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Handbook of Train the Trainers

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Table of Abbreviations and Acronyms

Abbreviation	Meaning
D [x.x]	Deliverable
GA	Grant Agreement
LEA	Law Enforcement Agency
NGO	Non-governmental Organisation
T [x.x]	Task
THB	Trafficking in human beings
ToT	Training of Trainers / Train the Trainers



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1. Introduction

1.1 Background

This handbook forms part of the implementation of Work Package 2 of the ERADICATING Project. Pursuant to the ERADICATING Grant Agreement, this deliverable corresponds to D2.8, developed within the framework of T2.3 “Development of training material for the ERADICATING Footprint”. This handbook seeks to provide necessary information and material for the preparation and implementation of ERADICATING’s “Train the Trainers”, thus including all the training material along with adult education methods produced by ERADICATING consortium partners for the training of LEA personnel and relevant stakeholders.

Within the project, versatile training materials have already been created, including the simulation exercise, the fairy tale, but also theoretical support, such as the practical guide. This handbook is to be understood as a guide for a seminar and will illustrate an exemplary process by means of concrete suggestions for action and teaching. The focus will be on adult education methods.

So, what exactly is a “Train the Trainers”? What will happen? Who are the actors? What methods and strategies will be used to convey knowledge about THB? How will these methods be implemented for the purposes of the training?

1.2 Relation to other project activities

This handbook is closely connected with other activities of the ERADICATING project. The goals and structure of the training guide were largely based on the information gathered from D2.2 “Report on the End User Requirements”. The development of D2.2 involved conducting 26 semi-structured interviews using a pre-designed questionnaire with experts from various groups involved in managing cases of THB, including law enforcement agencies, prosecutorial offices, labour inspectorates, NGOs, social service providers, and other relevant organizations in Bulgaria, Greece, and Germany. The use case scenarios presented in D2.1 “Report on Use Case Scenarios” were also analysed in D2.2 to identify gaps, challenges, and needs of end users. These findings resulted in a set of recommendations for the design, form, and content of the ERADICATING Footprint. These recommendations significantly influenced the design and content of the training guide, as explained in detail in chapter 1.3 “Objectives”. This handbook is also directly relevant to several outcomes of Work Package 2 and its T2.3, i.e. the D2.3 “Training Manual of the Simulation Exercise”, the D2.4 “Practical Guide”, the D2.5 “Intro Videos for the training simulation as well as the D2.6 “Digital child manual in the form of a fairy tale”. All these deliverables constitute training materials as part of the ERADICATING footprint, which will serve as the basis for both the Transferability Workshops as well as the Living Labs in ERADICATING, events for which the trainers are to be trained for with the help of this handbook. Last but not least, this D2.8 is strongly intertwined with the D2.7 “Spots for the living labs and

transferability workshops”, which contains short videos supporting the trainings events mentioned in the deliverable’s title. Thus, these videos can also be utilised for the purpose of ToT.

1.3 Objectives

The primary purpose of this document is to provide detailed instructions and guidance for the successful implementation of the ToT. The ToT directly contributes to achieving the main objectives outlined in the grant agreement, i.e. fostering the projects’ and thus footprints’ outreach and exploitation. Besides the objectives stated in the GA, specific objectives for the ToT can be derived and stated, based on the recommendations from D2.2. While the recommendations in D2.2 are not exclusively intended for the ToT but for the ERADICATING Footprint material and its utilisation in general, not all of the objectives indicated in D2.2 are relevant for the planning and execution of the ToT. A thorough assessment was carried out to identify all objectives relevant to this deliverable and activity¹. Subsequently, the assessment led to the identification of the following specific objectives (SO), which are integrated into this handbook, thus the ToT:

- SO1 should include at least some theoretical and legal background and basic definition of THB, while covering all forms of trafficking
- SO2 should include good practices and experiences, shared by the various actors
- SO3 should be clearly based on the victim-centred, gender-perspective approach.
- SO4 should include specific elements regarding children and the special approach they require, highlighting difficulties all relevant actors are facing
- SO5 should include various vulnerable groups: e.g., refugees, immigrants, minorities.
- SO6 should strive to encompass as many stakeholders as possible, to be achieved by:
 - encouraging already trained officials to share their knowledge with co-workers (ensuring replication of the expertise and sustainability)
 - conducting regional trainings to cover regional structures of LEAs and prosecution offices
- SO7 should include not only LEAs and prosecutors, but also social workers, labour inspectors, NGOs, psychologists etc.
- SO8 trainers should come from various backgrounds, including experienced officers and independent experts
- SO9 should be designed as interactive (and possibly digital and modular) with the active participation of target groups, possibly breakout rooms

¹ Please note that some objectives relevant to trainings on THB, as per D2.2, have not been considered here as they have already been incorporated into the design of the Simulation Exercise, which constitutes an integral part of the ToT.

1.4 Structure of this Handbook

This handbook is organised into several sections to guide the reader through the Training of Trainers approach. First of all, the introduction provides background information on the handbook, its objectives, and how it relates to other project activities. The section “Training of Trainers Approach” defines the Training of Trainers approach and provides pedagogic recommendations for implementing it effectively, this taking into account various best practices in adult education. