https://www.blueblindfold.ie/wp-content/uploads/2020/10/counter-trafficking-training-modules.pdf>.

¹⁵ 'Human Trafficking | US Department of Transportation', accessed 18 October 2023, <https://www.transportation.gov/stophumantrafficking>.

¹⁶ 'Modern Slavery Training: Resource Page', GOV.UK, accessed 18 October 2023, <https://www.gov.uk/government/publications/modern-slavery-training-resource-page/modern-slavery-training-resource-page>.

¹⁷ 'Modern Slavery & Human Trafficking: A Guide for the UK Aviation Industry', 2018, <https://www.gla.gov.uk/media/4172/modern-slavery-human-trafficking-a-guide-for-the-uk-aviation-industry-november2018.pdf>.

¹⁸ 'ECA | European Cockpit Association (ECA)', accessed 18 October 2023, <https://www.eurocockpit.be/>.

¹⁹ 'AIRCOP Training on Human Trafficking in International Airports in Jamaica', accessed 18 October 2023, <https://www.unodc.org/ropan/en/aircop-training-on-human-trafficking-in-international-airports-in-jamaica.html>.

²⁰ World Travel and Tourism Council, 'Preventing Human Trafficking: An Action Framework for the Travel and Tourism Sector', July 2021, <https://wtcc.org/Portals/0/Documents/Reports/2021/Human-Trafficking-Framework.pdf?ver=2021-07-27-113613-803>.

Programme	Summary	Type	Additional information
	support to tackle human trafficking, with examples of real-life practices.		
Toolkit to Combat Trafficking in Persons- United Nations Office on Drugs and Crime ²¹	Toolkit aiming to increase awareness and help policymakers and organizations develop a comprehensive strategy to prevent and address human trafficking.	Report	Free accessible at the website
Training & Tips for Front-Line Staff - Meeting Professionals International (MPI) ²²	Training/educational resources for front-line staff at hotels, conventions, and airports on identifying victims of human trafficking and reporting suspicious activity.	Report	Free accessible at the website
AAI Training and Presentations - Airline Ambassadors International ²³	Series of short online training videos teaching airline industry employees how to spot and report human trafficking victims.	E-learning	Open course, fee – \$10, registration needed
The Role of Aviation in Preventing Trafficking in Persons and the Need for Multistakeholder Collaboration in Reporting Suspected Cases - Airports Council International (ACI) and the International Air Transport Association (IATA) ²⁴	Working paper presenting initiatives like #Eyesopen campaign and ACI’s Handbook titled “Combatting Human Trafficking”, providing real-life examples of work done by airports to fight against human trafficking and suggesting the need for simple and discrete reporting mechanisms.	Report	Free accessible at the website
Truckers Against Trafficking ²⁵	Training is certified programme designed for both truck drivers and bus drivers. The course is based on training video and passing a short quiz	E-learning	Open course for drivers and companies, registration needed

Table 2: Training on CSA/E

Programme	Summary	Type	Additional information
Barnardos – Nightwatch Toolkit for London Businesses ²⁶	Includes checklists for all of those working in the night-time economy as well as specific checklists for hotel staff, licensed venues, taxi drivers	Email/Call for In-person Training	N/A
Wirral Safeguarding Children Partnership – Child Exploitation Guidance for Taxi Drivers ²⁷	Guidance for taxi drivers on what to look out for concerning child exploitation.	Guidance Document	Free accessible at the website

²¹ UNODC, ‘Toolkit to Combat Trafficking in Persons - Global Programme Against Trafficking in Human Beings’, 2006, <https://www.unodc.org/documents/human-trafficking/HT-toolkit-en.pdf>.

²² MPI, ‘Training & Tips for Front-Line Staff’, 2020, https://www.mpi.org/docs/default-source/pdf/anti-human-trafficking/training-tips-for-front-line-staff.pdf?sfvrsn=5d2b351e_2.

²³ ‘Counter Human Trafficking - Airline Ambassadors | Learn More’, *Airline Ambassadors International* (blog), accessed 7 November 2023, <https://airlineamb.org/human-trafficking/>.

²⁴ International Civil Aviation Organization, ‘The Role of Aviation in Preventing Trafficking in Persons and the Need for Multistakeholder Collaboration in Reporting Suspected Cases’, 2019, <https://www.iata.org/contentassets/e45e5219cc8c4277a0e80562590793da/role-aviation-preventing-trafficking-persons.pdf>.

²⁵ ‘Truckers Against Trafficking: Trained’, accessed 7 November 2023, <https://trained.truckersagainstrafficking.org/>.

