



Capacity Development and Training for Return Counsellors (CADRE)

MANUAL FOR THE TRAINERS



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Introduction

Over the last few years, the return of irregular migrants and asylum seekers whose protection claims have been rejected and their reintegration into the country of origin has become a priority in Europe. Programmes to assist returning migrants with reintegration into their countries and communities of origin have proliferated in the last decade. These reintegration programmes aim to ease the challenges that migrants face after they return; for example, providing assistance to start a business, or medical care. However, there is a newfound recognition among European policymakers and practitioners that successful reintegration starts before the return, and an increasing number of countries are investing in pre-departure counselling. Individualised return counselling before migrants return, can help them mentally prepare for the journey ahead, develop a clear picture of life after they return, and plan the first steps of their reintegration process, such as enrolling in a school or finding a job. Yet, the approaches of EU Member States to pre-departure counselling still differ greatly in terms of the methods they use, the level and intensity of the return counselling provided, and the extent to which they involve partners in the countries of return.

Building on the operational manual developed in a series of meetings within the framework of the European Return and Reintegration Network (ERRIN) in ERRIN Member countries, the project Capacity Development and Training for Return Counsellors (CADRE) advanced the idea of developing a common European return counselling framework. Through the exchange of good practices, development of technical tools and capacity building of return counsellors across Europe, the CADRE project aimed to improve training practices and capacity development opportunities offered to return counsellors and thus, contribute to increased harmonization and quality of pre-departure counselling in Europe.

This **manual for trainers** was developed during 2021 and 2022 as a deliverable of the CADRE project funded within the framework of ERRIN. The manual was drafted and reviewed by the CADRE Project Management Unit (PMU) at the International Centre for Migration Policy Development (ICMPD) in collaboration with the ERRIN PMU, external experts and members of the CADRE expert group¹. The final module in this manual (Module 5) on return counselling of victims of trafficking in human beings was developed in cooperation with the ERRIN-funded PROSPECT² project.

This manual forms part a collection of training materials that also includes a manual for trainees and a set of handouts and training material for trainers. The **manual for trainers** provides guidance on conducting face-to-face training for return counsellors. It offers general guidance on preparing and conducting the training, as well as detailed guidance on each of the suggested modules and sessions. It contains fully developed case studies and other training material. The answer keys to the self-study exercises included in the manual for the trainees, which trainees should have completed before the training, are also included.

1 The experts participated in the Expert Group of the CADRE project came from Belgium, Denmark, Finland, France, Malta, Norway, Sweden, The Netherlands and the European Border and Coast Guard Agency (Frontex). The same ERRIN member countries plus Germany, as well as the European Border and Coast Guard Agency (Frontex) and the European Union Asylum Agency (EUAA -former EASO) were part of the Advisory Group of the CADRE project.

2 Read more about the PROSPECT project at: https://returnnetwork.eu/post_type_project/prospect-strengthening-the-provision-of-support-for-reintegration-of-vulnerable-persons-including-victims-of-trafficking-returning-to-nigeria/

The **manual for trainees** is the main, and preparatory, document for the return counsellors participating in the face-to-face training and contains all the relevant information and self-study exercises needed for the training. The trainers conducting the training should familiarise themselves with the content of the manual for trainees, including the self-study exercises, as the sessions often relate to and build on the information covered in the self-study exercises.

Structure of the manual

Each module begins with an overview of what is covered in that module. The module is divided into different sessions, with each session following the same structure. They begin with a learning plan for the session, with an overview of the content, methodology, duration and material required for that session. The sessions are divided into different sections according to the topic being considered, with suggestions on how to introduce and deliver each one.

The annex to the manual contains all the handouts required for the training including the case studies, instructions and questions for the exercises and answer keys for the trainers.

Target group

This manual is targeted at trainers that train return counsellors. Ideally, the trainers will go through the content of this manual when participating in training of trainers' session(s). However, the manual can be used, together with the manual for trainees, by any experienced trainer and the content adjusted to the needs and scope of return counselling in the trainer's respective country.

How to use this manual

The manual is designed to cover different topics relevant to return counselling. However, the framework for return counselling at the national level and hence, the emphasis on certain topics, might differ. Therefore, trainers should choose the topics and sessions that are most relevant to their particular context and design their own training. This can be done by either leaving out certain sessions from the modules or combining sessions so that the relevant aspects are covered. In the latter case, trainers will have to ensure that the methodologies still offer sufficient diversity to support effective learning.

At the start of each session, trainers are advised to spend a few minutes introducing the session and what it is going to cover and summarizing the main points that it will cover. Beginning the session in this way is very important as it introduces the participants to the subject the trainer(s) are going to cover, how they are going to cover it and prepares them for what they are going to be doing during the session. The summary at the end of a session is important for wrapping up the topic covered during the session before moving on to the next one. Trainers can also use it to highlight and repeat the main learning points so that they are better anchored in the minds of the participants. Therefore, engaging participants in a quick summary at the end of a session is very helpful.

Capacity Development and Training for Return Counsellors

Trainers are advised to have read and understood the material in the manual for the trainees, in order to be able to deliver the training on return counselling based on this manual. The trainer's own work experience in this area is invaluable and will help to guide them through the delivery of the training. Nevertheless, it is recommended that trainers follow the material in the manual for the trainees (the main document) as closely as possible, as all the suggested exercises are linked to the information provided in that manual.

The training programme

The table below provides an overview of the training programme with approximate timings for each module and session. Please note that the actual length of a session will depend on how sessions are chosen or used for training e.g. whether all the sessions, or a selection of sessions are chosen or whether some sessions are combined, as well as on the number of participants. With a larger number of participants, you will need to form more groups and allocate more time for groups to feedback the results of group exercises and for a general debriefing. Timings will also change if you go through the self-study exercises in more detail.

Number	Name and content	Duration (min)
Module 1: Introduction to Return Counselling		
Session 1	What is return counselling?	50'
Session 2	The profile and competencies of a return counsellor	50'
Session 3	Where can return counselling take place?	70'
Module 2: Communication in Return Counselling		
Session 1	Creating an environment of trust in the counselling session	35'
Session 2	Effective communication techniques	90'
Session 3	Understanding the decision-making process	60'
Session 4	Dealing with aggressive behaviour	50'
Session 5	Working with interpreters in counselling sessions	35'
Session 6	Intercultural communication	80'
Module 3: Reintegration support and assistance		
Session 1	Return and reintegration support and assistance	120'
Module 4: Counselling for vulnerable persons		
Session 1	Recognizing and communicating with vulnerable people	30'
Session 2	Outreach activities for homeless migrants	90'
Session 3	Counselling for minors	50'
Module 5: Return Counselling for victim of trafficking		
Session 1	Trafficking in Human Beings - Concepts, Definitions and Elements	160'
Session 2	Counselling of persons vulnerable to exploitation, including victims of trafficking	150'
Session 3	Cooperation and coordination with the reintegration partners in the countries of origin	90'

Key elements for preparing and delivering training

The entire training programme or sessions of the training programme can be implemented by one or two trainers or even several trainers (if covering different sessions in line with their particular experience). The trainer/s involved in the training for return counsellors should have experience of using a range of different training methods and ideally be experienced trainers. They should also be experienced in return counselling to be able to offer relevant insight and advice and direct participants' training.³ For the last module, an expertise in counselling victims of trafficking and in different elements of human trafficking is required.

The following paragraphs are some of the key elements to consider when preparing and delivering a training programme that are also relevant for this training for return counsellors.

The role of a trainer

A trainer designs and delivers a suitable and learner-centred learning process for participants to take away the knowledge and skills they need in order to be good return counsellors. With this particular training course, this also means mixing, matching and adapting the content and methodologies that apply to the national context, the time available and the opportunities for training return counsellors.

While the trainer does not need to be an expert in the subject per se, they need to have good knowledge of the subject, and even better, to have been or be a return counsellor themselves.

Additionally, the trainer has to maintain a constructive and motivating learning environment, keep participants engaged, steer the discussions and ensure everybody participates. Framing a session, that is outlining what the session is going to cover and how it links with other issues that have been or that are going to be covered, visualising results from discussions, distilling learning points and summarising them are essential elements in the process and ones that the trainer should use to ensure effective learning for the participants.

Preparing the training: equipment and training tools

Organising a training for return counsellors involves sorting out the logistics and other relevant preparations. Depending on who is organising the training, this might include liaising and coordinating with the participants as well. Finding out beforehand how much experience participants have of return counselling, what kind of return counselling they have done and/or what areas they are most interested in learning about can be useful for helping you prepare the content of the training. When liaising with participants before the training, you can also raise these kinds of questions in an email or an online survey.

³ To make it easier to read, trainer is referred to in the singular, even if there is more than one trainer involved.

■ Equipment

The trainer needs to either secure the following equipment or check before the training that it is available and set up in the room:

- Tables and chairs to accommodate participants and trainer/s that also allow for group work;
- Identify alternative spaces for group work, if required;
- A table for storing handouts and training materials;
- At least one flipchart stand and sufficient flipchart paper (at least 2 reams per stand);
- Wall space to put up flipchart paper;
- Computer, including cable and adapter, if required;
- Projector, including cable and adapter, if required;
- Screen or white wall for presentations; and
- Internet connection to access multi-media materials and related sound-system (mainly for Module 3, Session 1).

The trainer should test all the equipment the day before the training and ensure a back-up in case the equipment fails. i.e., have a paper copy of the presentation, have all the material saved on a portable device, etc.

■ Set-up of the room

The learning atmosphere is greatly influenced by the way the room is set up. Training can be more effectively conducted and engaging if the tables are set up in either a U-shape facing the trainer or in small work stations at tables. This will make participants feel less like they are in school and encourage active participation. The configuration will depend on the number of participants which will influence how many tables are needed. Place a flipchart stand to the side of the screen or on each side of the screen.

■ Training tools

For a successful training, the trainer should ensure they have the following training tools:

- Good flipchart markers, in different colours (mainly black but with at least two additional colours);
- Whiteboard markers if the room has a whiteboard, making sure that they work properly;
- Coloured cards (light colours);
- Pinboards or suitable wall space and large sheets of (brown) paper that you can cover the pinboard with or hang up and write on and glue cards on to;
- Masking tape and adhesive tape, sticky tack;
- Watch or timer (or a phone);
- All the materials that need to be distributed, including handouts;
- Material or equipment for roleplays, if required;
- Digital camera or good-quality phone camera to be able to take photographs and document all the flipcharts (pictures should be taken directly in front of the flipchart);

Participants should have:

- Writing pads or paper;
- Pens or pencils; and
- Name tags and table name stands. As an alternative, you can ask the participants at the beginning to create a name tag by folding a piece of paper and writing their name in large letters.

Preparing the training: adapting the content and getting ready

The following is a short list of some of the important points to consider when you are preparing the training:

- Adapt the training to the national context and specific aspects of return counselling in your country;
- Adapt any group work to the number of participants in the training (depending on whether there are more or less groups, more or less time for group work, asking groups different questions or the same ones, etc.);
- Adapt the methodologies you are using so that you offer enough variety to support learning and get participants to process what they are learning and apply any new knowledge;
- If co-training, meet the people you are doing the training with beforehand and agree a clear division of tasks;
- Make sure you know the content of the training and prepare the sessions well, including any flipcharts or cards;
- Engage participants from the outset and at the start of each session by highlighting why the topics are important and linking the content to the day-to-day work of a return counsellor;
- Come well prepared (including material and handouts, if required);
- Familiarise yourself with the training space, re-arrange the space, if necessary (see above);
- Be flexible and ready to improvise should circumstances require or if there is a problem with the equipment.

Training style

Voice and body language, including eye contact, play a key role in training.

- **Voice:** control the volume and tone of your voice so that people want to listen to you. Engage people with the melody of your voice, changing its tone and pace, and underlining important messages. You can also use short breaks strategically to underline the importance of a point that has been made.
- **Body language:** displaying an upright, engaged, and active posture shows that you are confident and that you care about what you are doing. Good posture opens up your chest and helps you speak more clearly and effectively. Do not speak with your back towards the participants, or while looking at the floor or ceiling. Maintain regular eye contact with every participant

to facilitate better communication, engagement and to increase motivation. Establishing eye contact with a participant who has not been paying attention can bring them back to focusing on what is going on in the room. Even while you are writing on a flipchart, it is important to turn your body towards the participants and turn your head frequently to face them to keep them engaged. Apply the Touch – Turn – Talk principle (TTT – see below). Smile; it makes people open up, transmits happiness, friendliness, warmth, and liking.



Attention: When writing on flipcharts, apply the Touch – Turn – Talk principle: touch (the flipchart or screen) – turn (to the participants) – talk.

Introducing and facilitating sessions

The following is a short list of some of the important points to consider when you are introducing and facilitating the sessions:

- Always introduce a session, the topics that are going to be covered/discussed and what you and the participants are going to be doing (methodology);
- Manage the time well; follow the training programme or the one you have devised for your training e.g. by picking and choosing sessions and exercises according to participants' experience and needs and the time available. However, no matter how short the training is, always take the time to introduce and close the session properly;
- Get to know the participants; elicit and use the existing knowledge and experience in the room. Provide space for this by asking participants to share and summarise or underline important points, making sure you do not showcase the experience of one participant only;
- Demonstrate that you are interested in those you are training – engage with the participants by asking them to share their experience, asking whether someone has already been in a situation as described, etc.;
- Facilitate everyone's learning by actively structuring the training well, i.e. demonstrate presence and positive energy through good time management and active listening throughout. At the same time, involve all the participants and use their knowledge (see more below on how to encourage learners' participation and support their learning);
- Use examples and share anonymised stories without making yourself the centre of attention to illustrate the points that have been made;
- Provide explanations where necessary, even if you have to repeat them;
- Make visuals of what has been said and worked on – otherwise it will be easily forgotten. Hanging things up in the room aids learning and can be used for future reference in other sessions;
- Give clear instructions (tasks, timeframe, formation of groups) for exercises and working groups and write them down, particularly when asking groups to work on certain questions;
- Clarify and correct points (fact-based) from group work or in discussions, if necessary;
- Keep asking participants whether the content is clear and whether they understand it (through control questions);

- If you are asked a question, do not pretend that you know the answer if you do not. Be honest and put the question back to the group. If nobody knows the answer, put it in the parking lot and tell participants that you will look it up and provide them with the correct information as soon as possible;
- Manage the time well, ensuring sufficient time for all the topics but do not go too much into detail. Finding the right balance is often difficult, but strive for it.



Attention: We all learn through repetition. Therefore, it is important during the training to introduce, sum up, and highlight the main learning points (framing a session). In a nutshell: remember to tell the participants what you are going to tell them; tell them; tell them what you have told them.

Introducing the training – getting to know each other

It is important for participants to get to know each other to create a safe environment and a level of trust. There are different ways to start the training. The following are four options to help participants and the trainer get to know each other.

1. **Tour-de-table:** Write a list of points on a flipchart such as name, country (if applicable), institution, counselling experience, etc. and go round the table asking the participants to briefly introduce themselves. Ask them to also add a personal detail such as something they really like e.g. a hobby or something similar.

Alternatively, you could ask them to add a true detail about themselves or what they like and a false one and ask the other participants to guess which one is true and which one is false. These details can be picked up at various points during the training by the trainers or by participants. Note: this alternative mainly makes sense for training courses that run for longer than 2-3 days, as it builds a stronger rapport with and amongst participants.

2. **Presenting your neighbour:** Ask participants to get together in pairs with their neighbour. Give them a maximum of 10 minutes to ask each other questions to get to know each other and write down some of their answers (e.g. their name, country (if applicable), institution, position, and an adjective they would use to describe themselves). Ask them to briefly present their neighbour to the group (max. two minutes each).
3. **Sociogram:** Ask the participants to imagine the room as a geographical map of the country where the training is taking place (or of Europe, if the training involves participants from more than one country or from several countries). Indicate which wall is north to help participants orient themselves. Ask them to position themselves in the room according to where they live and work. You can also ask them to position themselves first where they were born and then move to where they now live and work. Combine this by asking them to introduce themselves (name, institution, position, experience in return counselling).

- 4. Line-up:** Distribute cards and pens and ask participants to draw something about themselves on a card (e.g. a hobby, something they like, something they would like to share, etc.). Ask them to position themselves on a straight line in the room according to the first letter of their first name. State where the line starts and ends in the room and assign, e.g. left: letter A, right: letter Z. Then ask them one by one to step out of the line, introduce themselves (name, institution, position) and explain their drawing. Also, ask them about details that might be helpful for the training, e.g. experience in return counselling, etc. As an alternative, you can ask them to form a circle before they start introducing themselves individually.

How to encourage learners' participation and support learning as a trainer

It is the trainer's job to actively encourage participation and support participants' learning during a training. The following is a list of helpful approaches:

- **Set rules together.** If you agree with the participants on a set of rules at the beginning of the day, you can refer to them whenever you need to, e.g. if a mobile phone starts to ring or participants start side conversations, or do not actively participate, etc.
- **Be engaging, carry the energy and adapt the training to the participants' needs.** During a training session, participants will respond to the energy and pace of the person who is structuring and facilitating the training. The trainer is there to facilitate and enable the participants' learning experience. This means you should serve as a good example. Motivate the participants while you are conducting the training sessions, feel and adjust to the mood of the room and understand what they need in order to actively participate. If necessary, adapt your methodology (e.g. work more or less in groups) or omit, as you see fit, certain parts, to meet the needs and level of the participants. Overall, you need to ensure that the learning outcomes of the training are met.
- **Interactive lectures and presentations.** When you introduce a topic that requires a less interactive approach such as a lecture, actively engage participants by inviting them to comment and share their knowledge, e.g. by asking questions such as "what does x mean..., how is y done..., does anybody know this and that..., has anyone seen this happening..., etc.
- **Support learning through an active and engaging methodology.** Use buzz groups, group work and debriefings from group work, case studies, role-play, joint discussions, etc. Let participants do and process as much information themselves, analysing cases and finding solutions and experience specific situations. This will anchor their learning.
- **Use your expertise to complement the learning from the group work.** Add your knowledge and experience to the groups' findings if they missed anything or if another approach is possible. This facilitates additional learning for all participants. While the knowledge and experience that the participants already have is most relevant, as the trainer, you should still share your expertise in the subject.

- **Use the experience in the room and facilitate peer learning.** This involves and engages all the participants. Ask for experiences they can share: introduce the context and the situation and then ask for relevant experience in the room, e.g. “Has anybody experienced such a situation and want to share it with colleagues? How did you try to solve the issue, what worked and why and what did not work and why?” Point out the aspects that support what you are trying to convey or other potential approaches or learning points.
- **Ask control questions.** Ensure that participants have understood by asking questions, e.g. about subjects covered previously or making a connection to what you have covered, e.g. “what are the main competences a return counsellor needs to have in order to be able to communicate well?”
- **Manage discussions with regard to time, participation and content.** Avoid lengthy discussions, particularly going back and forth with one person on a specific topic, especially when that person has gone off topic. If such a situation arises, invite others to add their views or comment as a way of stopping them from getting bored or switching off. You might also have to cut some discussions short by either referring to the time you have available or by stating that this goes into too much depth for the training and/or the available time frame and therefore has to be cut short.

Module 1

Introduction to Return Counselling

Summary

Return counselling is more than just providing a migrant with information about the possibility to return to their country of origin. It also involves guiding the person through the decision-making process and engaging them in a significant dialogue about returning. This module introduces the key principles and concepts of return counselling and explains the profile that a person needs to have in order for them to be able to provide return counselling to third-country nationals. It also describes the main target groups and the various settings in which return counselling takes place.

Learning Outcomes:

At the end of this module, participants will be able to:

- Describe the key principles and concepts of return counselling.
- Describe the main tasks and functions of a return counsellor.
- Illustrate the knowledge, skills and attitudes a return counsellor needs to have.
- Distinguish the different target groups receiving return counselling.
- Better analyse the different expectations that different parties have of the return counsellor and better identify and apply relevant coping strategies.
- Describe the various settings in which return counselling takes place.
- Better target counselling sessions to specific settings and broader groups of migrants.

Structure of the module:

Session 1: What is return counselling?

Duration: 50 minutes

Session 2: The profile and competencies of a return counsellor

Duration: 50 minutes

Session 3: Where does return counselling take place?

Duration: 70 minutes

Materials:

Flipchart stands and paper, markers, masking tape, (self-adhesive) coloured cards (projector, laptop, presentations).

Session 1: What is return counselling?

Learning plan session 1

Topic/Subject	Method	Time	Materials & Equipment
1. Introduction	Input	5´	Opening slide
2. What is return counselling?	Brainstorming – in plenary or groups	30´	Flipcharts with headings
3. Target groups for return counselling	Joint recap with visual support	10´	Presentation slides or prepared flipchart/board with cards
4. Summary	Input	5´	
Total time		50´	

Session 1

Preparation:

- Hang three flipcharts across the room headed: a) Definition b) Approaches c) Forms
- Presentation slide on target groups or flipchart/cards prepared

1. Introduction

The trainer introduces the topic of return counselling and indicates the timeframe and methodology for the session. The trainer explains to participants that the session will recap and build upon the knowledge gained during the self-study they did before the training.



Tip for trainer

If this session is the first and opening session of a training, trainer needs to factor in time for a welcome and getting to know everyone in the room. Depending on the length of the training course, trainer to consider either a very brief round of introductions or a more active and participatory approach to open the training and establish an atmosphere of trust. For ideas, trainers can consult the material for trainers in the Annex.

2. What is return counselling?

- a) The trainer can start with a short brainstorming exercise to recap with the participants what they learnt during the self-study before the training, in particular: a) The definition of return counselling.
- b) The different return counselling approaches (migrant-centred approach; compliance approach; and mixed approach).
- c) The main forms of counselling (individual counselling; family counselling; group counselling).

There are different ways to do this;

- the trainer writes the key words mentioned by the participants on the three flipcharts under the relevant headings (a) “Definition”, (b) “Approaches” and (c) “Forms”. The trainer can also invite three participants to write the key words on the flipcharts (in writing that is large enough for everyone to be able to read) while he/she moderates the input from the other participants.
- the trainer forms 3 groups and gives the participants 10 minutes to discuss the key words related to the three elements: definition, approaches, form. Then the trainer asks participants to quickly read through the points they have noted down; he/she writes the points in the flipcharts and adds / comments on any important aspects participants might have missed out.



Tip for trainer

Hanging the flipcharts in different places across the room engages participants’ attention as they are required to look from one chart to another and have to come up with answers on different topics.

Note to the trainer: When discussing the different “Approaches” to return counselling, refer to the EU Commission documents referred to in the manual for the trainees.



Tip for trainer

Before the training, trainer may ask for the participants’ contributions on the approach they usually use in return counselling within their organisation; trainer makes sure he/she prepares a consolidated and structured overview of the contributions for his/her own reference. This will permit the trainer to see the various approaches participants use and help preparing guiding questions and providing necessary background or input.

3. Target groups

The trainer quickly recaps the main target groups for return counselling, referring to the knowledge participants will have acquired during the self-study work prior to the training. Then, the trainer briefly introduces the four basic settings in which return counselling usually takes place, highlighting those setting(s) that are specifically relevant to the national context and refer to Session 3 (Where can return counselling take place?). The trainer can either use a few PowerPoint slides or a flipchart/white board to emphasise the main points.



Tip for trainer:

If the trainer decides to also include the different settings for return counselling in this session, he/she should not cover “Expectations and potential role stress”. It is advisable to discuss with the participants the role stress, after the session on the profile and competencies of a return counsellor (Session 2 below).

4. Summary

The trainer summarises the main learning points of the session together with the participants, covering mainly “the what, the how and the who for” of return counselling, as a quick repetition exercise.

Session 2: The profile and competencies of a return counsellor

Learning plan session 2

Topic/Subject	Method	Time	Materials & Equipment
1. Introduction	Input	5´	
2. Return counsellor: profile and competencies	Walking gallery and joint reflection	40´	Pre-prepared flipcharts hung across the room, markers, masking tape
3. Summary	Input	5´	Marker
Total time		50´	

Implementation of Session 2

Preparation:

Five flipcharts with the following headings:

- 1: Generic tasks and functions
- 2: Knowledge and work experience
- 3: Communication skills and conversation techniques
- 4: Coping skills and resilience
- 5: Analytical / methodological and organisational skills

1. Introduction

The trainer introduces the topic and indicates the timeframe and methodology for the session. Then the trainer asks the participants if they have any questions on self-study exercise 3 (pages 18-19) and responds (the correct answers are highlighted in the answer key below).

Answer key for self-study Exercise 1:**1. Return counsellors may work for:**

- a) A national government administration.
- b) A non-governmental organisation.
- c) An international organisation.
- ✓ d) All of the above.

2. What is among the return counsellors' main tasks?

- a) To prepare the migrants for forced-return.
- b) To organise their individual reintegration in the country of return.
- ✓ c) To promote the idea of return as an option and especially the idea of voluntary return.
- d) To book their travel itinerary.
- e) To escort the migrants back to their home countries.

3. What does a return counsellor need to know in order to perform their job?

- ✓ a) Knows about the existing projects (return, reintegration and other) to which a migrant can be referred.
- b) Knows about the post-arrival (re-integration) service providers in countries of return.
- c) Speaks the languages of countries of return.
- d) Knows the entire national and European legal framework related to return.

4. What coping skills should a return counsellor be able to draw on?

- ✓ a) Be realistic about their limits and what they can and cannot do.
- b) Resolve stressful situations individually.
- c) Build a personal relationship with the migrant.
- d) Ignore their dual role, i.e. mediating between the migrant and policy instructions or law.

5. What analytical, methodological and organisational skills and knowledge should a return counsellor apply in their work?

- a) Avoid referring migrants to support networks who might hinder the return.
- ✓ b) Use a systematic approach adapted to the personal needs of the migrant.
- c) Respect data protection by not providing any written reports on the outcome of the meetings.
- d) Adapt a one-size-fits-all approach and suggest general solutions within the framework of the tools that already exist (e.g. reintegration support).

6. What personal characteristics and attitudes should a return counsellor have?

- ✓ a) Be flexible, reliable and solution-oriented.
- ✓ b) Remain objective and neutral.
- ✓ c) Respect the organisation's values and standards.
- ✓ d) Respect confidentiality.

2. Profile and competencies of a return counsellor

The trainer explains to participants that they are going to create a “gallery” together on the profile and competencies of a return counsellor, referring to the flipcharts placed around the room. Explains that in their groups, they will be discussing and defining the profile and competencies of a return counsellor and that this is also a good way to recap and reinforce what they learnt during the self-study.

The trainer instructs the participants to form five groups (trainer counts aloud from 1 to 5, and allocate all number 1s to one flipchart, 2s to another etc.); every group will have the opportunity to go to each of the flipcharts, so it does not matter in which flipchart the participants start at. Then, the trainer explains that participants’ task is to discuss and determine the key words that relate to the heading on the flipchart and to write them on the flipchart. When participants get to the next and subsequent flipcharts, they should review the key words the other groups have already added and add to/correct anything they think is missing. The trainer allocates 5 min. at the first flipchart; then asks the groups to rotate clockwise to the next flipchart, to review and add their answers to and then move to the next flipchart at his/her signal. Participants should rotate in this manner until they are back at the flipchart they started at.

Once everybody has gone back to the flipchart they started at, the trainer asks the participants to quickly look around the room and reflect on the additions that have been made to their initial flipchart. The trainer adds any missing elements, making sure that the most important points are covered (consult the manual for the trainees).



Tips for trainer:

- The trainer hangs the flipcharts in the room before the session starts. If the trainer feels that the participants will be distracted by the written flipcharts, can turn them round so no one can see them and only turns them back round when the exercise begins.
- Provides each group with at least one marker and asks them to write clearly and in large enough letters on the flipchart.
- Can also encourages participants to be creative and draw their key words, as one would see in a gallery (the so-called gallery approach). However, the drawings need to be self-explanatory or should ideally also be named.
- Should be careful to manage the time well. Participants might need less time at the flipcharts where they just have to add or amend the key words.

3. Summary

The trainer summarises the main learning points of the session. Underlines the key competencies in all 5 categories without going into too much detail, just quickly repeating them. As the trainer goes through the key competencies, he/she can also highlight them by ticking or underlining the respective terms on the flipcharts in a different colour from the text. The trainer also mentions that communication skills will be further analysed during the training (Module 2).

Session 3: Where does return counselling take place?

Learning plan session 3

Topic/Subject	Method	Time	Materials & Equipment
1. Introduction	Input	5´	
2. Where does return counselling take place	Group work and plenary discussion	35´	Pre-prepared flipcharts with headings, self-adhesive cards, markers
3. Role-stress	Brainstorming and joint reflection and discussion	25´	Pre-prepared flipchart with columns, cards, marker
4. Summary	Input	5´	
Total time		70´	

Implementation of Session 3

Preparation

- Prepare flipcharts with the following headings: Group 1: Open reception facilities, Group 2: Closed facilities, Group 3: Outside official facilities (outreach).
- Prepare 2 flipcharts headed: Migrant, Organisation.

1. Introduction

The trainer introduces the topic of the different settings in which return counselling can take place and indicates the timeframe and methodology for the session. According to the national context and legislation, the trainer can add more on a specific setting or procedure.

2. Different settings of return counselling

The trainer informs participants that they will discuss the most important or relevant tasks of the return counsellor in each of the three main settings for return counselling. The trainer should adjust to the national context, if necessary, or state that certain task/s are relevant in other countries but not theirs. The trainer needs to highlight that there are no correct or incorrect answers and that all the tasks might be relevant in each of the three settings, depending very much on the national context.

Main tasks

- Making and maintaining contact with the target group
- Achieving maximum cooperation from the migrant to return to their country of origin
- Raising awareness about the existence of return and reintegration support and the possibility to return
- Facilitating a successful return
- Assessing immediate needs and directing individuals to other services, where required
- Motivating migrants to think about and have a plan for every possible outcome



Tip for trainer

If it is clear that participants have come well prepared through the self-study or have good knowledge and experience of return counselling and are engaged in the training, add the main characteristics and tasks in each of the settings to the flipcharts, dividing them into two: a) Main characteristics, b) Main tasks. If you decide to do this, you may want to give them 15 minutes for the group work instead of 10.

The trainer forms three groups (counts aloud from 1 to 3, assigning each person a number for the group they will be working in). He/she provides participants with markers and coloured self-adhesive cards and gives them 10 minutes to discuss and write the key words on the cards and stick them up on the flipchart. Group 1 will discuss return counselling in open reception facilities, group 2 return counselling in closed facilities, and group 3 return counselling for irregular migrants outside official reception facilities (outreach). The trainer asks each group to nominate a rapporteur to report the group’s findings back to the plenary.

After 10 or 15 minutes, the rapporteur from the first group reports back to plenary, followed by group 2 and then group 3. If the participants have not already put the sticky cards on the flipchart, they can do so while they are going through the points they have come up with. the trainer adds and clarifies as necessary, using the answer key below:

Tasks	Open reception facilities	Closed facilities	Outside official reception facilities
Making and maintaining contact with the target group			X
Achieving maximum compliance from the migrant to cooperate		X	
Raising awareness of the existence of return and reintegration support and the possibility to return	X		
Facilitating a successful return		X	

Tasks	Open reception facilities	Closed facilities	Outside official reception facilities
Assessing a migrant's immediate needs and directing them to other services, where required			X
Motivating migrants to reflect on and have a plan for every possible outcome	X		



Note to the trainer

Replies here may vary according to national legislation and guidelines of each organisation. Trainer can also say that all the tasks included in the table above could take place in almost all the different settings depending on national legislation and organisational guidelines.

3. Expectations and potential role stress

The trainer prepares (if has not done before) 2 flipcharts headed - 1. Migrant, 2. Organisation, - and invites participants to reflect on the migrant's expectations of the return counsellor and the organisation's expectations of the counsellor.



Tip for trainer

Depending on the experiences the return counsellors have had, the length of time for joint reflection might need to be extended, as it can be important for the counsellors to be able to share and discuss coping strategies.

On the first flipchart (migrant) the trainer writes the migrant's expectations of the return counsellor, and on the second, the organisation's expectations of the counsellor.

After drawing out the different expectations of the migrant and those of the organisation, the trainer moderates a discussion on role stress (the potential difficulties in managing the different expect-

tations and the possible knock-on effect on the return counsellor) and the effective management of role stress at the institutional level. While doing so, the trainer can use a third flipchart to ask participants to identify strategies that could help the counsellor deal with role stress; the trainer writes the suggested coping strategies. A topic that could also be discussed (depending on the experience of the trainer) is how to address the frustration that might arise from not meeting the different expectations, or not being able to meet them. The trainer can also refer to the work they did while preparing for the training, where participants were asked to describe a concrete situation where they experienced role stress and ask the participants to share their experiences in plenary (if they wish to do so).

Answer key (some of the possible answers – this list is not exhaustive):

Migrant's expectations of the return counsellor:

- to change the return decision and issue a residence permit
- to understand his/her position
- to get help with the children and other family members
- to get support in different ways (money, food, other)

Organisation's expectations of the return counsellor:

- to increase the number of returns
- to close the administrative files of several migrants
- to align with the organisation's migration policy and represent the organisation
- to perform several different tasks at the same time

Strategies that could help the counsellor deal with role stress:

- Embedding return counselling into existing social care services or reception structures. This way, return counselling would not only be considered the responsibility of a limited group of specialized counsellors, but would constitute an integral part of services provided to migrants, e.g. by NGOs, local government, hospitals, outreach officers, reception facilities etc.
- Developing and/or adapting structures and tools to facilitate the work of counsellors.
- Providing a comfortable environment and atmosphere that is conducive for building a relationship of trust with the migrant.
- Continuous training and enhancing support to prevent counsellors working in the field from experiencing burn out.

4. Summary

The trainer summarises the main learning points of the session together with the participants and highlights that managing role stress is important for the counsellor to be able to perform their job well, maintain their motivation and reduce the stress that can negatively affect their attitude towards the migrants they are dealing with.

Module 2

Communication in return counselling

Summary

In this module participants will learn about communication techniques that can be used during the different phases of a return counselling session. They will also advance their knowledge on the different phases of the return counselling process and the importance of creating an environment of trust and will understand the different phases of the decision-making process (circle of change). Participants will discuss how to deal with aggressive behaviour during the counselling process and will be introduced to the concept of intercultural communication and on basic guidelines on effectively working with interpreters.

Module overview

Aim / Learning Outcomes:

At the end of this module, participants will be able to:

- Understand the importance of creating an environment of trust in the counselling process and be better equipped to create an environment of trust.
 - Understand the structure of a counselling session and prepare a counselling plan.
 - Apply the questioning techniques that may contribute to more effective communication.
 - Discuss the decision-making process and the different phases it entails.
 - Understand aggression in the context of return counselling and deal with cases of aggression during counselling.
 - Explore the meaning of culture and understand its effect on the way we understand the world. Use simple communication tools to facilitate understanding across cultures.
 - Reflect on the guidelines on working with interpreters in different settings of return counselling.
 - Recognise, avoid and correct common mistakes when working with interpreters in return counselling.
-

Structure of the module:

Materials:

Session 1: Creating an environment of trust in the counselling session

Duration : 30 min

Flipchart stands and paper, markers, projector, laptop, presentations, handouts

Session 2: Effective communication techniques

Duration: 90 min

Session 3: Understanding the decision-making process

Duration: 60 min

Session 4: Dealing with cases of aggressive behaviour

Duration: 50 min

Session 5: Working with interpreters in counselling sessions

Duration: 35 min

Session 6: Intercultural communication

Duration: 70 min

Session 1: Creating an environment of trust in the counselling session

Learning plan session 1

Topic/Subject	Method	Time	Materials & Equipment
1. Introduction	Input	5´	
2. Settings & attitude of the RC	Group work & discussion	20´	
3. Summary	Input	5´	
Total time		30´	

Implementation of Session 1

1. Introduction

The trainer introduces the importance of building an environment of trust when conducting counselling sessions and indicates the timeframe and methodology for the session.

2. Settings and attitude of the return counsellor

The trainer guides the participants through the necessary steps and actions to help establish an environment of trust. The trainer proposes a group-work activity and splits the group into two; then asks one group to discuss their thoughts on the organisational aspects that help build trust and the second group to focus on the attitude of the counsellor. Then, the trainer asks both groups to nominate a rapporteur to present the group's ideas to the plenary. The trainer facilitates the discussion and adds any important aspects that the groups might have left out (for reference the trainer can consult the manual for trainees pages 28-31).

3. Summary

The trainer summarises the main learning points of the session together with the participants highlighting that creating an environment of trust is a prerequisite for effectively conducting a counselling session.

Session 2: Effective communication techniques

Learning plan session 2

Topic/Subject	Method	Time	Materials & Equipment
1. Introduction	Input	5´	
2. Active Listening skills	Role-play	40´	
3. Effective counselling techniques (focus on questioning)	Group work with cases	40´	Cases handouts
4. Summary	Input	5´	
Total time		90´	

Implementation of Session 2

Preparation:

Ensure sufficient copies of the cases

1. Introduction

The trainer suggests that the use of effective communication techniques can lead to a better outcome from the counselling session and indicates the timeframe and methodology for the session.

2. Psychological principles (optional)

The trainer proposes a role-play exercise, in which participants can practise their active listening skills during an interview session. The trainer asks for four (4) volunteers and divides them into two (2) pairs: one will be the interviewer and the other the interviewee in each pair.

The trainer gives instructions to the volunteers (outside of the class) as follows: the interviewees have to talk about a neutral topic (the same for both couples), e.g. to describe their first date or their last vacation; the interviewers have to practise using one of the following attitudes:

- first interviewer is not practising active listening at all e.g. being rude, interrupting with questions, giving their opinion, seeming bored with the conversation and lost in their thoughts, etc.

- second interviewer is practising active listening e.g. following the conversation, echoing or summarising what the interviewee is saying, asking for confirmation, etc

The trainer asks the rest of group to observe the role-plays, take notes if they want and then provide feedback to the whole group. The volunteers conduct the role-plays and a debriefing follows right after. The trainer first asks the volunteers who played the interviewees how they have felt, then the others. During the debriefing the trainer highlights effective active listening skills that were used by writing them in a flipchart and adds any missing elements (for reference the trainer can consult the manual for trainees pages 31-34).

3. Effective counselling techniques (focus on questioning)

In this part of the session, participants will work on different scenarios and propose questions that could help during a counselling sessions with a migrant.

The trainer should form 2 groups and give each group of participants a case. The cases (case 1: strong feelings and resistance to disclose information; case 2: strong feelings and misunderstandings) can be found in the annex. The participants have to read the case they have been given, and to discuss the questions at end of each case. The trainer gives the groups 15 minutes for the task and ask the participants from time to time if they have any questions about the exercise. When finished, the trainer asks the groups to present their findings. First, each group should quickly summarise the case to the others (alternatively the trainer can project the cases on screen), then state their findings. The trainer should clarify any doubts raised, adding more information where necessary.

Trainer's feedback to the group-work debriefing should include the following:

1. Open the counselling meeting:

- Make contact with the person,
- Introduce yourself as a counsellor and tell them about your role and the organization you work for,
- Express your appreciation for coming to the meeting,
- Give an agenda for the meeting and ask the migrant's permission to talk about these things/ or ask the person what they would like to talk about, or what they expect from the meeting
- Tell the client that he does not have to take a decision today

2. During the counselling meeting:

- foresee sufficient time, adjust the timeframe of the session accordingly
- provide information, and have a dialogue with the client (use 'cross-road' method)
- use of different questioning / interviewing techniques i.e. *Open* exploratory questions (*what, when, where, how*), avoid 'why' questions, use of *closed* questions to generate a

more specific answer, *echoing, paraphrasing, summarizing, affirming, encouraging, invite to talk, provide affirmative statements*

- use how questions to ask about feelings: i.e. *'how do you feel about this'*
- explain the procedures, set the boundaries, and tell them about your role, what you can offer and your limitations. Repeat whenever necessary.
- keep the silence when there is tension – it can work and gives a sense of control to the interviewee
- showing empathy but reminding of your role as a return counsellor frequently
- follow the pace of the interviewee

3. Closure of the counselling meeting:

- Make an 'agreement' with the interviewee, or ask them about the next steps: i.e. *'how would you like to continue from here', 'before our next meeting, you try to xxx, and I will verify xxx.'*
- Make appointment for a next meeting, or give contact details (and opening hours), or (if possible) ask for the contact details of the migrant
- Ask feedback about the meeting: i.e. *'Did you find our discussion useful today?'*
- Thank the migrant and show your appreciation for having this personal dialogue with you, i.e. *'Thank you very much for coming to talk with me today'.*
- Give the interviewee something tangible to take with them (i.e. a note with the date for a next meeting, contact details, etc.)

4. Summary

The trainer summarises the main learning points of the session together with the participants and highlights that some of the recommended communication techniques for return counselling sessions are: active listening; respect of the non-verbal communication as well; apply effective questioning/ interviewing methods. The use of these simple techniques can be beneficial for both: it helps the counsellor understand the migrant's concerns and the obstacles that can hamper the counselling process and provide tailored assistance; it reassures the migrant about the process and help them make an informed decision.

Session 3: Understanding the decision-making process (Circle of Change)

Learning plan session 3

Topic/Subject	Method	Time	Materials & Equipment
1. Introduction	Presentation & brainstorming	15'	PowerPoint presentation
2. Decision-making process	Case studies & discussion	40'	Handouts with the cases
3. Summary	Input	5'	
Total time		60'	

Implementation of Session 3

Preparation:

PowerPoint presentation or other supporting material on the decision-making process

1. Introduction

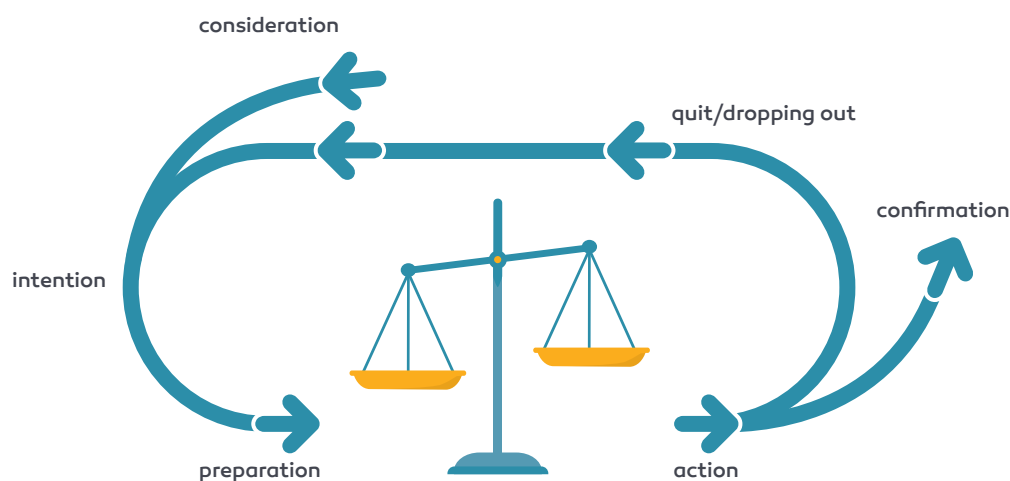
The trainer introduces the concept of the “Circle of Change” and indicates the timeframe and methodology for the session. The trainer focuses on how and why the decision-making process about the return can shape and affect the counselling session. It is advised that the trainer provides relevant input to the participants from the manual for the trainees (for reference see pages 35 – 38) as this theoretical concept can be challenging for the participants to understand. The trainer should also include examples from his/her everyday practice as a counsellor and ask the participants to provide examples of how they understand the concept in practical terms.

2. Decision-making process

In this part of the session, participants will work on different cases and have to identify at which phase in the “circle of change” the migrants find themselves.

The trainer should form 3 groups and give each group of participants a case. The cases (case 1: a family; case 2: a young man; case 3: a young woman) can be found in the annex. The participants have to read through the case and to discuss the question at end of each case. The trainer gives the groups 15 minutes for the task and ask the participants from time to time if they have any questions

about the exercise. When finished, the trainer asks the groups to present their findings. First, each group should quickly summarise the case to the others, then state their findings. The trainer should clarify any doubts raised, adding more information where necessary. While debriefing, the trainer should show on screen the “Circle of Change” diagram (see below) and discuss the different phases and the approach for each of the phases, using the experience of participants enriched by his/her advice and own experience.



Trainer’s feedback to the group-work debriefing should include the following:

1. For the case of the family:

- The change process has already begun (intention phase)– they present themselves to a return desk.
- They show their transition towards return by their willingness to participate in a meeting.
- An important indicator on the outcome of the session here could be the will of the persons to fill in an application form or to receive more specific information.
- The return counsellor should show their appreciation to the family that they took the decision to come to come to the return desk, and that they were willing to talk about their personal issues with the counsellor.

2. For the case of the single young man:

- The man described in the case is standing completely out of the “circle of change” – he is not even considering the return as an option.
- The main task of the counsellor is to inform the man on/ and have a dialogue with him about its current situation (= the return decision), the consequences of this return decision, the further (legal) options and different consequences of these options, and to refer the migrant to i.e. a legal counsellor, if need be.
- The return counsellor should show empathy towards the person, and show the person that he understands his frustrations and disappointments.

- The return counsellor can close the meeting with an ‘agreement’ with the person and propose to come back to this discussion after a few days to give the person the space and time to digest the news. During the next meeting, the counsellor should check whether the person understood well the provided information, and made some corrections/ clarifications if need be. Once the counsellor sees that the person understood the received information in the correct way, the counsellor can ask the man the permission to make i.e. a balance (pro’s/ con’s) on the different consequences of the further (legal) options, or to ask the migrant some personal questions with regard i.e. about the relation with his family in Pakistan.

3. For the case of the young woman:

- The woman is finding herself in the consideration phase – already feels the need of taking action and deciding on different alternatives, although she may not know which are these alternatives
- The issue of loyalty towards the family back in the home-country might influence her decision to return or not to her family in India
- She is not sure whether her family will accept her back: the return counsellor should discuss this conflict; the discussion helps the person to shape a clear idea. The return counsellor may also look together with woman whether she has other contacts in India on which she possibly can rely on in case of a return.
- The counsellor can explore together with the woman in which way the woman can use her competences and expertise gained during her stay in Europe (via her studies and via the informal job market) in i.e. India. If need be, the counsellor can refer the woman to a more specialized reintegration counsellor, or discuss together with the woman and a specialized reintegration counsellor the different reintegration options and reintegration services that may be provided.

3. Summary

The trainer summarises the main learning points of the session together with the participants and highlights that making a decision about return is a mental process that requires time and preparation and includes several different phases. As this is a circular concept, it is always possible for the migrant to drop out; this might offer to the person some time to think on his/her future steps and might help him/her to step back into the circle of change quite quickly and go through the various phases of it at a faster pace.

Session 4: Dealing with aggressive behaviour

Learning plan session 4

Topic/Subject	Method	Time	Materials & Equipment
1. Introduction	Input	5´	
2. Confronted by someone being verbally aggressive	Role-play	40´	Handouts with the case, flipchart, marker
3. Summary	Input	5´	
Total time		50´	

Implementation of Session 4

1. Introduction

The trainer introduces the topic of dealing with aggressive behaviour and indicates the timeframe and methodology for the session. As the learning activity proposed will be a role-play, which might cause strong emotions to the participants, the trainer needs to explain that training space is a safe space, with confidentiality; still the participation in the exercise will be in a voluntary basis.

Note to the trainer! The trainer can ask the participants to share their experiences, focusing on their coping strategies and the ways they have found to overcome such a situation and not in the aggressive behaviour as such.

2. Confronted by someone being verbally aggressive

The trainer introduces the role –play learning activity and asks for two volunteers to play the counsellor and the migrant. The case (can be found in the annex) is being disclosed only to the volunteers and will be distributed to the group at the debriefing. When the act is over, the trainer thanks the volunteers for their contribution and starts by asking them how they felt. Then he asks the participants what they think a good approach by the return counsellor would have been and writes the answers in a flipchart. Then the trainer asks whether the same participants would like to do the role-play again or if a different group would like to do it. This time the role-play should incorporate the suggestions that have been made by the group. The aim of doing it this way is for everyone to experience and see the solutions that have been identified being applied in practice. This method is best suited to a more experienced group who might be more open to feedback.

Trainer's feedback to the role-play debriefing should include the following:

- Stay calm, speak calmly.
- Try to apply any grounding techniques that may help the migrant to calm down.
- Recognize that the person is angry, recognize his feelings, and describe what you see, i.e. *'I see that you are really angry.'*
- Show empathy for the migrant's frustrations: *I understand that life in the reception centre is not easy.*
- Indicate clearly your boundaries: *'i.e. It is not possible for me to talk with you in this way'.*
- Propose a break; during the break assess the situation and decide on how to proceed
- Provide to yourself sufficient time and space after the meeting to cope with this incident (stress reduction).

3. Summary

Summarise the main learning points of the session together with the participants, underlining good practices so that participants can take away clear ideas for approaches they can use and feel better equipped for similar situations.

Session 5: Working with interpreters in counselling sessions

Learning plan session 5

Topic/Subject	Method	Time	Materials & Equipment
1. Introduction	Input	10´	
2. Common mistakes in an interpretation setting	Individual work and plenary discussion or role-play	20´	Handout for individual work
3. Summary	Input	5´	
Total time		35´	

Implementation of Session 5

Preparation:

Distribute the common mistakes list from the Annex. Make printouts of the first column of the table (mistakes only). Have the solutions ready to be discussed in plenary.

1. Introduction

The trainer introduces the topic of effectively working with interpreters in a return counselling session and indicates the timeframe and methodology for the session. The trainer explains that in this session participants will have the opportunity to refresh their knowledge about working with interpreters in the context of return operations; he/she quickly goes over the self-study material and asks them if they have any questions about the different settings in which the interpreters work.

2. Common mistakes when working with interpreters

The trainers initiates an open discussion asking the participants for their **positive experiences** of working with interpreters in different return counselling settings. Then the trainer introduces the following exercise, which goes over the most common mistakes return counsellors and interpreters might make during a session. The trainer distributes to the participants the list, containing the first column only (mistakes) (can be found in annex). The participants have to work individually for 10 min. and fill in the right column of the table with their suggested solutions. The trainer then moderates a debriefing – discussion to go over the solutions the participants have come up with.

Trainer’s feedback to the exercise should include the following:

MISTAKE	SOLUTION
The counsellor addresses the interpreter instead of the migrant	Speak directly to the interviewee and use 1st person statements (“What is your name?” “Give me your passport please”). The interpreter will use the same 1st person
The principle of speaking one at a time is not followed	Speak in short sentences and allow enough time for the interpreter to interpret everything
Ping-pong effect: the counsellor’s eyes and attention dart back and forth between the migrant and the interpreter	Maintain visual contact with the migrant all the time and remain focused. Sometimes for cultural reasons, the migrant may not feel comfortable maintaining eye contact with the counsellor or the interpreter, especially vulnerable interviewees
Interpreter and migrant are not familiar with certain terms	Avoid idioms, abbreviations, slang and metaphors as they are difficult to translate.
Relying on one’s own limited language skills	Work with a qualified interpreter
Interpreter sits too far away from the migrant	Follow the recommended seating arrangements
Unclear whether counsellor and migrant understood the message	Stop from time to time to summarise what has been said
Interpreter advises or counsels the migrant	Stop the session and re-establish the basic rules and roles
Interpreter dominates the interview	Stop the session and brief the interpreter again. Insist on an accurate word-for-word interpretation
Counsellor has concerns about the quality of interpretation	Discuss your concerns with the relevant people; if necessary, find an interpreter who is better trained



Note to the trainer

Do not let the participants discuss the negative experiences they have had with interpreters too much. Try to focus on positive experiences and on the solutions that have been identified.

3. Summary

The trainer summarises the main learning points of the session together with the participants by highlighting again the solutions that have emerged from the session.

Session 6: Intercultural and communication

Learning plan session 6

Topic/Subject	Method	Time	Materials & Equipment
1. Introduction	Input & brainstorming	5'	
2. Cultural awareness	Albatross role-play	40'	Glass of water; Flipchart; Peanuts; Scarf or another object with a clear reference to women (if two male trainers)
3. Non-verbal intercultural communication	Toothpick exercise	30'	Toothpicks (10 per participants); Cue Cards in different colours (1 per participant); Scissors; Flip chart with rules.
4. Summary	Summary	5'	
Total time		80'	

Implementation of Session 6

Preparation:

Prepare the room and the materials you need for the Albatross exercise during the break! Be aware, that the exercise needs you to bring materials from home in advance!

1. Introduction

The trainer introduces the topic of intercultural communication and indicates the timeframe and methodology for the session. The trainer explains to participants that they are going to discuss the meaning of culture and the way stereotypes can affect our perception of a particular culture/cultures and therefore our actions when dealing with issues or individuals from that culture.

2. Cultural awareness

The trainer introduces the **Albatross Culture Role-play**, which can be used for reflections on intercultural learning. All the information related to this exercise can be found in the annex.

It is advised that this exercise is performed by the trainers, as it entails a lot of information / preparation. The trainer has to follow the steps described below

Instructions for the trainers:

- **Step 1:** The trainer asks the participants to arrange their chairs in a semi-circle. Places a chair in the middle of the semi-circle, and places a glass of water on the desk.
- **Step 2:** The trainer tells the participants that they should only observe what is about to happen without discussing it between themselves.
- **Step 3:** The trainers (2 persons needed for the exercise) perform the Albatross Culture role-play (sheet 1 in annex: Albatross culture).
- **Step 4:** The trainer writes on the flipchart 'What have you observed?'
- **Step 5:** The trainer asks the participants to reflect and describe what they have observed during the role-play. For this brainstorming exercise, the trainer can pose the following questions:
 - *What did you observe? (Description of the course of action)*
 - *What do you think are the customs and traditions on the island of Albatross? (Interpretation bearing in mind the cultural background)*
- **Step 6:** The trainer writes their observations on the flipchart. Usually participants will not only give their observations, but will also interpret the situation and describe their emotions. For example, it is possible that you hear that the husband's behaviour and attitude towards his wife is degrading or inhuman.
- **Step 7:** The trainer then provides information about the customs and traditions in the Albatross Community **by reading the sheet 2** (Sheet 2 in annex: Customs and Traditions)
- **Step 8:** The trainer discusses with the participants how things can be misinterpreted using the following questions:
 - What are the reasons for misunderstanding? (Point out the mechanism of 'cultural glasses' – stereotypes, prejudices)
 - Have you ever experienced something like this in your everyday life? (Recognise the difference between description and interpretation)
 - How does our own culture influence our observations?
 - How well do we observe things that happen around us?



Note for the trainer

For further reading relevant to the Albatross exercise, see: Ulrich Susanne (Hrsg.): Achtung (+) Toleranz, Wege demokratischer Konfliktregelung, Praxishandbuch für die politische Bildung, 3rd edition, Gütersloh 2005) accessed at: <https://www.euroekonom.sk/albatros-cultural-simulation/>

3. Non-verbal communication

The trainer proposes the toothpick exercise as an opportunity for reflection on non-verbal communication. This is an activity that helps participants realize the impact of nonverbal communication on daily conversations and how integrated our nonverbal behaviors are with our own communication styles.

The trainer can introduce the exercise by saying: Each of us has our own culture and way of communicating. In this exercise, each of you will be given an additional non-verbal norm – something that is ingrained in you and that you will always follow. The trainer divides the group in groups of three participants each one. Every participant receives a cue card – same team members get the same coloured cards - and places it somewhere (eg on their badge or on their T-shirt) so it can be seen by the others. Participants are given written instructions, by receiving a cue card describing a behavior (cues can be found in the annex). They have to follow the rule on their card and to find someone with a different coloured card from theirs and discuss a subject with them (it can be a common topic). After about three minutes, the trainer asks people to change partners. The exercise continues for a while (depending on the number of participants) and the trainer reminds to them to regularly change partners.

Participants are instructed to practice this particular behavior in conversations (such as nodding your head or direct eye-contact) and are being told that they are bothered when other participants do not follow their behavioral preferences. When other participants violate their behavioral preference, they give out toothpicks to notify others they have been bothered or offended. The toothpick seems to hold a certain symbolic significance as well...as people “offend or bother” someone, it is like “poking” them and, after repeated offenses, leads to increased frustration.

At the end of the exercise, the trainer starts a debriefing, by asking the participants the following questions:

- ✓ How did it feel like to participate? To give toothpicks? To receive them?
- ✓ How easy or hard was it to discover what someone else’s non-verbal rules were?
- ✓ What does this suggest about how easy or difficult it can be to interact when you don’t know the rules?
- ✓ What non-verbal differences did you encounter? What other ways can non-verbal behaviours differ?
- ✓ In what ways did the non-verbal differences affect your own communication and interaction with others?