²⁶ Barnardos – Nightwatch Toolkit for London Businesses:

Information for Practice. (2021). <https://ifp.nyu.edu/2021/guidelines-plus/nightwatch-toolkit-for-london-businesses-a-toolkit-for-anyone-working-in-the-evening-or-through-the-night-to-help-keep-children-and-young-people-at-risk-of-exploitation-safe/>

²⁷ Wirral Safeguarding Children Partnership – Child Exploitation Guidance for Taxi Drivers:

Wirral Safeguarding Children Partnership. (n.d.). Retrieved from <https://www.wirralsafeguarding.co.uk/cse-guidance-for-taxi-drivers/>

Blue Lamp Trust – Blue Lamp Trust Safeguarding course ²⁸	Police approved course for Hackney Carriage and Private Hire drivers on understanding Safeguarding, recognizing types of abuse and reporting concerns.	In-person Training E-learning and Virtual classroom course	Open course, fee for e-learning - £12, for virtual class- room course £25, registration needed
Green Penny – Taxi Driver Safeguarding Course ²⁹	Course to develop understanding on safeguarding and protecting children, young people and vulnerable adults.	Blended learning	Open course, fee - £90, registra- tion needed
NSPCC Learning – Safe- guarding training for bus and taxi drivers ³⁰	Online training featuring a short film and guidance on different types of abuse and how to report concerns.	E-learning	Open course, fee - £9.50, regis- tration needed
Department of Education (Australia) –Fundamentals course: Responding to Risks of Harm, Abuse and Neglect – Education and Care ³¹	Short online course about mandatory notifications and child protection in ed- ucation for bus drivers.	E-learning	Open course, free of charge, reg- istration needed
Tusla - Children First E- learning Programme ³²	E-learning program covering recogniz- ing and reporting child abuse, role of mandated persons and organizations working with children.	E-learning	N/A (no access to the page)
The Lucy Faithfull Founda- tion – CSA/CSE Prevention Training ³³	Training for organisations, profession- als, volunteers on child sexual abuse and its prevention. Some courses are available online.	Online/In-person	Open course, fee - £190, registra- tion needed
Dublin Rape Crisis Centre – Bespoke Training ³⁴	Training programmes ranging from in- troductory workshops to in-depth train- ing for professionals on sexual vio- lence.	In-person Training	N/A
#LookCloser campaign with the British Transport Police and National County Lines Coordination Centre ³⁵	Campaign focusing on how taxis, ride shares and private hire vehicles can sometimes be used for abuse and ex- ploitation, and what drivers can look out for.	Campaign	New learning events are regularly being updated
Stop it Now! – Circles of Safety ³⁶	Training series for adults to prevent child sexual abuse in youth-serving en- vironments, delivered as webinars, community workshops and organiza- tional trainings.	Webinars/Work- shops	Upcoming training dates for 2023- 2024 are provided on the website, fee - \$285, registration needed

²⁸ Blue Lamp Trust – Blue Lamp Trust Safeguarding course: (n.d.). Retrieved from <https://www.bluelamptrust.org.uk/safeguarding/>

²⁹ Green Penny. (n.d.). Taxi Driver Safeguarding Course. Retrieved from <https://www.greenpenny.co.uk/safeguarding-course-distance-learning/>

³⁰ NSPCC Learning. (n.d.). Safeguarding training for bus and taxi drivers. <https://learning.nspcc.org.uk/training/safeguarding-training-bus-taxi-drivers>

³¹ education.sa.gov.au, 'Fundamentals Course: Responding to Risks of Harm, Abuse and Neglect – Education and Care' (education.sa.gov.au, 14 October 2022), <https://www.education.sa.gov.au/working-us/rhan-ec/fundamentals-course-responding-risks-harm-abuse-and-neglect-education-and-care>.

³² 'Children First E-Learning ProgrammeTusla - Child and Family Agency', accessed 7 November 2023, <https://www.tusla.ie/children-first/children-first-e-learning-programme/>.

³³ The Lucy Faithfull Foundation. (n.d.). Training | Courses we deliver. Retrieved from <https://www.lucyfaithfull.org.uk/one-and-two-day-child-sexual-abuse-and-exploitation-courses.htm#8203>

³⁴ Dublin Rape Crisis Centre. (n.d.). Bespoke training. Retrieved from <https://www.drcc.ie/services/education-training/bespoke>

³⁵ '#LookCloser To Spot Exploitation | The Children's Society', accessed 7 November 2023, <https://www.childrensociety.org.uk/what-we-do/our-work/child-criminal-exploitation-and-county-lines/spotting-signs>.

³⁶ Stop It Now! (n.d.). About Circles of Safety. Retrieved from <https://www.stopitnow.org/circles-of-safety-training-0>

The Foster Care Training Company – CSE/CSA Training ³⁷	Training providing tools to safeguard a foster child from dangers of sexual abuse and exploitation.	Contact for Training	N/A
Responding to child sexual abuse and exploitation in the night-time economy - Jane Kerr, Rupal Patel, Jorgen Lovbakke, Caroline Paskell and Matt Barnard, NatCen Social Research ³⁸	Report making recommendations for training and campaigns around CSA/CSE for workers in the night-time economy.	Report	Free accessible at the website
The Children’s Society – Prevention Programme ³⁹	Program working with stakeholders including businesses who may encounter children and young people at risk of exploitation.	Program	Free accessible at the website

In in section 3 below we elaborate on the lessons that we take from these guiding materials.

³⁷ The CPD Certification Service. (n.d.). CSE - Child Sexual Exploitation - Courses. Retrieved from <https://cpduk.co.uk/courses/the-foster-carer-training-company-cse-child-sexual-exploitation>

³⁸ Jane Kerr et al., ‘Responding to Child Sexual Abuse and Exploitation in the Night-Time Economy’, 2017, <https://www.csacentre.org.uk/app/uploads/2023/10/Responding-to-child-sexual-abuse-in-the-night-time-economy.pdf>.

³⁹ Chloe Nelson, ‘The Children’s Society Prevention Programme’, June 2021, https://www.childrenssociety.org.uk/sites/default/files/2021-08/Prevention_Year_2_Evaluation_Report.pdf.

3. Results of the guiding material and approach

In section 2 we described the guidance and background research that has provided the context for the creation of the training. As we saw, this included consultations both within and outside of the consortium with academic experts on human trafficking, and those working within human trafficking CSOs, as well as a review of existing relevant trainings. In this section we set out the key points that we take from the guiding material and discuss how we address it in the training. We summarise the guidance and approach to be discussed in this section in Table 3.

3.1. Use of captivating narratives

In consulting with CSO and LEA consortium members, we have taken the conclusion that it is important to use captivating narratives in training of this sort. Other things being equal, it may be the case that people will learn more on this topic from in-person training, where they can be more directly confront the issues. In an online context, there is an imperative to take hold of the viewer by other means than the social norms that can be harnessed in live training, and this is where narratives can play an important role. Especially given the time pressures upon the target audience, and their likely low patience for excessive theory, it is important to anchor the material with live stories. In reviewing existing trainings, we saw this effect ourselves, and found that those that carry human stories, such as the Truckers Against Trafficking BOTL training, can be highly compelling.

Accordingly, in creating the training, we have used stylistic example, fictional cases, imagery that links the crime to the harms that it causes, and we are seeking permission to carry links to survivor testimony.

3.2. Imagery

CSO and internal TRI experts have warned against the use of sensationalist imagery. There is a risk that the imagery around combating THB can echo a core of the harm of the crime that it seeks to address. While a person undergoing trafficking may be described as a victim, that person may subsequently prefer to be referred to as a survivor, a term that suggests their own ongoing agency and ability to describe and determine their life. A core part of the harm of human trafficking is the way that it insinuates itself into people's minds, such that very few who are in the process of being trafficked will, in that moment, recognise that this is what is happening to them. Imagery of the kind exemplified by that of a woman with her hands bound implies a denial of autonomy. Having escaped from their predicament, survivors will often prefer to emphasise their own agency. Similarly, images of children's faces in the context of discussions of CSA/E can carry an implication that the image of the child's face can be used for purposes decided by another. As well as its autonomy-denying element, that crime often also carries an invasion of the rights of the child of the control of their image.

In creating the training, we have therefore avoided imagery that implies a denial of autonomy on the part of victims and survivors. Such imagery can be part of a captivating narrative, but such narratives can be created in other ways, and this has been our approach.

3.3. Targeting

On examining the existing trainings, we noted that they would be complemented by e-learning that is:

- engaging and interactive;
- online;
- freely available;
- UK-focused; and
- aimed at transport workers, especially in the bus or ferry industries.

That is to say, we see a number of strong reports, some well-resourced training that takes place in-person, some online training that is not freely available, some online training that is less engaging and more theoretical, and some excellent online training that is not aimed at transport workers. There is a wider availability of training in taxi and airline industries, and so we have taken the approach of producing training aimed at the ferry and bus industries.

3.4. Professional obligations

In consultations, it has been urged upon us that it is not typically part of their professional role for transport workers to be obliged to make formal assessments of the likelihood that a person is a victim of trafficking or abuse, and that they are not professionally obliged to report their suspicions. People in such roles do not typically fall into the category of ‘frontline responders’ or ‘first responders’, which carries a different status.⁴⁰ If training were to create mistaken beliefs that people are under obligations that they are not in fact under, it would fail in its pedagogical goals and it may be counterproductive.

Accordingly, the training emphasises the voluntary nature of reporting. It makes a moral case for developing and acting upon an understanding of the indicators of trafficking. This case is based in the special position that transport workers hold, including sometimes as people who are more trusted by victims than the police or other authorities.

3.5. Multiple jurisdictions and languages

HEROES is an international project with partners across and beyond the EU. In consultations it has been emphasised that it is valuable to harness this. As a result, the approach is to create proof-of-concept training developed within T5.2, and to build upon this as the project develops, creating a translated and adapted training for the Spanish context. The training itself is designed in a modular way, so that such an update will be relatively low-cost.

3.6. Creative methods

Several of those we consulted in LEAs and CSOs urged that, alongside the use of captivating narratives and imagery, user interest in e-learning can be held through the creative use of interactivity, gamification, and audio-visual media. We noted in our own scan of existing trainings that there is a relatively limited supply of such approaches in this space. We have therefore used methods including different types of questions, including multiple-choice, matching, true/false, ongoing scoring, matching exercises, audio, and interactive videos with knowledge check exercises. The training uses hooks to engage user attention, including setting right a series of misconceptions about trafficking (such as that trafficking involves crossing a border). An effective version of this aspect is put forward by the Polaris website.⁴¹

The approach of the course draws upon inquiry-based learning. This involves learners actively seeking answers to questions through exploration and investigation, rather than receiving direct instruction. It emphasizes the critical thinking and problem-solving. Those taking the course are guided through the learning process and encouraged to retrieve their own existing knowledge, to examine what, critically, is likely to be the case, and also to help them to enumerate and interrogate their own intuitions.⁴²

⁴⁰ ‘Practical Guide on Identification of Victims and Persons At-Risk of Trafficking in Human Beings | UNICEF Europe and Central Asia’, 19 September 2022, <https://www.unicef.org/eca/reports/practical-guide-identification-victims-and-persons-risk-trafficking-human-beings>.