4. Summary

The trainer summarises the main learning points of the session together with the participants. The trainer highlights that both the exercises indicate how deeply can affect the way we communicate and understand others cultural aspects, our own biases and perceptions and non-verbal cues.

Module 3

Reintegration Support and Assistance

Summary

This module summarises the procedures and the content of reintegration support and assistance counselling sessions. Participants will elaborate on the steps to be followed in preparing a return & reintegration case and all the follow-up activities until its' completion. Last, participants will deepen their knowledge in preparing the reintegration assistance plan.

Module overview

Aim / Learning Outcomes:

At the end of this module, participants will be able to:

- Have a better understanding on what reintegration services and reintegration partners in countries of origin are about.
- Have a better understanding on the applicable (generic) conditions/ eligibility criteria and procedures to receive reintegration support (some of the conditions might differ depending on the national context).
- Be able to support a migrant in preparing his return and to inform him/ her on all the steps and applicable procedures.
- Know how to prepare reintegration cases following the steps and procedures applicable.
- Be able to collect the necessary information and documents to coordinate with the reintegration partners on the arrival on the returnee in the country of return.

Structure of the module:

Session: Return and reintegration support and assistance

Duration: 120 min

Materials:

- Flipchart stands and paper, markers, projector, laptop, presentations
- Access to internet + media player to project videos on ERRIN website⁴
- Information tools (website, leaflets, instructions, etc.) from other national/ multilateral programmes
National procedures/ instructions/ templates for making an application request for reintegration services – needed for national trainings, in which special focus will be given to national procedures

4 <https://returnnetwork.eu/>

Session 1: Return and reintegration support and assistance

Learning plan of the session

Topic/Subject	Method	Time	Materials & Equipment
1. Introduction	Video projection, input, brainstorming	15'	Video and sound equipment
2. Pre-return and after return procedures	Plenary discussion on a case	30'	Handouts with the case / ppt slide showing the case, flipchart, markers
3. Preparation of a voluntary return and reintegration case	Group work on a case, debriefing	60'	Handouts with the case, flipchart, markers
4. Summary	Input	10'	
Total time		120'	

Implementation of the session

Preparation:

Set up the projector and invite the participants to watch 2 short videos with return stories from ERRIN website (the trainer can freely choose which ones)

1. Introduction

The trainer introduces return and reintegration services and indicates the timeframe and methodology for the session. The trainer then initiates a brainstorming discussion about reintegration services, by asking the participants which services they already know about and have practised in their counselling sessions.

Trainer’s feedback to the brainstorming exercise should include the following: (this is not a complete list of possible answers)

KEY WORDS	WHAT?
Immediate Assistance after arrival	<ul style="list-style-type: none"> ■ Airport pick-up or reception at place of arrival ■ In-country onward travel assistance ■ Referral for urgent medical care
Information, (psycho-social) counselling, orientation and referral	<ul style="list-style-type: none"> ■ Counselling and referral to relevant services in the country of return ■ Social, legal and medical support ■ Specific attention for vulnerable groups
Housing	Temporary accommodation or housing support during the first period upon arrival in the country of return
Schooling/ training	<ul style="list-style-type: none"> ■ Schooling ■ Training: technical and vocational training, language training etc.
Economic assistance	Business start-up assistance, job orientation, etc.



Tip for trainer

Don’t waste too much time discussing the extent of reintegration support available and eligibility criteria – these are policy questions and therefore remain outside the scope of this curriculum.

2. Pre-return and after-return procedures included in a reintegration plan

The trainer explains to participants that the procedures to be followed in conducting a reintegration plan concern the period before the migrant returns and the period after the migrant returns. The participants have already had the opportunity to read about these different procedures in the self-study material. As part of the face-to-face training, the trainer asks them to reflect on and practice these procedures on a real case (the case can be found in the annex).

The trainer shows the case on screen and reads it aloud. The participants have to think and propose the relevant pre-return and post-arrival procedures that are relevant to this case. The participants don’t need to make a reintegration plan but to only use key words to describe the procedures the family needs to follow to access return and reintegration assistance. The trainer asks the participants for their ideas and writes in the flipchart the answers. To facilitate the debriefing / collection of answers the trainer can draw on the flipchart a simple table, like the one below in the answers-key. The trainer adds any points that have been left out where necessary.



Tip for trainer

When working on a case please keep in your mind the national procedures and criteria applied in your country!

Trainer's feedback to the case given should include the following:

Before the return

KEY WORDS

WHAT HAPPENS?

- | | |
|--|--|
| 1. Application form | Migrant completes an application form together with the return counsellor to request reintegration support |
| 2. Eligibility check | The government authority responsible checks the application and decides whether or not the migrant is eligible to receive reintegration support, and the maximum amount of reintegration support (monetary or non-monetary) they can receive |
| 3. Inform reintegration partner about application | The focal point responsible sends the approved application to the reintegration partner in the respective country of return |
| 4. Information about next steps | The return counsellor informs the returnee and reintegration partner about the next steps |

After the return

KEY WORDS

WHAT HAPPENS?

- | | |
|--|---|
| 1. Intake with reintegration partner | The returnee contacts the reintegration partner organisation and arranges a meeting (<i>intake</i>) <i>within the first month after arriving in the country of return</i> |
| 2. Eligibility check by reintegration partner | The reintegration partner verifies: <ul style="list-style-type: none"> ■ the <i>identity</i> of the returnee ■ whether the returnee is <i>eligible</i> for support from the reintegration services ■ the maximum <i>reintegration amount</i> that can be allocated to the returnee (in EUR or the currency rate of the European country) |
| 3. Develop a reintegration plan | The reintegration partner develops a reintegration plan together with the returnee taking into account the needs, skills and motivation of the returnee. |

4. Approval of the reintegration plan

The government authority responsible in the European country verifies and approves the reintegration plan, or asks the reintegration partner for additional information or explanation

5. Implementation of the reintegration plan

Once the reintegration plan has been approved, the reintegration partner:

- supports the returnee in implementing the reintegration plan
- monitors and coaches the returnee through the entire implementation of the reintegration plan, and beyond (if necessary and possible)

6. Reporting

The reintegration partner reports to the government authority responsible about the reintegration support that has been provided:

- *a content report*
- *a financial report*



Tip for trainer

Inform the participants that the family is eligible for reintegration assistance so they can start by describing the essential steps that need to be followed.

3. Preparation of a voluntary return and reintegration case

In this part of the session, the trainer proposes to the participants to work in two groups and prepare a voluntary return and reintegration case for a family of 4 persons (including children). In preparing a return and reintegration case, the participants have to think and decide on the needs assessment of the family and then to propose a potential plan for the returnees.

The trainer should form 3 or 4 small groups (depending on the number of participants) and give each group of participants the case (can be found in the annex). The participants have to read the case and to discuss the questions at the end of the case. The trainer gives the groups 20 minutes for the task and ask the participants from time to time if they have any questions about the exercise. When finished, the trainer asks the groups' rapporteur to present their findings. The trainer asks the participants if they have more input in the questions given and clarifies and adds as necessary.

Trainer's feedback to the case work should include the following:

First, return counsellors have to decide if the family is eligible for reintegration. Once the eligibility check is completed, the return and reintegration plan can be decided?

Question 1: needs assessment of the family

- The immediate needs after the return:
 - Will they return again to Erbil?
 - Are there housing needs? Where can they stay when they will arrive in Iraq? How long do they think they can stay there?
 - Will there be someone who will pick-up at the airport?
 - Medical care for Azeem:
 - Medicines (insulin daily doses) and medical follow-up for Azeem.
 - Ensure that Azeem has sufficient medicines with them to overcome the first days after arrival in Iraq.
- Their plans to settle back in the country:
 - Ahmad: did he contacted his former employer in Erbil? How is he planning to regain his former job in Erbil?
 - Fatima: how does she see her future in Iraq? Does she want to work again? In which sector?
 - Did Ahmad and Fatima worked (as a volunteer, on the formal or informal market) during their stay in Turkey/ Europe? What type of work?
- Attention for the needs of the minors:
 - Aina and Azeem:
 - In which grade of the school are they currently?
 - If need be, support the parents to inform their children about the upcoming return, to say goodbye to their school friends, etc.
- Attention for psychosocial needs: i.e. Ahmad who suffers from failure, Fatima who is concerned about her future
- Other issues/questions:
 - How is the relation with the family? Does the family know about their decision to return? What was their reaction?
 - Support the family in concluding affairs in Europe if need be (i.e. terminate pending rental contracts, etc.)

Question 2: how to continue with the case

- Complete application form that will be shared with the local reintegration service provider:
 - Key points to include in the application form:
 - Names of the family that will return; composition of the family (*WHO*)
 - Information about the return travel (if available): date of departure, flight number, airport of arrival
 - Immediate needs upon arrival (housing support if need be, medical follow-up for Azeem, onward travel if need be)
 - How long the family has been away from Iraq?

- Former work experience from the parents (in and outside Iraq)
- Psychosocial needs of the parents
- Needs for the minors: schooling, psychosocial support to i.e. adapt to the new environment and life in Iraq, medical support for Azeem.
- Contact number of the family (In Iraq)
- Attention for the minors: ensure that they are informed and prepared on their return, and support parents to do so if need be.
- Documents to take with for the return:
 - Valid travel documents (passport, laissez-passer)
 - Medical certificate for Azeem: translated by preference in local language
 - School certificates of the children: translated in local languages
 - Optional: recommendation letters of (volunteer) employment activities in Turkey/ Europe
- Information to provide to the family prior to the return: provide information about the return journey, the applicable procedures to receive reintegration support, and modalities of the reintegration support that can be provided (i.e. assistance is only *In-Kind*, etc.)

4. Summary

The trainer summarises the main learning points, highlighting that it is crucial to manage the migrant's expectations by not promising things that might never happen but instead, providing accurate information about the reintegration services they can receive once they have returned to their country of origin. Giving correct information about the return journey, the procedures and the reintegration services, will make the whole process more predictable and will help the returnee feel they have some control over the situation.

Module 4

Return Counselling for Vulnerable Persons

Summary

In this module participants will learn about the concept of vulnerability and will discuss practical ideas on providing return counselling to specific groups of vulnerable persons.

Module overview

Aim / Learning Outcomes:

At the end of this module, participants will be able to:

- More clearly describe the concept of vulnerability and how vulnerable persons can be affected during the counselling sessions.
- Identify effective ways and broaden their own strategies to contact and proceed on return counselling with homeless migrants (outreach activities).
- Understand the main principles of return counselling for minors and on how to apply these principles.

Structure of the module:

Session 1: Recognizing vulnerability and communicating with vulnerable people

Duration: 30 min

Session 2: Outreach activities with homeless migrants

Duration: 90 min

Session 3: Counselling for minors

Duration: 50 min

Materials:

Flipchart stands and paper, markers, projector, laptop, presentations.

Session 1: Recognizing vulnerability and communicating with vulnerable people

Learning plan session 1

Topic/Subject	Method	Time	Materials & Equipment
1. Introduction	Input	5´	
2. Recognising vulnerability	Brainstorming and discussion	20´	Slide with the relevant article on the Return Directive, flipchart, marker
Total time		25´	

Implementation of Session 1

Preparation:

Slide with the relevant article in the Return Directive

1. Introduction

The trainer introduces the topic of vulnerability and indicates the timeframe and methodology for the session. The trainer indicates that returning vulnerable persons is a sensitive element in migration management and the national legislation in the subject should be strictly followed.

2. Recognising vulnerability

The trainer proposes a brainstorming activity on defining vulnerability in the return context, by asking which persons are considered vulnerable. He/she writes the answers on the flipchart. Then the trainer shows a ppt slide with the definition of vulnerability as included in the Return Directive and add any missing elements. Last, the trainer asks the participants to share their experience in working as return counsellors with vulnerable people and with which categories of vulnerability. Below trainers may find some questions to further expand the discussion on vulnerability.

Definition of vulnerability:

According to article 9 para. 3 of the Return Directive, “vulnerable persons means minors, unaccompanied minors, disabled people, elderly people, pregnant women, single parents with minor children and persons who have been subjected to torture, rape or other serious forms of psychological, physical or sexual violence”. There are other groups of vulnerable persons not included in this article.



Note to the trainer:

When conducting national trainings on return counselling, trainers could also discuss the following topics:

- How does national legislation define vulnerable groups and what are the practices for assessing vulnerable persons during the return procedures in your country?
- What are the identified challenges in defining vulnerable persons?
- What legislative safeguards and practices are in place to address identified vulnerabilities during the pre-departure, departure and arrival phases?
- Are these safeguards implemented in cooperation with NGOs and IOs? What are the challenges?
- No screening tool for assessing vulnerabilities is so far available at EU level.

Session 2: Outreach activities with homeless migrants

Learning plan session 2

Topic/Subject	Method	Time	Materials & Equipment
1. Introduction	Input	10´	Flipchart, markers, post-it
2. Factors that influence an outreach activity	Input and brainstorming	15´	
3. Establishing contact and starting the reflection	Input and brainstorming	25´	
4. Migration plan	Group work and discussion	30´	
6. Summary	Summary	10´	
Total time		90´	

Implementation of Session 2

Preparation:

Prepare flipcharts with the relevant headings for the different steps.

1. Introduction

The trainer introduces the topic of providing return counselling to homeless migrants or migrants who reside outside of the formal reception facilities and indicates the timeframe and methodology for the session.

The trainer as an introduction, explains to the participants the framework for conducting outreach, giving the following information:

- Outreach is particularly challenging given the harsh living conditions that homeless migrants experience and the low levels of trust they have in the authorities and field workers who they generally view as working for the authorities.
- Establishing a proper dialogue is challenging given the time limitations, the homeless person's level of stress, the lack of privacy, unpredictable weather and other contextual factors.
- This target group, whose basic needs are not fulfilled, are often mentally not ready to receive and process detailed information, let alone have a wide-ranging conversation about legal options or a possible voluntary return.

- An outreach worker can often only focus on making contact with a homeless person in order to orient them towards existing services before having a more qualitative dialogue during which detailed information can be shared.



Note to the trainer:

- This module is suggested for return counsellors who have done outreach or who are going to do outreach in the near future and it cannot work as a general informative session.
- Outreach will mostly be learnt in the field; there is only a little that one can learn at a theoretical level about this type of work.
- Outreach activities will differ depending on the country, city, organisations involved and their different objectives etc.

2. Factors that influence an outreach activity

The trainer introduces a brainstorming activity to define the factors that may influence an outreach activity. To guide the participants, the trainer prepares two flipcharts headed as follows and writes down the answers of the group:

- **profile of the migrant group;**
- **context.**

Trainer's feedback to the brainstorming exercise should include the following:

- Profile of the migrant group Approximate number of people. {Be careful: this information tends to be easily politicised}
- Location(s): Is there a place they tend to gather or do they move around/are they moved around?
- Health and safety: Is food, water, shelter provided? Do they have health problems and are they able to seek health care? Is rubbish disposed of correctly? These and other factors will impact the physical and mental well-being of migrants who are homeless and their capacity to receive and understand the information being provided to them.
- Nationalities (and minorities): Where do they come from and what is going on in their home country?
- Composition: Men, women, families, UAM?
- Administrative situation: Is their situation completely irregular, pending procedures, or has their asylum claim been rejected

- Aspirations (what do they want?): Do they want to stay in the country, do they want to leave the country and go to another one, go back to their country of origin? Some individuals may not understand how important their administrative status is and may only be thinking about getting a job, going to school, locating family members etc.
- Information / communication sources: Where do the homeless migrants get their information from? Word of mouth, Facebook, Twitter, WhatsApp? A lot of people in homeless camps do not know how to use the internet apart from social media and therefore have no access to official information.
- Language and vocabulary used: Do they understand/speak the language of your country? Irregular camps tend to create new vocabularies to describe the place.

Context

- Where people are living - indoors e.g in day centres managed by civil society organisations or outside in squatter camps. If they are living on the street, confidential counselling is not an option.
- Weather: Being cold or wet in poor weather conditions may make it difficult for people to take in what is being said. People may also not be where they usually are as they may be seeking shelter indoors. Good weather can sometimes result in people pushing on to reach the country they are aiming to get to.
- Presence of civil society organisations, NGOs who may help you locate people or may even introduce the outreach worker to the target group. They may refer some people to you or they may refuse to have any contact with you as you work for the authorities.
- Presence of smugglers (or other criminal or unwanted individuals): in the case of migrants in transit, smugglers are never far away, even if you do not see them. Be careful with the information you give, but also with the information the migrants give you. Be observant about situations where someone prevents people from talking to you alone.

Note to the trainer:

- For national trainings, you may have to do your own research beforehand, maybe with civil society organisations already working in the field, or within your own organisation.

Last, the trainer can (optionally) ask the participants the question: “Should outreach workers make themselves recognisable in the field? In this questions, there are no definite answers and it will depend to a certain extent on the context, but the pros and cons can be discussed. Some input for the trainer can be found here:

Trainer's feedback on the pros and cons being recognisable in the field:

Yes, by wearing a jacket or an identification badge:

- for reasons of transparency (we are not hiding that we work for the authorities)
- easily recognizable for someone to make a referral and easy to find,
- not being mistaken for a migrant.

No, because:

- it can create a distance with the migrants
- some people may prefer to maintain a low-profile when they are conducting outreach activities and talking to a homeless migrant.

3. Establishing contact and starting the reflection

Right after, the trainer continues to provide input on how to establish and maintain contact in the outreach setting by inviting also the participants to share their experience. Sometimes it can be difficult to make and maintain contact with migrants living on the street. The trainer asks the participants to identify some proactive (initiated by the counsellor) contact strategies and writes their answers on the flipchart, while organising the different ideas into thematic groups. Some input for the trainer can be found below.

Trainer's feedback on the contact strategies:

- Outreach workers should do what they are comfortable with. Stress that establishing a new contact with someone who is a migrant is not dissimilar to establishing a new contact with anyone else and is not something that should be overthought.
- Observe from a distance if the person is available for you to approach and speak to. Avoid conflicts, people who are under the influence, people who are sleeping or if there are tense discussions/situations, etc.
- Approach the person but stand at a safe distance so they notice you are there without you entering their personal space.
- Greet them politely: Shake hands, nod your head, and say Hi or Hello. Ask them how they are and what language they speak.
- Present yourself as you see fit. Do not hide the fact that you work for an official organisation (you can say you work for the immigration service or authority and show them your badge/jacket etc. Then say what it is you do (information about the service).
- If the migrant responds to you, continue with the conversation. Listen carefully to what they are saying and try not to interrupt. If possible, use elements they bring up to continue the conversation.

- ✓ If there is no response from the migrant, the outreach worker needs to break the ice. This can be done by starting the conversation with a neutral subject such as the weather or local food, languages spoken, news fact. Make sure that you wait a little to see how the person reacts to your approach

Once the contact has been established, the counsellor can proceed to the reflection process. The trainer provides input and asks the participants if they have any ideas on how to encourage the migrants to begin a process of reflection about returning to their country of origin. The trainer explains that this is not an easy task and that these questions might not be easy to be answered in situ.