⁴¹ ‘Myths, Facts, and Statistics - Polaris’, 2023, <https://polarisproject.org/myths-facts-and-statistics/>.

⁴² Siantuba, Nkhata, and de Jong, ‘The Impact of an Online Inquiry-Based Learning Environment Addressing Misconceptions on Students’ Performance’.

3.7. Overview

In Table 3 we summarise the key points of guidance that we have understood.

It is worth distinguishing between the importance of using captivating narratives, and using creative learning methods. Powerful narratives could be understood as one kind of creative learning method. However, we distinguish them here. We understand the need for creative learning methods to refer to interactivity, gamification, and stimulating questioning methods. Stories and connections to real cases aim at the same effect – bringing the material to life in a way that increases the chance of knowledge-retention – but they do so by appeal to a different part of a person’s psychology, and as we saw above in section **Error! Reference source not found.**, there are special concerns relating to how these narratives are put forward.

Table 3: Key guidance and approach

Guidance	Approach
Use of captivating narratives	Stylistic examples, fictional examples, imagery, survivors’ stories
Avoidance of imagery that echoes harms arising from commission of these crimes	Consulted for guidance on image palette
Targeting specific members of the transport industry	Aimed at UK transport front line especially buses, with future development for a second jurisdiction
Training to be delivered online	Delivering e-learning course
Being sensitive to professional obligations	Appeal to moral case
Being usable in multiple jurisdictions and languages	Course designed as modular, further jurisdiction to be added as project develops
Use of creative methods to engage learners	Activities, stories, original videos, interactive videos, drag and drop exercises, storytelling with knowledge check, inquiry-based learning

4. Training content

4.1. Technical approach

We used a software package called Adobe Captivate. Captivate is an e-learning authoring tool developed by Adobe Systems. It allows course developers to create interactive and engaging e-learning content, such as software simulations, video demonstrations, quizzes, presentations, and interactive scenarios without need for extensive programming knowledge.

Advantages of using Adobe Captivate for creating e-learning content include:

- **Interactive Elements:** The tool provides a wide range of interactive elements, such as buttons, click boxes, rollovers, quizzes, and branching scenarios, which can make the learning experience more engaging.
- **Video and Audio Integration:** Users can easily embed videos and audio files into their courses to provide multimedia-rich learning experiences.
- **Quiz and Assessment Creation:** Captivate allows users to create quizzes and assessments with various question types, including multiple-choice, true/false, fill-in-the-blanks, and more.
- **SCORM and xAPI Support:** Adobe Captivate supports industry standards like SCORM (Sharable Content Object Reference Model) and xAPI (Experience API) for tracking and reporting learner progress and interaction with the course, if this is desired.
- **Interactivity and Advanced Actions:** Users can create complex interactivity using advanced actions and triggers, enabling them to build sophisticated scenarios and simulations.

The course is hosted on the HEROES consortium website at this page: <https://heroes-fct.eu/course> (login required).

4.2. Learning objectives and structure

Taking into account the requirements and the approach following from the guidance, the core background and learning objectives for the course are as follows:

In order to identify victims of trafficking and CSA/E in the transportation industry, one should understand the definitions of these crimes, the risk factors associated with the transportation industry, and the indicators of these activities. It is also valuable to have strategies for identifying, reporting, and responding to victims of trafficking and CSA/E. This course will provide participants with the knowledge and skills necessary to identify victims of THB and CSA/E in the transportation industry in the UK. At the end of this course, participants will be able to:

- Explain the definition of trafficking and exploitation
- Identify the risk factors associated with trafficking and exploitation in the transportation industry
- Recognise the indicators of trafficking and exploitation in the transportation industry
- Develop strategies for identifying, reporting and responding to victims of trafficking and exploitation.

The course will be made available fully online, and self-paced. It is question-led, taking an inquiry-based learning approach, incorporating both narratives and a conceptual grounding. Target audiences for this phase of development are transport operators (especially buses and ferries in the UK). The course is modular so that it can be developed for other jurisdictions. Content includes: testing with a purpose of (a) tracking learning outcomes and (b) stimulating reflection; responding to hypothetical scenarios; links to testimony; matching images to words; original videos. The structure covers what THB is and how it happens; how traffickers

operate; who victims are; how to identify people undergoing trafficking; barriers to responding; contact points and further resources.

In its current state (subject to further development), the e-learning-based training program includes:

- 6 original introductory videos on THB, indicators, reporting, obstacles and smuggling;
- 28 quiz questions;
- 3 drag and drop exercises for elements and indicators of trafficking, as well as trafficking vs smuggling;
- 50+ slides of reading and audio content with visual support (images, infographics);
- 3 case studies with multiple and matching types of quiz questions;
- 3 misconception statements with false/true quiz questions;
- 4 storytelling videos with knowledge check questions.