Trainer's feedback on starting a reflection:

- What do you think about your living conditions right now?
- What would you like to do?
- How do you want to proceed?
- How do you feel about option X?
- Some migrants may say they need some time to think about how they want to proceed and the options that have been presented to them. Outreach workers should give them a follow-up appointment.
- If the outreach worker is convinced that a voluntary return may be a good solution for a migrant, but the migrant does not reflect on the suggestions proposed by the return counsellor, it can be a good idea to focus the conversation on the family that has stayed in the country of origin



Note to the trainer:

- Be sure to say several times that the success of an outreach activity should not be measured only in terms of whether the return counsellor secures a return decision. Giving information, listening to a migrant's story, referring someone for urgent medical care or a shelter, having a conversation about their migration plan and helping to question this plan, inviting a migrant to reflect about their current situation, etc. are valuable outcomes as well.
- Sometimes, it is even enough to maintain contact and let the migrant get back to you for further information.

4. How to plan an outreach session

The trainer introduces the next learning activity to the participants by explaining that the following three elements are crucial when designing the method for outreach counselling:

- the person's migration plan
- their current situation
- their legal options

If these elements are not known yet, the return counsellor needs to ask the migrant specific questions in order to identify them.

The trainer will provide to the participants a case and they have to find the relevant questions in order to get the information they need for the three elements. The trainer should form 3 groups and give each group of participants the case and the questions. The participants have to read through the case which is common for all (can be found in the annex) and to discuss the questions; the first group of participants has to reply on the question for the migration plan, the second group to the question for the current situation of the person and the third group to the question for the legal options. The trainer gives the groups 15 minutes for the task and ask the participants from time to time if they have any questions about the exercise. When finished, the trainer asks the groups' rapporteur to present their questions. The trainer should clarify any doubts raised, adding more information or questions if missing.

Trainer's feedback to the group work should include the following: (Most of the questions apply to both the migration plan and the migrant's current situation)

! the case should be carefully reviewed as the person seems to be stateless !

For the migration plan:

- Where do you want to go to?
- Why do you want to go there?
- Was this your intended destination when you left your home country?
- Do you have family in the European Union (EU)? Or in the UK?
- How long ago did you leave your home country?

For the current situation (administrative situation & psychosocial situation):

- Do you have family in the European Union (EU)? Or in the UK?
- How long have you been in "country x"?
- How long ago did you leave your home country?
- Do you have any pending procedures regarding an asylum claim or other type of residence permit procedure?
- Do you have a place to stay? (refer to housing services)

- Do you feel in good health? (refer to health care services)
- Are your basic everyday needs being covered?

For the legal options (it is up to the outreach worker to propose solutions)

- Did you have your fingerprints taken when you entered the EU? If you did, did you also apply for international protection in that country?
- Are you in contact with the asylum services in X country?
- Do you have any type of residence permit and is it valid or not?
- Are you aware of the legal options you have at the moment? (refer to legal assistance)
- Have you ever contacted the authorities in your country in order to issue a passport or an ID?
- Would you like me to help you summarise these options?

5. Summary

The trainer summarises the main learning points of the session together with the participants, highlighting again that outreach activities need a very careful preparation and planning. Organisations providing outreach counselling to homeless migrants, should provide to their counsellors (outreachers) lengthy trainings, coaching sessions and opportunities of working in tandems for some time.

Session 3: Counselling for minors

Learning plan session 3

Topic/Subject	Method	Time	Materials & Equipment
1. Introduction	Presentation	5´	
2. Providing return counselling to minors	Group work & discussion	40´	Handout: Case of Ouri
3. Summary	Summary	5´	
Total time		50´	

Implementation of Session 3

1. Introduction

The trainer introduces the topic of providing return counselling to minors and indicates the time-frame and methodology for the session. The trainer explains the principle of the best interests of the child and states that this principle is clearly defined in the legislation. Thus, return counsellors (or other professionals within the organisation) are required to apply the relevant procedures to determine the child's best interests, before commencing any return procedures.



Note to the trainer:

This session does not offer a step-by-step guide for people who have not done any return counselling to minors, but it rather builds on the actual experience that participants have had of counselling minors

The best interests of the child

Article 3 of the United Nations Convention on the Rights of the Child (UNCRC) says the best interests of the child is key in all decisions affecting children. In other words, adults should think about the best interests of children when making decisions that affect them. 'Best interests' is a term used to refer to a child's general wellbeing. This includes: paying attention to a child's views and opinion, and making sure they have the things they need:

- a safe environment
- family and close relationships
- development

2. Providing return counselling to minors

In this part of the session, the participants will work on the case of voluntary return of a minor. The trainer should form 3 groups and give each group of participants the case (can be found in the annex). The participants have to read through the case which is common for all, and to discuss and decide the main elements they would cover in a return counselling session with the minor. The trainer gives the groups 15 minutes for the task and ask the participants from time to time if they have any questions about the exercise. When finished, the trainer asks the groups' rapporteur to present their findings. The trainer should clarify and add more information if needed.

Trainer's feedback to the group-work on Ouri's case should include the following:

- The reason to return: his mother was sick.
- Sociocultural context and reasons for migrating - the reason he left Guinea (optional).
- Recurring problems in returning an unaccompanied minor (UAM): formal documents that are required and challenges getting them: ID documents and birth certificate of the UAM, ID documents of the parents (or divorce or death certificates), parental permission to travel, written commitment of the parent/ local guardian to take care of the returned minor, etc.
- The importance of involving a local reintegration partner to facilitate the return and reintegration. Reintegration partners are well aware of which documents are required to make the return possible. The local partner is well acquainted with local procedures and regulations to obtain these documents. Involving the family in this administrative preparation means that parents are called upon to take responsibility (legally responsible for the child after arrival). Explaining to the UAM why administrative procedures can often take a long time, reducing their frustration about the delays.
- Family contact details: give the UAM (depending on their level of maturity) the opportunity to talk with the parents about voluntary return. The legal guardian can (has to) support the UAM in making this contact. Only when there are obstacles e.g. the parents cannot be reached, parents react negatively towards the minor's wish to return), can the local partner be called in to mediate, inform etc. – with the consent of the legal guardian and the UAM.
- History of the child and family situation in the country of return.
- History and background of the minor in Belgium. (Sorting out various arrangements from his life in Europe, e.g. collect school certificates, etc.)
- Risks (social, economic, psychosocial, other) and needs of the young person in the country of origin: region where he wants to return to, where he will stay, parent/ guardian in the country of origin who will take care of him, etc. (preparation for re-integration).
- The possibility of receiving in-kind reintegration support after return via a local reintegration partner (organisation), and what this can mean in practice e.g. to set up a business.

3. Summary

The trainer summarises the main learning points of the session together with the participants emphasizing that the Best Interest Determination of the child (BID) should conclude that voluntary return is in the best interest of the child and it won't jeopardise child's safety and wellbeing.

Module 5

Return Counselling for Victims of Trafficking

Summary

Trafficking in human beings (THB) is a crime committed against an individual. It is a process that can result in slavery or slavery-like conditions or forced labour and other abuses against a person. This module introduces the key definitions of trafficking in human beings and the basic principles of counselling victims of trafficking and people vulnerable to trafficking and exploitation, who have either agreed to return to their countries of origin, or are obliged to return following a decision issued by the EU national authorities. It also describes the importance of close cooperation between the relevant European country and the country of origin to enable the safe, dignified and successful return and reintegration of trafficked persons.

Learning Outcomes:

By the end of this module, participants will:

- Understand and identify the concepts, definitions and elements of trafficking in human beings and the difference between trafficking and other related crimes.
- Identify (and employ) effective communication techniques for counselling people vulnerable to exploitation including victims of trafficking.
- Recognise the importance of effective contact and coordination with relevant stakeholders in countries of return to enable a safe return and reintegration of victims of trafficking.

Structure of the module:

Session 1: Trafficking in Human Beings - Concepts, Definitions and Elements

Duration: 160 minutes

Session 2: Counselling of persons vulnerable to exploitation, including victims of trafficking

Duration: 140 minutes

Session 3: Cooperation and coordination with the reintegration partners in the countries of origin

Duration: 90 minutes

Materials:

Flipchart stands and paper, markers, masking tape, (self-adhesive) coloured cards (projector, laptop, presentations).

Session 1: Trafficking In Human Beings (THB) - Concepts, Definitions and Elements



Note to the trainer

As this session is quite long (approximately 2 and a half hours), we propose the division in two sub-sessions: the first one covering the different definitions and the second one giving the opportunity to the participants to apply this knowledge by working in different cases.

Learning plan for Session 1a: Concept and definitions of Trafficking in Human Beings (100 minutes)

Topic/Subject	Method	Time	Materials & Equipment
1. Introduction	Input	10'	Opening slide
2. Definitions - Understanding the main elements of THB set out in the Palermo Protocol and the EU Anti-Trafficking Directive	Brainstorming – in plenary or groups, overview slide with elements	30'	Flipcharts with headings, presentation slide with main elements
3. People smuggling forced labour forms of exploitation	Brainstorming and plenary discussion; videos	15'	Slide presentation of the table summarising these acts, videos / active internet connection to stream
4. Indicators of THB and forms of exploitation	Video and plenary discussion	15'	Open Your Eyes video, handout of list of indicators
5. Applying the concepts of THB	Group work, presentations, plenary discussion	70'	Handouts with the cases, flipchart and marker
6. Summary	Input	10'	
Total time		150'	

Preparation:

- Hang three flipcharts in the room with 3 headings: a) ACT b) MEANS c) PURPOSE
- Presentation slide on the three elements of THB (see below)
- Presentation slide of the table summarising the differences between THB and people smuggling
- Handouts with cases

1. Introduction

The trainer introduces the topic of Trafficking in Human Beings and indicates the timeframe and methodology for the session. The trainer explains to participants that the session will recap and build upon the knowledge gained during the self-study they did before the training. The trainer informs the group that this training is an introductory module to trafficking in human beings rather than an in-depth capacity-building training material.

2. Understanding the main elements of THB as defined in the Palermo Protocol

The trainer can start with a short brainstorming exercise to recap with the participants what they learnt during the self-study before the training, in particular the definition of THB according to the Palermo Protocol. There are different ways how to do this, the trainer:

- Asks the participants to name a word they associate with THB; writes it on the flipchart and discuss with the group.
- Prints out the definition in a large font and cuts out the different words/phrases. Divides then the participants into groups and asks them to put the words of the definition together.
- Forms 3 groups and gives them 10 minutes to discuss the key words related to the three main dimensions of THB – act, means and purpose. Then, the trainer invites the participants to write the key words on the relevant flipcharts (ACT, MEANS, PURPOSE). The trainer moderates the input from the participants and adds elements when missing.



Tip for trainer

Hanging the flipcharts in different places across the room engages participants' attention as they are required to look from one chart to another and have to come up with answers on different topics.



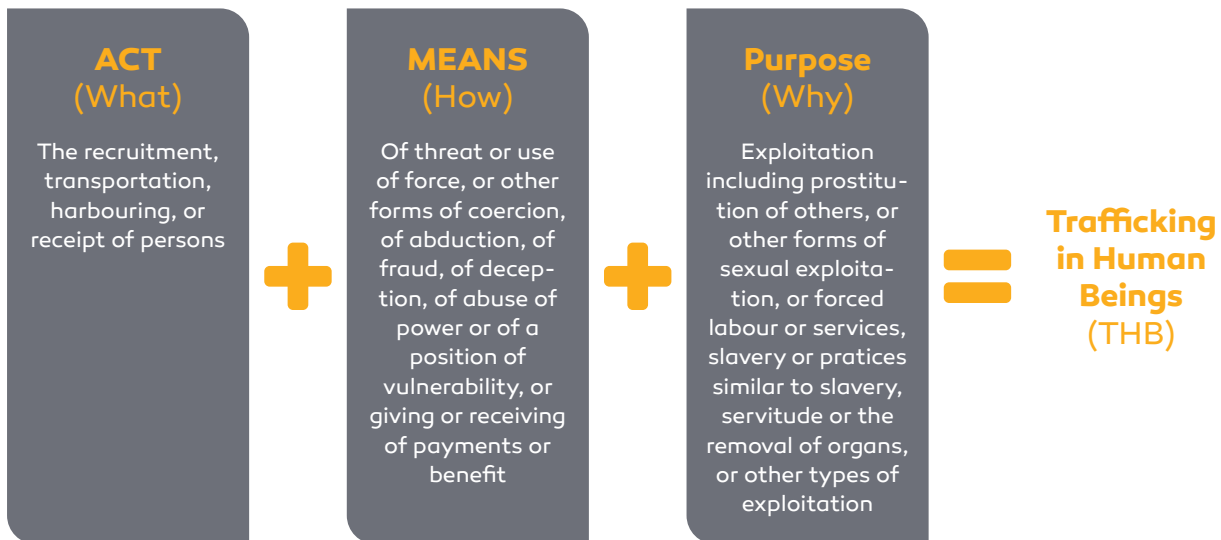
Attention: depending on the knowledge of participants, the trainer might shorten this section considerably and just briefly ask participants to name the main elements and then proceed with the presentation slide to further detail/recap with participants the meaning of the three elements, asking for and adding specific examples.

Answer key for self-study exercise 1:

Trafficking in human beings is the recruitment, transportation, transfer, harbouring or reception of persons including the exchange or transfer of control over those persons (ACT), by (MEANS) of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the (PURPOSE) of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs. The consent of a victim of trafficking in human beings to the exploitation, whether intended or actual, shall be irrelevant where any of the means have been used.

A case only qualifies as trafficking in human beings, if all three elements (act, means, purpose) are present. If a minor (defined internationally as being below the age of 18) is involved, it is child trafficking, even if the ‘means’ are absent.

The table below looks at the various components of trafficking in human beings in more detail and can be used for a presentation slide.



In summarising the definition of THB according to the Palermo Protocol, the trainer should show the table on a slide, highlighting the three key elements and their content. It is important that the trainer specifically states that a case involving minors (below the age of 18) is considered trafficking even when the means (the how) are absent. Further, the trainer should also highlight the fact that exploitation (the purpose) is the most significant element in THB cases. The acts and means can be present but if the element of exploitation, the purpose is missing, it cannot be classified as a case of THB.

3. People smuggling | forced labour | forms of exploitation

The trainer quickly recaps the definition of people smuggling. He/she can refer again to the table on page 97 of the manual for trainees, which summarises the differences between human trafficking and people smuggling to enable the participants get a better understanding of the concept of human trafficking and what distinguishes it from people smuggling.

Then, the trainer also introduces the ILO definition of forced labour, which can be found in the manual for the trainees (page 98). The participants will have an opportunity to apply this knowledge to the cases that will be later provided. It is important for the participants to understand that labour law violations and poor working conditions that seem to suggest that the workers are being exploited does NOT automatically qualify as a case of trafficking. It is also NOT to be confused with forced labour.

Last, and if time allows, the trainer can show the following short videos (each less than 1 min.) or a selection of them and invite the participants to observe the different forms of exploitation. The trainer can then moderate a discussion on the different forms of exploitation and whether the exploitation is always a sign of a trafficking case or not.

- Exploitation in catering
- Exploitation in textile
- Exploitation in construction
- Exploitation in domestic service

4. Indicators of THB

As an introduction, the trainer can point out that there are many different indicators of trafficking, but they will not necessarily be visible at first sight. It is easy to overlook or miss these signs as these indicators can be visible or non-visible, non-verbal (thus communicated through body language, for example) or communicated verbally by potential victims.

The trainer should show the short video “**Open your Eyes**” by United Nations Office on Drugs and Crime⁵ and ask the participants to observe the different indicators. This part of the session is linked to self-study exercise 12, so most probably the participants might have seen this video before.

After showing the video, the trainer should distribute the handout on the **indicators** of trafficking (which will also be used in the next session) and initiate a discussion with the participants on the different indicators. For example, the trainer can mention the indicators named by the participants in the list and / or to mention other indicators for trafficking cases or to discuss with the participants which other indicators might be easier or more challenging to spot for a return counsellor.

5 The video can be found online and it can be also downloaded before the training: https://www.unodc.org/unodc/vplayer.html?vf=/documents/video/psa/ungift_human_trafficking_30.flv

Last, the trainer summarises the discussion on the different indicators, by underlining that identification is crucial for the victim's recovery and for successful criminal proceedings and thus, return counsellors should know what these indicators are and refer to them in their everyday practice.

5. Applying the concepts of Human Trafficking

In this part of the session, participants will have the opportunity to apply the knowledge gained from the manual for the trainees and from the previous part of the F2F training on the concept and definitions of THB by working on different cases. With this learning activity the participants should be able to:

- Recognise the main elements of THB;
- Understand the characteristics of child trafficking;
- Distinguish trafficking in human beings from people smuggling and identify cases accordingly;
- Distinguish between cases of labour exploitation and cases of trafficking for labour exploitation and understand the concept of forced labour;

The trainer should form 3 groups and give each group of participants a case. The cases (case 1: domestic worker; case 2: Pakistani workers; case 3: Zaatari Camp) can be found in the annex. The trainer explains the exercise as follows: a) to read through the case they have been given (either as a group or on their own), b) to discuss the questions (see questions at end of each case study) and c) to define the act, the different means used, and the purpose. This will help to determine if the case they are working on is a case of THB or not.

The trainer asks the participants to write their answers on a flipchart and group them under Act, Means or Purpose (the trainer can also prepare an example flipchart for participants to copy). The trainer reminds participants to consult the table on the flipchart and think about the factors that need to be present in order to determine whether it is a case of THB or not. Finally, if time allows, the participants should have a look at the handout with the indicators of human trafficking and identify the presence of any of these indicators in the cases they have been working at.

The trainer gives the groups 20 minutes for the task and ask the participants from time to time if they have any questions about the exercise.

Group work presentations and discussion

The trainer asks the groups to present their findings. First, each group should quickly summarise the case to the others, then state the finding. The trainer should correct any errors and clarify any doubts raised, adding more information where necessary.



The trainer should also highlight that it might not always be possible to reach a definitive conclusion on whether the case involves trafficking or not. The responsibility for determining which definition a case falls under ultimately lies with the courts. He/she should remind to the participants that THB is a hidden crime and that evidence of it may often be hidden from view; saying that further information or investigation into a case is needed is also a legitimate answer.

Trainer's feedback to the group-work debriefing should include the following:

Case 1 (domestic worker) is a trafficking case involving labour exploitation/forced labour.

- The agency is involved in recruitment (ACT), receives payment for the young woman (MEANS) for the purposes of labour exploitation (PURPOSE). She is promised something by the agency that turns out to be totally different in reality (Deception = MEANS). There are strong indicators of trafficking in this case (she does not receive a contract, does not get her passport back, is exploited and held in 'debt bondage' over exorbitant and arbitrary living costs).

Case 2 (Pakistani workers) is a pure case of people smuggling.

- The people are free to go after their arrival. There is obviously recruitment and deception in this case, as they are not given the passports as promised, the route is not as promised etc (ACT and MEANS). However, they are not being kept or exploited (PURPOSE - Exploitation element is missing).
- The work the men find is not well paid etc., which might also be due to the lack of valid documents. This increases their vulnerability to exploitation. However, the workers are not sold into exploitative work; not planned from the outset as such.

Case 3 (Zaatari Camp) consists of trafficking through forced marriage.