4.3. Outline of course and sample content

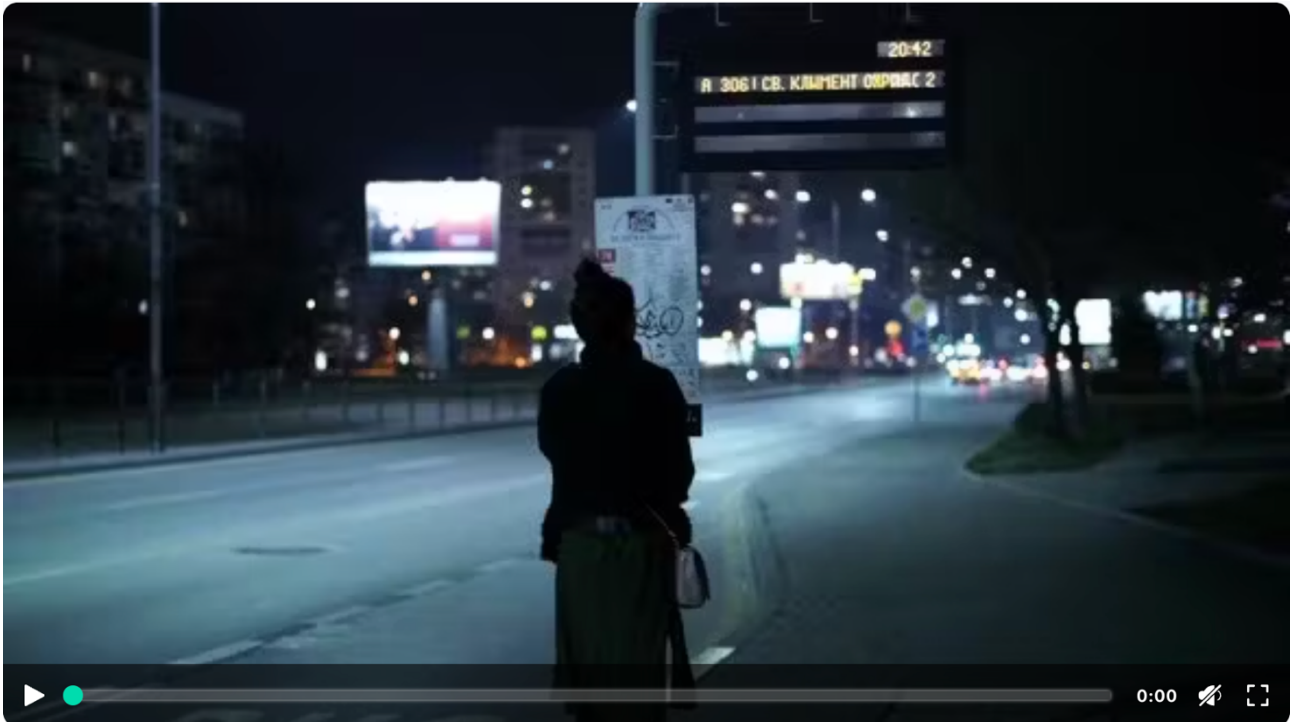
In this section we lay out the content from the training in its current form. Table 4 sets out the contents of the course. In the following sections we provide sample content from each part of the course.

Table 4: Outline course content

Module	Content
<p>I. Definition of trafficking and exploitation</p>	<p><i>Introduction video.</i> THB and CSA/E</p> <p><i>Q.1</i> How many victims of human trafficking are detected, every year, globally?</p> <p><i>Reading exercise.</i> Elements of trafficking:</p> <ul style="list-style-type: none"> - Act: recruitment, transportation, transfer, harbouring, receipt - Means: threat or use of force, fraud or deception, abduction/false, giving or receiving of payments or benefits, abuse of power or position of vulnerability - Purpose: domestic servitude, sexual exploitation, criminal activities, illegal adoption, forced or early marriage, removal of organs, children in armed conflicts, labour exploitation, exploitation of begging <p><i>Drag and drop exercise.</i> The elements of human trafficking</p> <p><i>Case study 1.</i> Jenny forced into sex work. Question on elements of human trafficking presented in the case</p> <p><i>Q.2</i> What are the three main elements of human trafficking?</p> <p><i>Listening exercise.</i> Who are traffickers?</p> <p><i>Q.3</i> What is the ACT element of human trafficking?</p> <p><i>Listening exercise.</i> How do traffickers operate?</p> <p><i>Q.4</i> What is the MEANS element of human trafficking?</p> <p><i>Q.5</i> What is the PURPOSE element of human trafficking?</p> <p><i>Q.6</i> Which of the following are forms of exploitation?</p> <p><i>Case study 2.</i> Abduction of children. Question on elements of human trafficking presented in the case</p> <p><i>Q.7</i> Who are the traffickers in the context of human trafficking?</p> <p><i>Q.8</i> What are some of the motives and tactics used by traffickers?</p> <p><i>Case study 3.</i> Satya’s exploitation through forced labour. Questions on elements of human trafficking presented in the case, signs of trafficking and traffickers’ tactic</p> <p><i>Misconception 1.</i> Human trafficking and child sexual exploitation are entirely international crimes, carried out by organized criminal gangs from other countries. True/false question.</p> <p><i>Misconception 2.</i> Trafficking victims are all women or children. True/false question.</p> <p><i>Reading exercise.</i> Trafficking and Gender.</p> <p><i>Misconception 3.</i> Trafficking and sexual abuse of children is only carried out by strangers. True/false question.</p> <p><i>Q.9</i> How do traffickers typically create dependency in their victims?</p> <p><i>Q.10</i> How has digitalization and the rise of online platforms influenced human trafficking?</p> <p><i>Q.11</i> Explain the "lover boy" technique used by traffickers in online recruitment?</p> <p><i>Q.12</i> Who can become a victim of trafficking? Are there any specific characteristics or demographics that are more susceptible?</p> <p><i>Q.13</i> What kind of variations exist in the profiles of victims across different regions of the world?</p> <p><i>Q.14</i> How is consent manipulated in the trafficking process and why is it crucial in countering trafficking?</p> <p><i>Reading exercise.</i> Trafficking of children: consent irrelevant for children, forms of exploitation, vulnerability and dependency, use of force or coercion, psychological and physical impact.</p>
<p>II. Indicators of human trafficking</p>	<p><i>Reading exercise.</i> Indicators of human trafficking: unusual travel times, signs of unsuitable guardians, signs of sexual exploitation, signs of forced labour or servitude,</p>

	<p>inconsistent stories, lack of information about final destination, signs of physical abuse or distress, controlled movement, lack of personal belongings</p> <p><i>Q.15</i> In cases of child trafficking, how is the issue of consent treated?</p> <p><i>Q.16</i> Which of the following is a form of exploitation unique to child trafficking, compared to trafficking in adults?</p> <p><i>Storytelling.</i> Shamima Begum Case. https://www.bbc.co.uk/news/uk-62726954#\\</p> <p><i>Q.17</i> What was the purpose behind Shamima Begum being moved to Syria?</p> <p><i>Q.18</i> Who was Mohammed Al Rasheed in the context of Shamima Begum's case?</p> <p><i>Q.19</i> What key element makes Shamima Begum's case one of trafficking?</p> <p><i>Storytelling.</i> Mitos's Story Case. https://www.bbc.com/news/av/uk-42459574</p> <p><i>Q.20</i> In Mitos's situation, what did her employers do control her?</p> <p><i>Reading exercise.</i> Why is identification of victims so difficult?</p> <p><i>Reading exercise.</i> Policing UK case study: operation fort</p> <p><i>Storytelling.</i> Farah's case of trafficking. https://www.youtube.com/watch?v=dF88no82zTM</p> <p><i>Q.21</i> In Farah's case, what form of exploitation is most evident?</p> <p><i>Q.22</i> In Farah's case, what key elements make it Trafficking in Human Beings (THB)?</p> <p><i>Case study with knowledge check.</i> Which stories are examples of human trafficking?</p> <p><i>Reading exercise.</i> Types of indicators of trafficking: situational, physical, psychological</p> <p><i>Q.23</i> What do you think is a 'situational' factor'?</p> <p><i>Sorting exercise.</i> Sort the following into physical, psychological, and situational indicators</p>
<p>III. THB and CSA/E in the transportation industry. Smuggling and trafficking. Reporting</p>	<p><i>Storytelling.</i> Nikki's story with four knowledge check questions (Q.24-27) https://vimeo.com/720047475</p> <p><i>Video.</i> How do traffickers operate?</p> <p><i>Video.</i> Human Trafficking indicators</p> <p><i>Video.</i> What to do?</p> <p><i>Reading exercise.</i> Difference between smuggling and trafficking</p> <p><i>Sorting exercise.</i> Difference between smuggling and trafficking</p> <p><i>Q.28</i> Why are people who are dependent on migrant smugglers vulnerable to human trafficking?</p> <p><i>Video.</i> Obstacles in reporting of THB and CSA/E</p> <p><i>Infographic.</i> Prosecution statistics</p> <p><i>Reading exercise:</i></p> <ul style="list-style-type: none"> - Prosecution issues - Can I make a difference? - Contacts - To find out more <p><i>Quiz results</i></p>

1. Sample content: Introduction to Human Trafficking and Child Sexual Exploitation



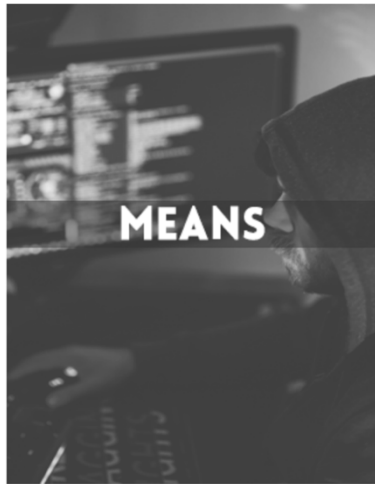
Script:

“Trafficking in human beings and child sexual exploitation are two of the most pressing global issues of our time. The sheer magnitude of the problem is staggering. Around 40.3 million people globally find themselves ensnared by trafficking. The majority of those trafficked are exploited for labour or sexual exploitation, or for organ harvesting. Around 73% of victims of human trafficking are women or girls.

Child sexual exploitation is an important element of trafficking, accounting for around 27% of all trafficking cases. Due to the potential life-long impact, the long-term effects of exploitation on children can be especially devastating. Trafficking and child sexual exploitation are global problems that require a coordinated and collaborative response from governments, the private sector, and civil society.”

ELEMENTS OF TRAFFICKING

There are three parts to trafficking. It has an Act, a Means, and a Purpose. What forms can the act, the means, and the purpose trafficking take?