- Diana is 15, and therefore a child. It is child trafficking through forced marriage (PURPOSE). Traffickers are the couple recruiting and the father of the child (ACT). Money changes hands. (Receipt of payment – MEANS). Means are not relevant in this case.

6. Summary

Summarise the main learning points of the session together with the participants, concentrating mainly on the definitions and differences, as a quick repetition exercise.

Session 2: Counselling of Persons Vulnerable to Exploitation Including Victims of Trafficking

Learning plan for Session 2

Topic/Subject	Method	Time	Materials & Equipment
1. Introduction	Input	10´	
2. Trauma-informed communication practice	Brainstorming & Role-play or group work with the cases	60´	Handouts with the cases
3. Identifying and assessing vulnerabilities of trafficked persons (SIPPS Analysis)	Group work, presentations, discussion	60´	Handouts with the cases
4. Summary	Input	10´	Coloured markers
Total time		140´	

Implementation of Session 2

Preparation:

- Prepare the handouts with the cases; consider preparing extra copies of each case so that every participant has a copy of the case that the other groups are working on.
- Inform the participants taking part in the role-playing exercise that the topic might affect them and that the cases can be distressing; create a safe environment for these exercises and assure the persons involved that they can quit the role-play at any time if they are feeling overwhelmed by the process!

1. Introduction

The trainer introduces the topic of counselling victims of trafficking and other forms of exploitation. The trainer underlines that clear and effective communication is the first task for any professional who works with victims of trafficking or other forms of exploitation. Effective communication and conduct with victims of trafficking should be:

- Trauma-informed
- Gender - sensitive
- Culturally sensitive.

The trainer should highlight the importance of identifying and assessing vulnerabilities of trafficked persons, undertaking a SIPPS Analysis before a return, in order to prevent re-traumatisation and potential re-trafficking. More information can be found on the respective session in the manual for the trainees.

2. Trauma-informed communication practice

Step 1: Brainstorming Activity

The trainer introduces the topic of trauma-informed practice during return counselling and asks the participants if they have any questions about the self-study work. The trainer initiates a brainstorming activity by asking the group to highlight what they think are the most important elements in following a trauma-informed approach to counselling victims of trafficking and exploitation. The trainer writes the answers on the flipchart and groups them under different categories (e.g. time; space arrangements; body language and other) and fills in missing elements from the manual for the trainees). The trainer can also broaden the discussion by asking the participants whether they have applied any of these practices in their everyday work, how they felt afterwards, and how they think the migrant felt.

Step 2: Group work on the cases / Role-play

In this learning activity the participants will have the opportunity to work on different cases of victims of THB and discuss the trauma-informed communication practices that can improve the counselling process. The activity can be implemented either in the form of group-work and then plenary discussion or in the form of role-plays followed by a discussion, as described in the following.

a. Group-work

The trainer divides the participants in 3 groups and gives each group a case: Eriola from Albania; Rosaria from the Philippines; and Chioma from Nigeria (cases can be found in the annex). The trainer asks the participants to focus on preparing the counselling session and discussing the trauma-informed practices that would help facilitate communication between the woman they are counselling and themselves. The trainer should provide a clear time limit for this task (**15 minutes**) and ask the participants from time to time if they have any questions about the exercise. Each group should assign a rapporteur for the group to present the group's findings in plenary afterwards.

Afterwards, the trainer asks the rapporteurs to briefly present the case to the rest of the participants and then to present their findings and discuss with participants any open issues. The trainer should moderate the discussion and add any missing elements to further enrich the answers.

b. Role-play

Alternatively, the same cases can also be applied as role-plays, either in plenary or in smaller groups. The trainer should instruct the group that one person could play the return counsellor and the oth-

er could play the victim and after some preparation time (e.g. 5 minutes) they should try to start a counselling session by following trauma-informed communication practices. The cases are being distributed only to the participants who are playing a “role” in the role-play and to the rest of the group only at the debriefing phase. If the trainer and the participants decide to apply the exercise in smaller groups, then the trainer should form groups of three persons: one plays the return counselor, one the victim and one is a coach/ observer who takes notes on the procedure. Once the role-plays are over, the trainer begins by asking the participants who played the two roles how they felt about it; then he/she asks the group (or the coach / observer if in small groups) for their observations and what they think about the practices used by the return counsellors. The trainer recaps the trauma-informed practices identified by writing them on a flipchart.



The trainer should ask the participants whether they would prefer to conduct the role-plays in front of the whole group or within smaller groups. Also, because the topic is sensitive and can wake-up different memories to the participants, if somebody does not feel comfortable to participate to the role play, the first option (group work) should be prioritised.

Trainer’s feedback to the debriefing of the cases should include the following:

- A safe, calm and consistent environment and approach is necessary: tell the woman/person they are safe; make her feel safe and calm by providing a safe space; ask for input from the participants on how this could be achieved;
- Particular effort is needed in the first meeting to establish a good atmosphere and good communication; in Chioma’s case and the issue of juju, the presence and help of a cultural mediator would be really important (see more below);
- A genuine attempt to build trust should be made;
- A person should know who is working with them; introducing everyone in the room and tell the person what their role is explain the importance of this;
- A person should know that they have time to be heard;
- Demonstrate interest in the woman’s immediate safety, health and practical needs;
- Keep the focus on the ‘here and now’ and not on what needs to happen in the future.
- If not mentioned by the participants, the trainer introduces the importance of the selection of the gender of the professionals (including return counsellors) who work with victims of THB. This relates to any role which involves recording or discussing personal details or sensitive information; further to this, qualified professionals who respect the code of ethics and understand the impact of experiences of gender-based violence on them and can cope with this, facilitate the communication with a victim of THB.

- The selection of the gender does not solely cover all the potential gender related implications in cases with victims of trafficking; there are cases in which the traffickers can be women (e.g. Nigeria, strong presence of female traffickers (Madams) are present), and thus there might be a potential difficulty with the gender chosen for the interpreter. In such cases, the role of the cultural mediator (if available) can be re-assuring for the victim as he/she can also support in building a victim's confidence in the service provider.
- If the role of a cultural mediator is not clear to the participants, the trainer can provide some input: the cultural mediator is the person who facilitates communication between the migrant and a service provider, including on cultural elements (both verbal and non-verbal); he/she can help to build trust with the migrant and to also build a victim's confidence in the service provider and in the effectiveness of the service/intervention; last, he/she can help support the survivor's recovery process. In general, the cultural mediator can give support to both parties regarding cultural attitudes, beliefs and behaviours. Then, the trainer can discuss participants' experiences of working with a cultural mediator.

3. Identifying and assessing vulnerabilities of trafficked persons (SIPPS Analysis⁶)

In introducing this sub-session, the trainer has to underline the importance of the vulnerability and risks assessment of the trafficked person, before the return. Return counsellors need to use a methodological framework to assess the individual's vulnerabilities and risk factors before they are returned, such as the SIPPS ANALYSIS, which enables professionals to organize complex evidence quickly and formulate structured, clear decisions for the person of concern. These vulnerability factors, if present upon return, are likely to enhance the risk of re-trafficking and further harm. The trainer should also point out that in brief, the organizational structure of the SIPPS comprises seven domains, which are assessed against past, current and future (potential) acts that affected or that might affect the person concerned. The seven domains are the following: Home and environment; Education and employment; Behaviour; Psychological health; Physical health; Sexual health; Safety (suspected or actual abusers and facilitators).

In this learning activity, the participants will work on cases again and identify the vulnerabilities of the person of concern using the SIPPS analysis. The trainer divides the participants in 3 groups and gives each group a case: Eriola from Albania; Joyce from Sierra Leone; and Chioma from Nigeria (cases can be found in the annex). The trainer asks the participants to focus on identifying the existed vulnerabilities of the person (past and current acts only) related to all the elements/domains in their analysis (if applicable). The trainer also explains to the participants that they should keep their notes and presentation clear as these will be used again in the next session for carrying out the risk and needs assessment.

⁶ SIPPS: *The Systemic Investigation, Protection and Prosecution Strategy*

The trainer should give the groups a time limit of **30 minutes** and assist the groups in case of questions, going around. Each group should assign a rapporteur for the group to present the group's findings in plenary afterwards.

The trainer asks the rapporteurs to briefly present the cases first to the rest of the participants and then to present their findings and discuss with the rest of the participants any open issues they might have identified. The trainer should moderate the discussion and add any missing elements to further enrich the answers.

Trainer's feedback to the group work debriefing should include the following:

SIPPS analysis for Eriola

- Home and Environment: *her parents are strict Muslims; potential forced marriage;*
- Education and Employment: *just finished school, no particular skills for finding a job;*
- Behaviour: *impulsive, decided to escape with a man she barely knew;*
- Psychological Health: *suffers from PTSD; victim of domestic and sexual violence; repeatedly raped; in need of support;*
- Physical Health: *gave birth to a child at very young age; no much information about her health situation;*
- Sexual Health; *victim of rapes and sexual violence; might suffer from sexually transmitted diseases; she lacks basic information about reproductive health or contraception;*
- Safety/Suspected/Actual Abusers and Facilitators: *her ex-partner is member of the network who has exploited her and he has information about her place of residence, family etc; her father is also an abuser (emotional abuse)*

SIPPS analysis for Joyce

- Home and Environment: *small, isolated village with no access to a standard quality level of life; single mother of three young children without support; shortage of food, water and money for even basic supplies;*
- Education and Employment: *illiterate; unemployed, in an area with very high unemployment rate;*
- Behaviour: *hopeless; desperate to help her family and children;*
- Psychological Health: *victim of sexual violence; repeatedly raped; in need of psychological support;*
- Physical Health: *no much information about her health situation;*
- Sexual Health; *victim of rapes and sexual violence; might suffer from sexually transmitted diseases; she lacks basic information about reproductive health or contraception;*
- Safety/Suspected/Actual Abusers and Facilitators: *a member of the network who has exploited her comes from her village and has information about her place of residence, family etc;*

SIPPS analysis for Chioma

- Home and Environment: *village/ town in Nigeria without work perspectives; extremely poor family;*
- Education and Employment: *illiterate; unemployed, only knows (practically) to “do hair”*
- Behaviour: *hopeless about her future;*
- Psychological Health: *victim of sexual violence; repeatedly raped; in need of psychological support; being under the oath bondage of “juju”;*
- Physical Health: *no much information about her health situation;*
- Sexual Health; *victim of rapes and sexual violence; might suffer from sexually transmitted diseases; she lacks basic information about reproductive health or contraception;*
- Safety/Suspected/Actual Abusers and Facilitators: *a member of the network who has exploited her comes from her village and has information about her place of residence, family etc; somebody killed her mother;*

4. Summary

The trainer should underline the key competencies in trauma-informed communication and practice without going into too much detail, just quickly repeating them. The trainer can also highlight them by ticking or underlining the respective terms on the flipcharts in a different colour from the text.

Session 3: Cooperation and coordination with the reintegration partners in the countries of return

Learning plan for Session 3

Topic/Subject	Method	Time	Materials & Equipment
1. Introduction	Input	10'	
2. Risk and needs assessment as a basis for preparation of an individual reintegration plan	Input and moderated plenary discussion	60'	Handout with needs assessment table Handouts with the cases
3. Overview individual reintegration plan	Input	15'	Table – suggested topics in the reintegration plan
3. Summary	Input	5'	
Total time		90'	

Implementation of Session 3

1. Introduction

The trainer introduces the topic of cooperation between the European country and the country of origin as a prerequisite for an effective return of a trafficked person. The trainer explains to participants that the session will build on the knowledge gained from the assignments and discussions from the previous sub-session on identifying vulnerabilities. The risks and needs of the trafficked/vulnerable individual who is returning will be explored and assessed together with the partners in the countries of origin in order to prepare an individual's return and reintegration plan.

As an introduction to the session, the trainer can show the diagram on the next page that summarises the steps that stakeholders need to take when preparing the return of a trafficked person and explain that, steps 1-5 are part of the counselling process that participants covered in the previous session (Session 2). Then, using the diagram, the trainer can initiate a discussion with the group on the following steps (steps 6 to 9) until the return is conducted. These steps will be further analysed in this session. Special mention should be done to the steps following the return in the country of origin (steps 10 & 11), although this is not a task for the return counsellors as such.

PRE-RETURN PHASE

STEP 1: Establishing first contact with the returnee

STEP 2: Applying basic therapeutic principles

STEP 3: Generating trust

STEP 4: Building a rapport in the pre-return counselling sessions

STEP 5: Assessing a person's vulnerabilities, risks and needs

STEP 6: Establishing cooperation with the partners in the country of origin

STEP 7: Completing the Risks and Needs Assessment in partnership with the county of origin

STEP 8: Preparation of the reintegration plan and obtaining consent from the returnee

RETURN PHASE

STEP 9: Coordinating the return

POST-RETURN PHASE

STEP 10: Reintegration in the country of origin

STEP 11: Monitoring of reintegration programs, case follow up and reporting

2. Risk and needs assessment as a basis for preparing an individual reintegration plan

The risk and needs assessment

Once the decision to return the trafficked/vulnerable person has been taken by the national authorities, the return counsellor in the EU destination country will initiate the evaluation procedure to carefully assess the trafficked person's safety, needs and wellbeing prior to his/her return.

It is very important that this risk and needs assessment **is jointly completed by the return counsellor and the professional taking over the case in the country of origin**, so the return can be conducted in a safe and dignified manner. This includes establishing communication with the professional who will take over the case in the country of return (step 6) and completing the risk and needs assessment together (step 7). The return counsellors can establish communication with the partners in the country of origin remotely (via-email, skype, with notifications of a request for assistance, etc.). The trainer should focus on the ways of cooperation between the two actors and can find more information on how to establish operational workflows between the 2 countries in the manual for the trainees (pages 112-114).

In continuation of the introduction the trainer should introduce the background as stated above and provide an input of around 10 minutes, supported with some presentation slides on the importance of and the procedure of assessing the risks and needs of a trafficked person before return, including the risks already identified (using e.g. the SIPPS analysis). The trainer should stress that the risks should be assessed against:

- Risks from original traffickers;
- Risks from associates, relatives, friends, acquaintances or others who may be implicated in the original trafficking of the individual;
- Risks from potential/future traffickers (this should always be considered to be a risk for trafficking victims due to their increased vulnerability to trafficking after leaving the control of their original traffickers).

The trainer should then discuss the different cases and the related risk assessment with participants in plenary. Participants will continue working on one selected case (Eriola or Joyce – to be decided on site) and by using the results from the SIPPS analysis of vulnerabilities they previously did, they will brainstorm on the future risks and needs of the same person. In order to identify these risks, the trainer can help the participants by proposing the risk assessment table provided below. It includes a list of suggested questions that return counsellors can ask during the interviews with the person of concern and the different stakeholders. The questions included in this table can guide the participants in thinking what the potential risks and needs of the trafficked/vulnerable individual upon return could be. The table can be distributed to the participants as a handout (to be found also in the annex) or it can be projected on the screen.

RISK AND SOCIAL INCLUSION ASSESSMENT FOR VOLUNTARY ASSISTED RETURN⁷

Suggested Questions

To the trafficked person

- How would you feel if you went home?
- Where would you feel safe?
- Has anyone threatened your family and/or friends?
- Has anyone threatened you?
- Do the perpetrators know where you/your family live?
- Are the perpetrators members of your family, friends, or close social groups?
- What could be done to make you feel safe?
- How do you think your family/friends will react when you return home?
- Do you want to go back to school, work, university, etc.?
- What is the worst that could happen to you/ your family and/ or friends when you return home?
- How could you deal with this?
- What could you do or what could be done to avoid this?

To national focal points, NGOs, IOs, diplomatic and consular missions

- Would the trafficked person face criminal prosecution or civil sanctions for acts performed during the period of exploitation?
- What is the local infrastructure like? Is it in good condition?
- Is the place of residence accessible?
- Would the local police be capable of protecting the trafficked person?
- Would the trafficked person face stigmatization, marginalization and social isolation?
- Would the trafficked person have access to local social services?
- Would the trafficked person have access to agencies providing accommodation?
- Would the trafficked person have access to medical aid and treatment?
- Would the trafficked person have access to psychological counselling?
- Would the trafficked person have access to legal counselling and assistance?
- Would the trafficked person be able to resume professional training or education?
- Would the trafficked person have access to permanent accommodation? What is the quality of this accommodation?
- Would the trafficked person have the opportunity for long-term, independent financial security?
- Would a return to the family be possible?
- What are current conditions in the family like (violence, etc.)?
- What is the current situation in the community?

⁷ Adapted from Guidelines for the Development of a Transnational Referral Mechanism for Trafficked Persons in Europe: TRM-EU. ICMPD, 2010 (pages 81-83)

Trainer's input to the discussion should include the following:

Risks and needs assessment for Eriola

- Eriola cannot return to her family house with the baby – relocation within the country would be a solution, because she has been threatened already by her parents and because the perpetrator knows where she lives. A protected temporary accommodation (run by a NGO e.g.) would be safer for her.
- As she is unemployed and unskilled she might need a job training in order to be able to find a job
- Eriola needs to continue her therapy for PTSD and is also in need for psychosocial support as a victim of sexual violence, harassment, rape and exploitation
- Eriola's health needs a full check-up
- Baby's needs should be covered (food, medical expenses, clothing, placement in a nursery house, etc.)

Risks and needs assessment for Joyce

- Joyce cannot return to Sierra Leone, as the structural problems of the country would be difficult to be overpassed for such a vulnerable person. A relocation to a third country, if the children can also be transferred, would ease the condition of return. If not possible, she should be transferred to protected temporary accommodation in her country with her children, as she has been already threatened by the perpetrator, who knows where she lives
- As she is unemployed and illiterate she might need a job training in order to be able to find a job and also support in finding a job as the unemployment rate in the area is high.
- Joyce is in need for psychosocial support as a victim of sexual violence and as a person who does not have a clear perspective in life (feeling of hopelessness)
- Eriola's health needs a full check-up
- As a single-mother of three children she needs to be informed on sexual and reproductive health and contraception
- Children's needs should be covered (food, medical expenses, clothing, placement in a nursery house, etc.) as there is no support from the extended family.

3. The Individual Reintegration Plan

Once the risk and needs assessment is completed, an individual reintegration plan should be developed by the three relevant parties: the returnee, the return counsellor in EU and the reintegration counsellor in the country of return. The return counsellors should have already considered what the individual reintegration plan should contain while they were working on the risk and needs assessment.

For the last activity (15 min), the trainer can present the following table to the participants to check with them the areas / topics under consideration included in an individual reintegration plan. The trainer should highlight, that as this task will be mainly the responsibility of the reintegration coun-

sellors, the return counsellors should be of course aware, but they won't be the sole actors in its' implementation. The trainer should therefore not go further in analysing the individual reintegration plan, as this is only partially the task of the return counsellor and needs to be coordinated with the reintegration counsellor as well.