NEXT

ACT

- RECRUITMENT**
Recruitment is the act of enlisting new people to be exploited. Recruitment is to be understood in a broad sense, meaning any activity leading from the commitment or engagement of another individual to his or her exploitation.
- TRANSPORTATION**
Transportation covers various methods of travel and the facilitation of entry to the place of destination.
- TRANSFER**
Transfer is the act of facilitating transit between countries, regions, cities or places.
- HARBOURING**
Harbouring indicates the physical space where trafficked people are accommodated during the journey or at the places of transit, destination or exploitation.
- RECEIPT**
The receipt of persons is the act of receiving trafficked people at the final destination or at the place of exploitation.

MEANS

- THREAT/ USE OF FORCE**
When the trafficker plays force, threat, or another form of physical, moral or psychological coercion in order to obtain the consent of the trafficked person to the transportation and/or the exploitation. Coercion obtained in this manner is called **involuntarily consent**.
- ABDUCTION/ FALSE IMPRISONMENT**
When the trafficker abducts the trafficked person or falsely imprisons them with the intention of transporting them and/or exploiting them.
- ABUSE OF POWER OR OF A POSITION OF VULNERABILITY**
When the trafficker uses their power (for example, in a hierarchical relationship) or the position of vulnerability of the person to be trafficked (e.g. financial or familial difficulty).
- FRAUD/ DECEPTION**
When the trafficker uses fraudulent means, such as false employment contracts, or makes deceptive promises (like that of a decent salary, or marriage, in order to obtain the consent to the transportation from the person to be trafficked).
- GIVING OR RECEIVING OF PAYMENTS OR BENEFITS**
When the trafficker gives or receives benefits for convincing the person to be trafficked or a person with control over them, for example, by means of an advance payment.

PURPOSE

- DOMESTIC SERVITUDE**
This means to subject a person to labour exploitation or excessive working hours, or to subject them to degrading working conditions, in the domestic sphere.
- SEXUAL EXPLOITATION**
Includes making money from forced prostitution, including through pornography and child sexual abuse material.
- REMOVAL OF ORGANS, TISSUE, CELLS OR HUMAN BODY PARTS**
Exploitation by removing a trafficked person's organs, skin tissue, cells or body parts, without their valid consent or that of their relatives.
- CRIMINAL ACTIVITIES**
Forcing a person to engage in crimes such as petty theft or drug sales.
- EXPLOITATION IN ARMED CONFLICT**
Both adults and children can be trafficked to being exploited as soldiers. They are also trafficked to support fighting through other means, e.g. the wives of soldiers or as suicide bombers.
- ILLEGAL ADOPTION**
Exploitation of a child being transferred to another person without observing the legal formalities for an adoption process.
- FORCED LABOUR/ LABOUR EXPLOITATION**
"A work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily" (ILO Convention no. 29, 1930).
- FORCED/ EARLY MARRIAGE**
Forced marriage is when someone does not consent to being married but is made to do so. Early marriage is when a person is not old enough to be married.
- EXPLOITATION OF BEGGING**
People can be exploited through begging, providing a profit to a trafficker. Exploited children can also include selling flowers and sweets or offering ambulance services on traffic lights.

2. Sample content: How do traffickers operate?



Script:

Trafficking in human beings is sometimes misconstrued as always involving violent abductions. While this does occur, it is not the only method traffickers use. Many victims are manipulated through deceitful promises of employment, education, or a better life. Others may be sold by family members or coerced by romantic partners. Traffickers exploit vulnerabilities, including poverty, lack of education, or unstable home environments. They use psychological manipulation, threats, and debt bondage to control their victims. Understanding this broad spectrum of tactics is crucial to combating trafficking. It is not always about physical force; but exploiting power imbalances and preying on people who are vulnerable. A lack of awareness about this can hinder the identification of victims and the prosecution of perpetrators.

HOW DO TRAFFICKERS OPERATE?

[NEXT](#)

Script:

1. Create emotional dependency. Typically, traffickers induce emotional dependency in the victim, offering them help, love, affection, affiliation, encouragement, and affirmation.
2. Use or threaten violence. They can use actual or threatened physical violence.
3. Initiate romantic relationships. Traffickers often initiate romantic relationships with their victims before forcing or manipulating them into prostitution, work, and crime.
4. Lure with false promises. They lure victims with false promises of a job, a better life, or a pathway to immigration status regularization/citizenship.
5. Convince in lawbreaking. Traffickers convince their victims that they are breaking the law and are unable to go to the authorities for help or protection.
6. Control money, resources and movements. Traffickers control the victim's money, resources and movements. Total dominance is achieved when the perpetrator controls every aspect of the victim's life to the extent that they do not even have to be present.

3. Sample content: Human Trafficking indicators



Script⁴³:

As a transportation industry worker, you are in a unique position to spot potential indicators of trafficking and child sexual abuse. Look out for passengers who seem fearful, anxious, or overly submissive, especially if they are accompanied by someone who appears to be controlling. Children travelling with adults who do not seem to be their parents or legal guardians, or who seem out of place, could be victims. Be alert to individuals who don't know their destination, have few personal belongings, or lack identification documents. Signs of physical abuse, malnutrition, or poor hygiene could also indicate exploitation. Be aware of repeated routes or patterns that seem suspicious, such as the same child being picked up or dropped off at unusual hours. If you notice these signs, don't intervene directly. Report your suspicions to your supervisor or local authorities, who can take appropriate action.