What should an Individual Reintegration Plan include

Placement with(in) their family/community (if assessed as viable, what support will the family receive, from whom, timeframe for the support, arrangements, safety plan, support for the trafficked person if any risks in the family context re-emerge, who will provide that (NGO, community leader, focal point with the police, etc);

Placement in a flat/shelter/NGO accommodation (accommodation in de-facto detention conditions does not meet the minimum standards for returning trafficking victims!);

Proposed housing and related conditions (shelter, shared rented apartment, room arrangement occupancy, common facilities, open/closed facility, when is the curfew, use of the mobile phone, social media, visits, email/phone communication, cooking meals and grocery shopping, options for recreational activities, etc);

Case manager (who she/he is, what his/her tasks and responsibilities are, how he/she can help, make an online introduction, any complaints mechanism);

List of concrete services and activities planned to be offered to the person, residentially or walk-in (within the shelter, or at a different location), including description and conditions attached to their use (psychological assistance, medical assistance (internal, external, access to it), legal advice, what vocational training and education, what concrete income generation program/job placement options, what religious support, family/community inclusion activities as applicable);

Duration of each service planned to be offered (e.g. psychological assistance, medical assistance, individual/group therapy, peer to peer support, frequency, for how long);

Financial support possibilities (what possibilities exist, the amount, conditions attached, duration, mentor support);

Transportation to reach services/school/work (alone, accompanied, who pays for the ticket, whether transport organized by the service provider);

Rights and obligations to be respected (withdrawal of consent, complaints mechanism, confidentiality, safety precautions, disclosure to third parties, admissions policy to the accommodation/particular service);

Safety arrangements and safety plan (within the facility and outside the facility, how long it will be assessed for, what information is/will be needed by the returnee for this purpose);

Procedure for re-assessing risks and needs after the return (when, by whom, how, using what criteria/factors such as health and psychological condition, personal situation, and external situation, and if they move to another location, who will carry it out);

Adapting the Reintegration Plan in the country of return procedure (how it will be done, what milestones, criteria, timeframe);

Case monitoring and follow up with the returning organization (explain the purpose of monitoring, if the person agrees, for how long, how will the contact be maintained, etc.).

3. Summary

Summarise the main learning points of the session together with the participants and highlight that preparing the return of a vulnerable, trafficked person can be a really demanding and complex task; for its' successful implementation and for the safe and dignified return of a trafficked person, coordination and close cooperation between the European country and the country of origin is essential.

Handouts for the Trainer

Handouts for module 2

Session 2: Effective communication

Activity: effective questioning techniques

CASE 1: Strong feelings and resistance to disclose information

During a counselling session you need to get more information from the migrant about their situation, health, legal paperwork, reasons for return and the family network in the country of origin. You start asking some questions about these topics. The migrant does not want to respond to your questions and keeps on telling you, “It is not that complicated. I just want a ticket. Why do you need to have this information?”. They become more and more frustrated and stop talking.

Please discuss the following questions and present your findings in the plenary.

- *Which interviewing/questioning techniques do you find useful in such a situation? E.g., how can you address the strong emotions and silence in the room, how can you motivate the migrant to cooperate in the counselling and what can you do to avoid such a situation in the counselling session*
- *Please feel free to share own experiences and practice*

CASE 2: Strong feelings and misunderstandings

During a counselling session you need to get more information from the migrant about their situation, health, legal paperwork, reasons for return and the family network in the country of origin. You start asking some questions about these topics but the interviewee continues to focus on other issues, particularly: how the asylum authorities don't care about him, how difficult life is for them in the reception centre and how badly they have been treated by the authorities. It seems to be difficult to gather the information you need.

Please discuss the following questions and present your findings in the plenary.

- ***Which interviewing/questioning techniques do you find useful in such a situation? E.g., how can you address the strong emotions and silence in the room, what can you do to prevent misunderstandings, and how can you motivate the migrant to better cooperate in the counselling session***
- *Please feel free to share own experiences and practice*

Session 3: Decision making process

Activity: cases to understand the decision making circle

Case 1: A family

The family comes from Iraq and consists of two adults (a man aged 36 and a woman aged 31) and two children (a boy aged 10 and a girl aged 12). The family lived in Erbil, the capital city of the Kurdistan Region of Iraq.

- Ahmad, the father, had a job in a local office as an administrator /translator
- Fatima, the mother, worked part-time in the social care sector
- Azeem, the boy, needs regular medical treatment as he suffers from type 1 diabetes (insulin injections several times a day)
- Aina, the girl, is a good student at school and has long term ambitions of becoming a nurse.

After Ahmad lost his job and had difficulties finding another, the family decided to migrate. They travelled to Turkey with the aim of settling in a European country and held valid travel documents (Identity cards & Visa as far as Turkey). When they arrived in Italy in 2018, they applied for asylum. Their first asylum claim was rejected and in 2020, they received a final rejection of their asylum claim. In June 2021, an order for the family to leave the country was issued. From 2018-2021 the family lived in an official reception camp for asylum seekers, where accommodation and basic care is provided, as is medical treatment and schooling for minors.

Ahmad suffers from feelings of failure and wants to regain his former Job in Erbil. Fatima is very concerned about her future and for the health of Azeem. Aina wants to study to become a nurse when she is 18. The family present themselves at the return agency for information and advice. They accept the asylum decisions and their official status.

Please discuss the following question and present your findings in the plenary.

In which phase of the “Circle of Change” do you think these people are? Why?

Case 2: A single man

Sayid is a young man aged around 20. He comes from Pakistan, where he grew up and lived in a remote area outside Lahore in the province of Punjab. His family consists of his parents and two boys. He is the youngest. His older brother Amir, moved to Lahore and started a small clothing business. Sayid finished basic education at 16, but never had any job after that. He was contacted by an ‘agency’ and promised a decent income in a foreign country if he decided to migrate. As he was unable to find a regular income and had difficulties starting a business as his brother had done, the decision to emigrate was supported by his father who provided the first payments to the ‘agency’ for the journey and documents.

Capacity Development and Training for Return Counsellors

After a long journey, Sayid arrived in your country in 2017. In 2018, his asylum claim was rejected but as he was an unaccompanied minor, he was granted temporary protection. After that, he lived in a shelter for young people. When he reached 18, he disappeared from the shelter and lived as an undocumented migrant. In 2021, he showed up on the system for people wanting to obtain a residence permit. In June 2021, his request was turned down and he was given an order to leave the country. Since June, he has been living in a closed pre-departure centre.

Sayid suffers from feelings of abandonment and uncertainty. He lacks basic trust in the services and the government. His main source of information and networking comes from informal networks. While living in the shelter, he was a good student. After school he received an attestation?? Certificate?? for 'Basic accountancy'. Contacts with his family are intact but minimal. He is very concerned about his parents' health and living conditions. Sayid receives information and attends a return counselling session in the pre-departure centre. He does not accept the officials' decision regarding his request for asylum.

Please discuss the following question and present your findings in the plenary.

In which phase of the "Circle of Change" do you think Sayid is? Why?

Case 3: A single woman

Prisha, is a 21-year-old single woman. She was living in India in a rural area near Delhi, the capital city. Her family consisted of two parents and four children in total (two boys and two girls). Prisha is the youngest child. She finished school at 18 with very good results and wanted to continue her studies in the healthcare sector. She encountered difficulties within her caste and financial problems. Her parents wanted her to marry a family friend and did not permit her to pursue her studies. She gained a scholarship to study abroad and with the help of a family member, she managed to escape her family and move to a European country. She was issued a student visa for the duration of her studies. After finishing her studies in 2020 her scholarship ended and she lost the possibility to renew her student visa. Since then she has been working in the informal job market without a residence/work permit. Facing different problems, she was struggling with homesickness and at the same time, she wanted to do something for her country. As she was considering return as an acceptable option, she contacted a return agency.

Prisha suffers from feelings of homesickness, avoids contact with other migrants and is not integrated very well in your country. Contacts with her family are non-existent; she fears the reactions of her parents if she returns. Through social media she is still in contact with a few former Indian students that she met during her studies, whose family arranged a job for her in the informal job market. A former Indian colleague who returned to India shared his positive experience of returning. Her main sources of information are mainly informal networks. Prisha will receive information and counselling from a counsellor.

Please discuss the following question and present your findings in the plenary.

In which phase of the "Circle of Change" do you think Prisha is? Why?

Session 4: Dealing with aggressive behaviour

Activity: role-play to understand ways to confront an aggressive behaviour

Background information on the case

A return counsellor holds a session with a migrant, who comes from a “Safe Country of Origin”. The migrant already knows that his asylum application will most probably be rejected. He is very unhappy about his living situation at the reception facility. He recently got into a fight with another migrant at the centre, security called the police who took him in for a night before they released him again. He feels he has been treated very unfairly because after all, it was the other migrant who started the fight. He is also addicted to alcohol and different medications. However, the nurses at the centre do not give him the medication he wants when he asks for it. This upsets him as well.

Case

He cannot concentrate well on the discussion with the counsellor and keeps talking about his living situation at the reception facility, about the other migrants creating problems and that he has been treated unfairly. His addiction to medication makes him impatient and he gets easily irritated and angry. The migrant starts shouting, throwing his chair and verbally attacking the counsellor and the interpreter.

- *What would you do in this situation?*
- *Which solutions can you propose to overcome this situation*

Instructions for the volunteers

First role-play

The volunteer who plays the migrant should act according to the script. The volunteer who plays the return counsellor should stay neutral in the first act and not try to find solutions.

Second role-play

Then, after debriefing, when the couple (or different participants) is asked to perform again, the return counsellor should follow the recommendations of the group and apply the techniques that have been suggested. The volunteer who plays the migrant should act again according to the script.

Session 5: Working with interpreters in counselling sessions

Activity: Handout - Common mistakes when working with interpreters

Mistake	Solution
The counsellor addresses the interpreter instead of the migrant	
The principle of speaking one at a time is not followed	
Ping-pong effect: the counsellor's eyes and attention dart back and forth between the migrant and the interpreter	
Interpreter and migrant are not familiar with certain terms	
Relying on one's own limited language skills	
Interpreter sits too far away from the migrant	
Unclear whether counsellor and migrant understood the message	

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Interpreter advises or counsels the migrant	
Interpreter dominates the interview	
Counsellor has concerns about the quality of interpretation	

Session 6: Intercultural communication

Activity: Albatross Culture Role-play

Sheet 1: Instructions for the Role Play in training - Albatross Culture

Part 1: Role play (about 5 minutes)

The role play is performed by two trainers. They are playing a man and a woman from the island of Albatross. Even if the trainers are the same sex, one has to play the part of a man and the other the part of a woman, but they should make it clear, e.g. by wearing a scarf, which of them is playing the role of the woman. If the trainers decide that the role-play will be performed by trainees, they should leave the input of the volunteers / actors to the end and ask the other participants first.

Phase 1: Entering the room

The two trainers (one man, one woman) leave the room and return a short time later, walking slowly into the classroom. The man opens the door and enters first, the woman following two steps behind, closing the door behind her. Passing other trainees, the man shakes hands with some of the men, but with none of the women. They walk to the middle of the room, where one chair has been placed. The man sits down on the chair, the woman sits on her knees on the floor beside the chair. Both are humming.

Phase 2: Eating

They are sitting quietly beside each other. The man pulls some nuts out of his pocket, looks at them carefully and eats one of them. He then gives some nuts to the woman, who eats them too. The man gets up, walks to the table, where a glass of water has been placed and takes some sips. He then gives the glass to the woman, who also drinks some water. When the woman has finished drinking water, she puts the glass on the floor.

Phase 3: Absorption of energy

They sit beside each other for a minute. Then the man puts his hand on the neck of the woman. The woman is humming and leans her upper body forward, the man still touching her neck. After a minute the man takes away his hand and the woman sits upright again. The man stands up, the woman follows his example, the man in front, the woman two steps behind. They walk to the door, the man opens it and they walk out of the room closing the door behind them.

End of the role play

Sheet 2: Albatross customs and traditions

- The people on the island of Albatross are very peaceful. When they are happy, they hum to themselves. When they are angry or annoyed, which rarely happens, they hiss.

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- The goddess of earth is the highest god on the island of Albatross. The people worship and respect her. The ground is considered holy. This is why people try to keep constant contact with the ground. Having large feet is considered to be a privilege because this enables them to have the biggest area of contact with the holy ground. Everything that has got to do with the ground is of great importance for the people on the island of Albatross. Peanuts are the favourite food and serve as ritual food too.
- In the social hierarchy, women rank above men because they give birth to life, as the goddess does.
- Men have to walk a few steps in front of women in order to protect them.
- Men have to test the food before women start to eat.
- Women are much closer to the goddess of earth than men. This is why women are allowed to sit on the ground, while men have to sit further away from the ground, on chairs.
- Men can only be in contact with the goddess of earth by observing one special ritual. The man may place his hand on the neck of the woman who is sitting next to him on the floor while the woman simultaneously tilts her forehead towards the floor to absorb cosmic energy. Energy flows through the man's hand. This ritual is considered to be a privilege.
- Apart from this ritual, Albatross men must not touch women without being asked to do so.

Session 6: Intercultural communication

Activity: Toothpick exercise

Toothpick exercise - Cue Cards with Nonverbal “Norms” for “Appropriate” Communication:

The trainer has to print, cut, and paste on index cards or print directly on index cards of different colours the following cues:

- **Cue 1:** You find direct eye contact offensive. When you speak, you try not to look people directly in the eye; instead, you avert your eye contact from listeners. If someone looks at you in the eye, give that person a toothpick.
- **Cue 2:** You like to know that people listen when you speak, and you expect that people show they are listening by nodding their heads. You nod your head when others speak. When you are speaking, if listeners are not nodding their heads, give them a toothpick.
- **Cue 3:** You find people standing closer than 18 inches or half a meter away from you offensive. Stand at quite a distance from people and give them a toothpick if they stand too close to you.
- **Cue 4:** During conversations, you find foot or finger tapping or fidgeting offensive. Try not to do this when you speak to people, and give them a toothpick if they do this when you are speaking to them.
- **Cue 5:** You like it when people get their ideas out quickly in conversation, and you are easily distracted by vocalized fillers such as “um”, “ah”, and “er”. If people do not speak quickly enough or if they use vocalized fillers, give them a toothpick.
- **Cue 6:** When speaking, you pause frequently, and you do not like to be interrupted until you have finished speaking. You do not interrupt others when they speak. If people interrupt you and do not give you enough time to pause, give them a toothpick.

Handouts for module 3

Session 1: Return and reintegration support and assistance

Activity: Case to identify pre-return and post-return procedures

Case

Suhad, 46 years old from Iraq, is a widowed mother with three sons: Murat, 18, Aisan, 22, and Muhammad, 25. They are all currently living in Austria and after the final rejection of their asylum claim, are exploring the possibility of returning to their country. They contacted the local reintegration provider and received information about return and reintegration assistance for each of them separately. Please describe the administrative steps that the family has to follow before and after their return.

Session 1: Return and reintegration support and assistance

Activity: Preparation of a voluntary return and reintegration case

Case

The family comes from Iraq and consists of two adults (a man aged 36 and a woman aged 31) and two children (a boy aged 10 and a girl aged 12). The family lived in Erbil, the capital city of the Kurdistan Region of Iraq.

- Ahmad, the father, had a job in a local office as an administrator /translator
- Fatima, the mother, worked part-time in the social care sector
- Azeem, the boy, needs regular medical treatment as he suffers from type 1 diabetes (insulin injections several times a day)
- Aina, the girl, is a good student at school and has long term ambitions of becoming a nurse.

After Ahmad lost his job and had difficulties finding another, the family decided to migrate. They travelled to Turkey with the aim of settling in a European country and held valid travel documents (Identity cards & Visa as far as Turkey). When they arrived in Italy in 2018, they applied for asylum. Their first asylum claim was rejected and in 2020, they received a final rejection of their asylum claim. In June 2021, an order for the family to leave the country was issued. From 2018-2021 the family lived in an official reception camp for asylum seekers, where accommodation and basic care is provided, as is medical treatment and schooling for minors.

Ahmad suffers from feelings of failure and wants to regain his former Job in Erbil. Fatima is very concerned about her future and for the health of Azeem. Aina wants to study to become a nurse when she is 18. The family present themselves at the return agency for information and advice.

Please discuss the following questions and present your findings in the plenary.

1. How would you assess the needs of the family?
2. How will you continue with this case?

Handouts for module 4

Session 2: Outreach activities with homeless migrants

Activity: How to plan an outreach session (questions to identify the three elements)

Case

Mr. C moved to European Country X as a young adult and applied for asylum. His application was rejected but he decided to stay in the country as an undocumented migrant. He found work and applied for a residence permit on the basis of employment. He did not have a passport from his country of origin so his application for a residence permit was rejected. Mr. C lost his job because he could not legalize his stay and lived in European Country X for years as an undocumented migrant. Mr. C started to think about returning to his country of origin voluntarily. He met with a return counsellor and applied for assisted voluntary return. Mr. C told the return counsellor that he was sleeping rough and did not have any money to buy food or water. He also told the return counsellor that he had been feeling sick. Mr. C's request for voluntary return was accepted and his case was referred to the International Organization for Migration (IOM), which took care of the travel arrangements. Mr. C's country of origin did not recognize him as a citizen and did not grant him a travel document. Mr. C could not return voluntarily but also could not be returned forcibly.

Please discuss the following questions and present your findings in the plenary.

1. What questions can you ask to discuss the person's migration plan?
2. What questions can you ask to understand the current situation of the person?
3. What questions can you ask to identify the person's legal options?

Session 3: Counselling for minors

Activity: Providing return counselling to minors

The case of Ouri

Ouri left Guinea and arrived in Belgium at the age of 15. As an unaccompanied minor, from the moment he arrived, he was assigned a legal guardian. He attended the first grade of high school in Belgium. After staying in Belgium for a year, and while his asylum claim was still pending, he decided to drop his asylum claim and to return to his country as soon as possible because his mother was seriously ill.

For administrative reasons, it was not possible to arrange his return quickly and the procedure for arranging his return took several months because the necessary documents were not available in Guinea. After seven months of waiting, the paperwork was completed with the help of a local partner in Guinea, who was well informed about local procedures and how things worked.

Ouri was sure that he wanted to return to Guinea and had a clear idea about what he wanted to do once he arrived in the country. With the help of his uncle, a merchant who lived in Conakry, he hoped to set up a business. Supported by the local reintegration partner, Ouri decided to invest the reintegration support in the fashion business. He now earns enough money to support his family and can also take care of his mother.

Please discuss the main elements that you plan to cover during the return counselling sessions with Ouri and present your findings in the plenary.