⁴³ The source material from these scripts comes from HEROES deliverable D4.3, as well as the UNODC *Anti-Human Trafficking Manual for Criminal Justice Practitioners* (<https://www.unodc.org/unodc/en/human-trafficking/2009/anti-human-trafficking-manual.html>)

SORT THE FOLLOWING INTO PHYSICAL, PSYCHOLOGICAL, AND SITUATIONAL INDICATORS

Lack of information about rights as workers or residents in the UK
Lack of knowledge about the area they live in the UK
Acting as if coerced or controlled by another
Depression
Attachment issues
Low self-esteem
Difficulty concentrating

Withheld passports or identity documents



SITUATIONAL

Limited in local language, for example only having vocabulary relating to their exploitative situation
Injuries
Dental problems
Cardiovascular or respiratory symptoms
An inability to regulate emotions
Difficulties with relationships
Shame



PHYSICAL

Gastrointestinal symptoms
Chronic pain
Disfigurements
Post-operative pain
Fear
Anxiety
Memory difficulties
Aggression
Hostility



PSYCHOLOGICAL

SUBMIT

4. Sample content: What to do?



Script:

Transportation industry workers are often in a unique position to identify and intervene in potential cases of trafficking and child sexual abuse due to the nature of their work. They interact with a diverse array of individuals daily, and often in situations where these illicit activities may occur. For instance, bus drivers may notice unusual behaviour or signs of distress among passengers. Truck drivers at rest stops or along motorways may observe suspicious activities. Taxi drivers may pick up passengers who seem to be under the control of another person or who show signs of physical abuse. Ferry operators, due to the longer duration of ferry rides and the direct contact with passengers, may have more opportunities to observe and identify potential victims. Traffickers often rely on public and commercial transportation to move their victims. This places transportation workers in a critical position to spot potential victims and report their observations.

UK REPORTING ON HUMAN TRAFFICKING

CONTACTS

IF YOU RECOGNISE ANY OF THE ABOVE SIGNS AND SUSPECT SOMEONE MAY BE A VICTIM OF TRAFFICKING, TELL SOMEONE. YOU WILL ALWAYS BE TAKEN SERIOUSLY AND PROTECTION AND SUPPORT IS AVAILABLE.



To report a suspicion or get advice you can contact the Modern Slavery Helpline confidentially on [0800 121 700](tel:0800121700). This is open 24/7.



If you want to remain anonymous, you can contact Crimestoppers on [0800 555 111](tel:0800555111).



Always call [999](tel:999) if there is a crime in action or immediate threat to life.



If you have a hearing or speech impairment, use our textphone service on [18001 101](tel:18001101).

[NEXT](#)

5. Obstacles in reporting of Trafficking and Child Sexual Abuse



Script:

Several obstacles can hinder the reporting of trafficking and child sexual abuse. A common misconception is the belief that reporting will not make a difference. However, every report can rescue someone and disrupt a criminal network. The bystander effect, where individuals assume someone else will report, can also be a barrier. It is crucial to remember that everyone has a role to play in combating these crimes. Some may underestimate the importance of early identification, not realising that timely intervention can drastically change a victim's life. Perceived indifference from authorities can discourage reporting. While it is true that not all reports may lead to immediate action, they provide valuable information that can aid ongoing investigations and future prevention efforts.



CAN I MAKE A DIFFERENCE?

You can make a difference

You may be the person a victim trusts the most. Human trafficking takes place at transport hubs.

You may be in a special position to help someone.

If you feel able to help, one thing that you can do is to report your suspicions.

Early identification helps to prevent victims coming to further harm, and it helps police to catch the traffickers.

[NEXT](#)

6. Difference between smuggling and trafficking



Script:

Sometimes, when people think of trafficking, they think of people paying to be taken across borders. However, trafficking in human beings and people smuggling are two different crimes. Trafficking involves exploiting a person, using force or deceit. People smuggling involves illegal border crossings. Trafficking does not necessarily involve crossing a border. Trafficking and smuggling are not the same – however, people who are being smuggled are often vulnerable trafficking.



QUESTION 28

WHY ARE PEOPLE WHO ARE DEPENDENT ON MIGRANT SMUGGLERS VULNERABLE TO HUMAN TRAFFICKING?

- A) They have extensive knowledge of regular migration procedures
- B) They are often approached by job recruiters
- C) Criminal networks profit from a business involving the transportation of people, and there may be crossover between smugglers and traffickers on migrant journeys
- D) They are usually able to access education and training opportunities abroad easily

Correct - Click anywhere or press 'y' to continue.

SUBMIT

5. Conclusions and next steps

At this stage, we have created a course that is phase-one validated. We created an approach based on research and consultation; we have had the draft examined by experts in the field as the course was being developed, and we have incorporated changes as described in the guidance (section 3 above).

Consortium feedback that we have received so far includes the following overall assessments:

- “It summarizes very well the basic principles of human trafficking”
- “I loved the videos and resources that you used to illustrate”
- “I liked it a lot! It is very interactive, mixing several methods, easy, clean, to the point, and covering all the main points”

The next steps are (i) further validation and adaptation and (ii) development for a second jurisdiction. This is work that we envisage taking place as the HEROES project develops. For the final phase two, with a deepened validation process amongst consortium members we will be able to refine the course further so that it can be brought to a test audience, to be reported on in HEROES D9.9. In parallel, we will consult with partners on the development of the course for deployment in a second jurisdiction and engage translators for this purpose.

References

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