Handouts for module 5

Session 1: Concept and definitions of Trafficking in Human Beings

Activity: handout with (non-exclusive) list of indicators of THB

INDICATORS OF TRAFFICKING IN HUMAN BEINGS

People who have been trafficked may:

- Believe that they must work against their will.
- Be unable to leave their work environment or feel that they cannot leave.
- Show signs that their movements are being controlled.
- Show fear or anxiety.
- Be subjected to violence or threats of violence against themselves or against their family members and loved ones.
- Suffer injuries that appear to be the result of an assault
- Suffer injuries or impairments typical of certain jobs or control measures.
- Be distrustful of the authorities.
- Be threatened with being handed over to the authorities and be afraid of revealing their immigration status.
- Not be in possession of their passports or other travel or identity documents and/or have false identity or travel documents.
- Be found in or connected to a type of location likely to be used for exploiting people.
- Be unfamiliar with the local language.
- Not know their home or work address.
- Allow others to speak for them when addressed directly.
- Act as if they were instructed by someone else.
- Be forced to work under certain conditions.
- Be disciplined through punishment.
- Be unable to negotiate working conditions and receive little or no payment.
- Have no access to their earnings.
- Work excessively long hours over long periods, without having any days off.
- Live in poor or substandard accommodations.
- Have no access to medical care.
- Have limited or no social interaction, including limited contact with their families or with people outside of their immediate environment.
- Be unable to communicate freely with others.
- Be under the perception that they are bonded by debt (e.g. have had the fees for their transport to the country of destination paid for by facilitators, whom they must payback by working or providing services in the destination.
- Be in a situation of dependence.
- Come from a place known to be a source of human trafficking.
- Have acted on the basis of false promises.
- Not wear the right clothes for the weather conditions.
- Have signed papers or contracts but not know their content.
- Behaving aggressively and / or obsessively.
- Signs of malnutrition.
- Poor personal hygiene.

Session 1: Applying the concepts of THB

Activity: Work on cases to decide if it is a THB case

CASE 1: Applying the concepts: Case of a domestic worker¹

An advert is placed by a recruitment agency in a local newspaper in a town. It promises good wages for cleaners and domestic servants in the Netherlands. All visa and other migration requirements will be taken care of. A young woman applies. She is worried because she thinks she may have to pay a fee. She is told not to worry because all the fees will be taken care of when she arrives at the destination. Reassured, she agrees to be flown to the Netherlands for the work that has been promised. She is taken to the airport, provided with a passport and given instructions that she will be met at the other end by staff from the agency. When she arrives in Rotterdam, she is met by a man and a woman. After her visit to the immigration service, she is told she must hand over her passport. When she initially refuses, she is told that that it is the law and that the passport is only kept as a security measure. She is driven to a large house where she is told she must work as a servant. Money is exchanged between the two individuals and her new 'employer'. Before the two leave, she asks them about a contract and her wages. She is told she will be paid a wage but will have to pay for accommodation and food. She asks when she will get her passport back. She is then told she will get her passport back once she has reimbursed the employer for the costs of recruitment. She is also told it will be possible to save money from her wages to pay back the fee the 'employer' has paid and the transport costs. As the weeks go by, the amount 'owed' increases because she is paid very little and the cost of food and accommodation is high. For every small mistake, she receives a slap. She has no alternative but to work for 14 hours a day, seven days a week.

Discuss and consider in your group:

- Is this a case of trafficking, yes or no?
- If this is considered a THB case, what type of trafficking is it? If not, what other type of case is it?

Justify your answer by outlining the elements of THB that are present and/or what elements are absent. If elements of THB are present, what form do they take?

CASE 2: Applying the concepts: Case of Pakistani workers²

A group of young men looking for work in Pakistan hear about an agency that can arrange travel to Greece with good opportunities for agricultural workers, waiters and kitchen staff in the hotel industry. The group makes contact with the agency and are told the fee will be \$US 10,000. They are

1 Case adapted from: UNODC and UN.GIFT, 2009: 14

2 Case adapted from ICMPD handbook, 2013

told they will be transported by truck to Turkey, from where they will be flown directly to Athens. All the immigration documents will be provided. They take out loans and work hard at any kind of job to collect the money. They pay the agency and set off on their journey. They are also told that should anything go wrong and they are captured and sent back, they are guaranteed up to 3 attempts with the agency.

Travelling by truck with other people at first, they then have to cover large parts of the journey on foot as well. When they arrive in Turkey, they are surprised to find they are not going to go any further by air but will travel by road. They are told to hide in an old factory building and then someone will come and pick them up. Two days later, after living on scraps of food from trash bins, a man contacts them and tells them to climb into a hidden compartment in a truck. The journey is slow and they often have to stop and hide in inadequate places, with insufficient food and water. The journey takes 5 days in total. The group stays together, but one man from their group dies during the journey.

Eventually, after another journey in another vehicle, the truck stops. The back doors are opened and they see that they are in the middle of a city. They are told they have arrived and must get out. The men ask about the passports they were promised. They are told not to make trouble and now have to find their own way. The truck leaves, and the group disperses quickly into the city which they find out is Istanbul, Turkey.

Three days later, some of the group members find work on a fruit and vegetable farm in the outskirts of the city. They are allowed to live in the farm buildings with other workers and are paid very low wages.

Discuss and consider in your group:

- Is this a case of trafficking, yes or no?
- If this is considered a THB case, what type of trafficking is it? If not, what other type of case is it?

Justify your answer by outlining the elements of THB that are present and/or what elements are absent. If elements of THB are present, what form do they take?

CASE 3: Applying the concepts: Case of Zaatari Camp

Sisters Cecilia and Diana live with their family in the Zaatari camp in Lebanon. The family fled the war in Syria 3 years ago. One day, Cecilia (19 years old) is recruited to work as a housemaid by a couple. Her sister, Diana, is 15 years old. The same couple that recruited Cecilia see Diana during their visits. After a while, they tell the parents that they know of a nice man who would be interested in marrying Diana. Diana's mother rejects the idea. However, the man continues to visit Diana's father, telling him about the prospective groom, how wealthy he is, how good looking and kind he is. He says the groom would also like to show his respect and support the family by paying them 10,000 euros. The father accepts the offer and promises to marry his daughter off to the man. When the father

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tells Diana and his wife what has happened, they refuse to obey and argue with him. He says there is no alternative, that he has already given his word and that Diana will be taken good care of and will also support the family, as she is going to marry a rich man. Several days later, a car comes to take Diana to the house of the prospective husband and the money is handed over to the father.

Discuss and consider in your group:

- Is this a case of trafficking, yes or no?
- If this is considered a THB case, what type of trafficking is it? If not, what other type of case is it?

Justify your answer by outlining the elements of THB that are present and/or what elements are absent. If elements of THB are present, what form do they take?

Session 2: Return Counselling victims of THB

Activity: Trauma-informed communication practice

The cases

The case of Eriola from Albania³

Eriola, who is 18 years old and from Albania, was introduced by a friend to a man called Basil. They began seeing each other in secret as Eriola's family are strict and traditional Muslims who wanted her to marry an older man. Eriola decided to run away to Italy with Basil as he said he was working there.

After arriving in Rome, Basil took Eriola to a house and told her that he wanted her to work as a prostitute which she refused to do. Basil left the house later that night, locking her in a room. Two men came to the room and raped her. Eriola remained locked in the house for several months and was forced to have sex with up to ten men a day without receiving any payment. She was given little food or medical care. There were other women in the house working as prostitutes. One day, Eriola found out she was pregnant and her captors took her to a clinic for an abortion. However, she managed to escape with the help of a nurse who took pity on her. She stayed in the nurse's house for a few days and then, as she was already seven months pregnant, she presented herself to an NGO to ask for help to deliver the baby. The same day, the screening officer referred her to the National Referral Mechanism and she was given accommodation and support by the NGO. Eriola was given access to a counsellor and received treatment for Post-Traumatic Stress Disorder (PTSD) from a clinical psychologist.

Eriola voluntarily returned to her family home in Albania with her baby but her father threatened to kill her for shaming the family. Her mother sent Eriola to a friend's house who found an agent to take Eriola to Europe. **Eriola re-entered Europe** by lorry and claimed asylum. The screening officer immediately referred her to the NRM and she was given accommodation and support by an NGO. She knows no one in the country where she has claimed asylum and has been disowned by all her family in Albania. Eriola has not yet approached the police to report the events in Albania. Eriola finally attends the asylum interview with her baby. After a few weeks, she receives a letter informing her that her claim for asylum has been rejected. She feels alone and very tired and does not want to take any further action. She decides to return again voluntarily to Albania, where she thinks that she can at least find a job and raise her baby.

During the return counselling session, Eriola finds it difficult to concentrate and does not really understand some of the questions being asked. She is also very worried about her baby who has been ill the night before. She keeps forgetting things, is very confused and sometimes gets angry about the questions being asked. When the return counsellor starts to discuss the rape and sexual exploitation

³ Case adapted from EASO training manual on Trafficking in Human Beings. EASO Trainer's Manual - EASO training tool on trafficking in human beings (THB) - level 1- Awareness raising on THB; Based on online version 1.0

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or the she freezes and cannot speak openly. She becomes upset and shakes, which unsettles the baby even more. After a while, Eriola decides it's best not to answer any of the counsellor's questions and keeps repeating: "I don't remember!" "I don't know" and "I will find my own way once I am back in Albania".

The case of Rosaria from the Philippines

Rosaria from the Philippines was invited to come to Sweden by family friends and told that she could work for them as a housekeeper. They said they would pay her 100 euros a week. Rosaria was provided with fake documents and departed for Sweden with her new employer. She knew that this was illegal, but she needed the money and was willing to take the risk.

When Rosaria arrived in Sweden, she was kept in isolation, was given a place to sleep in the basement and told not to speak to anyone or she would be turned over to the Swedish authorities. Rosaria was never paid for her work and felt that she had no one to turn to for help. She felt alone and hopeless. She presented herself voluntarily to the immigration office asking for an immediate return to the Philippines to be able to live with her family again.

During her first return counselling session, she repeatedly asks for a place to stay, or she will end up on the street by the end of the day. She feels insecure and afraid that she will be imprisoned because she is staying illegally in Sweden. She cannot focus on answering any of the questions and repeatedly begs the counsellor not to contact the police about her case.

The case of Chioma from Nigeria

Chioma never attended school because her parents were very poor but she learned from an early age to "do hair" (hairdresser). As she could not find work in Nigeria, a neighbour called Peter asked her father if he wanted his daughter to work in Greece as a hairdresser. Chioma's father agreed but Peter asked them for 50,000 euros for the employment agreement, which they did not have. Chioma assured him that she would repay him when she started working in Greece. Peter asked her to swear a "juju" oath⁴ and took her to Benin city to the house of a man who was said to practice juju magic, where she was stripped and photographed. That same night, Peter and the man who did the juju raped her and raped the other girls in the house.

Chioma waited a month for the visa to be issued. After a year, she and Peter finally arrived in Greece (via Turkey). Peter told Chioma that he did not know how to find her job as a hairdresser so she would have to work on the streets to repay him otherwise he would kill her family using the juju

4 Juju is traditional oath-swearing sometimes used to ensure compliance or enforce a contract. It is mainly practiced in West Africa.

on which she had sworn. When Chioma refused, Peter and other members of his gang beat her and forced her into prostitution. They kept her passport and refused to allow her to have any contact with other people.

Chioma managed to repay 25,000 euros of the debt but could not bear to continue this work and one day ran away. Shortly afterwards, she was arrested by the police for not having any documents. While in detention, Peter threatened her family over the phone. Chioma was informed from her younger brother that their mother had died after being shot in the chest by an unknown person. Although she fears that Peter's gang will kill her and her family, she decides to voluntarily return to Nigeria to protect them.

During her first return counselling session, she remains silent throughout the meeting. She seems lost and it is only when she is leaving the room that she whispers to the cultural mediator, who is also Nigerian, that she has sworn on juju and is not allowed to speak about what has happened.

Session 2: Return Counselling victims of THB

Activity: Identifying and assessing vulnerabilities of trafficked persons

The case of Eriola from Albania

Eriola, who is 18 years old and from Albania, was introduced by a friend to a man called Basil. They began seeing each other in secret as Eriola's family are strict and traditional Muslims who wanted her to marry an older man. Eriola decided to run away to Italy with Basil as he said he was working there.

After arriving in Rome, Basil took Eriola to a house and told her that he wanted her to work as a prostitute which she refused to do. Basil left the house later that night, locking her in a room. Two men came to the room and raped her. Eriola remained locked in the house for several months and was forced to have sex with up to ten men a day without receiving any payment. She was given little food or medical care. There were other women in the house working as prostitutes. One day, Eriola found out she was pregnant and her captors took her to a clinic for an abortion. However, she managed to escape with the help of a nurse who took pity on her. She stayed in the nurse's house for a few days and then, as she was already seven months pregnant, she presented herself to an NGO to ask for help to deliver the baby. The same day, the screening officer referred her to the National Referral Mechanism and she was given accommodation and support by the NGO. Eriola was given access to a counsellor and received treatment for Post-Traumatic Stress Disorder (PTSD) from a clinical psychologist.

Eriola voluntarily returned to her family home in Albania with her baby but her father threatened to kill her for shaming the family. Her mother sent Eriola to a friend's house who found an agent to take Eriola to Europe. **Eriola re-entered Europe** by lorry and claimed asylum. The screening officer immediately referred her to the NRM and she was given accommodation and support by an NGO. She knows no one in the country where she has claimed asylum and has been disowned by all her family in Albania. Eriola has not yet approached the police to report the events in Albania. Eriola finally attends the asylum interview with her baby. After a few weeks, she receives a letter informing her that her claim for asylum has been rejected. She feels alone and very tired and does not want to take any further action. She decides to return again voluntarily to Albania, where she thinks that she can at least find a job and raise her baby.

- *Discuss the case within your group and conduct a vulnerability assessment for Eriola, focusing on the vulnerabilities that already existed before she left her country. You should use the SIPPS analysis framework and assess all seven domains (if applicable).*

The Case of Joyce from Sierra-Leone

Joyce, 27, is a single mother of three young children who lives in a small isolated village in Sierra Leone⁵. In her region, jobs are virtually non-existent. Living with her large extended family, there is always a shortage of food, water and money for even basic supplies. Joyce never went to school and is illiterate, but she has heard many stories about the good standard of living, peace and well-paid jobs in the Netherlands. Every day she looks for jobs. The extreme poverty of her family has created a sense of hopelessness in her. She feels responsible for finding a way to help her family. One day, a man called Tobi visits her village. He suggests that she should go to the Netherlands as he has good contacts there. He promises her a well-paid job in a busy restaurant in Amsterdam. Tobi assures her that she will be able to send money home to assist her family. The fee for smuggling her to Europe is 5000 euros. A smuggler called Mr. D., tells her that she can pay the transportation fee back bit by bit once she is in the Netherlands and making money. Joyce decides to leave her country.

However, once she arrives in the Netherlands, things go terribly wrong. Isolated and without legal papers, she is beaten, raped and forced into prostitution to repay the transportation fee. Mr. D., who is the pimp, tells her that the lives of her three children in Sierra Leone will be in danger if she refuses to work for him. In addition, he tells her that she will go to prison in the Netherlands if he informs the Dutch authorities about her work as a prostitute. She believes his threats and decides to continue to work in Amsterdam's Red Light District. One day, with the help of another girl, she manages to escape and presents herself to the immigration office asking to return to Sierra Leone. She states that she does not want to claim asylum or take any other action, but just wants to return as soon as possible to take care of her three children. She fears that her children will be killed if she does not take immediate action.

- *Discuss the case within your group and conduct a vulnerability assessment for Joyce, focusing on the vulnerabilities that already existed before she left her country. You should use the SIPPS analysis framework and assess all seven domains (if applicable).*

5 COI about Sierra Leone: Sierra Leone remains among the world's poorest countries, ranking 182nd out of 187 countries in the Human Development Index in 2021. Until the outbreak of Ebola in 2014, Sierra Leone was seeking to attain middle-income status by 2035, but the country still carries its post-conflict attributes of high youth unemployment, corruption, and weak governance. 70% of the population lives below the poverty line. Sierra Leoneans collect most of their drinking water from polluted sources. Pollutants and poor sanitation are attributed to some of the health problems in the country. Sierra Leone is one of the toughest countries to survive in.

TEMPLATE FOR NEEDS AND RISKS ASSESMENT
Home and Environment
Education and Employment
Behaviour
Psychological Health
Physical Health
Sexual Health
Safety/Suspected/Actual Abusers and Facilitators

Session 3: Cooperation and coordination with the reintegration partners in the countries of return

Activity: The risk and needs assessment of trafficked persons upon return

The case of Eriola from Albania

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- *Discuss the case within the group and try to conduct a (future oriented) risk assessment upon her return to Albania. How would you better prepare this return with your reintegration counsellors? On which of the previously discussed vulnerability factors will you focus upon return?*

The Case of Joyce from Sierra-Leone

Joyce, 27, is a single mother of three young children who lives in a small isolated village in Sierra Leone⁶. In her region, jobs are virtually non-existent. Living with her large extended family, there is always a shortage of food, water and money for even basic supplies. Joyce never went to school and is illiterate, but she has heard many stories about the good standard of living, peace and well-paid jobs in the Netherlands. Every day she looks for jobs. The extreme poverty of her family has created a sense of hopelessness in her. She feels responsible for finding a way to help her family. One day, a man called Tobi visits her village. He suggests that she should go to the Netherlands as he has good contacts there. He promises her a well-paid job in a busy restaurant in Amsterdam. Tobi assures her that she will be able to send money home to assist her family. The fee for smuggling her to Europe is 5000 euros. A smuggler called Mr. D., tells her that she can pay the transportation fee back bit by bit once she is in the Netherlands and making money. Joyce decides to leave her country.

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- *Discuss the case within the group and try to conduct a (future oriented) risk assessment upon her return to Sierra Leone. How would you better prepare this return with your reintegration counsellors? On which of the previously discussed vulnerability factors will you focus upon return?*

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RISK AND SOCIAL INCLUSION ASSESSMENT FOR VOLUNTARY ASSISTED RETURN⁷

Suggested Questions

To the trafficked person

- How would you feel if you went home?
- Where would you feel safe?
- Has anyone threatened your family and/or friends?
- Has anyone threatened you?
- Do the perpetrators know where you/your family live?
- Are the perpetrators members of your family, friends, or close social groups?
- What could be done to make you feel safe?
- How do you think your family/friends will react when you return home?
- Do you want to go back to school, work, university, etc.?
- What is the worst that could happen to you/ your family and/ or friends when you return home?
- How could you deal with this?
- What could you do or what could be done to avoid this?
- *Add your questions here*

To national focal points, NGOs, IOs, diplomatic and consular missions

- Would the trafficked person face criminal prosecution or civil sanctions for acts performed during the period of exploitation?
- What is the local infrastructure like? Is it in good condition?
- Is the place of residence accessible?
- Would the local police be capable of protecting the trafficked person?
- Would the trafficked person face stigmatization, marginalization and social isolation?
- Would the trafficked person have access to local social services?
- Would the trafficked person have access to agencies providing accommodation?
- Would the trafficked person have access to medical aid and treatment?
- Would the trafficked person have access to psychological counselling?
- Would the trafficked person have access to legal counselling and assistance?
- Would the trafficked person be able to resume professional training or education?
- Would the trafficked person have access to permanent accommodation? What is the quality of this accommodation?
- Would the trafficked person have the opportunity for long-term, independent financial security?
- Would a return to the family be possible?
- What are current conditions in the family like (violence, etc.)?
- What is the current situation in the community?
- *Add your questions here*

⁷ Adapted from Guidelines for the Development of a Transnational Referral Mechanism for Trafficked Persons in Europe: TRM-EU. ICMPD, 2010 (pages 81-83)

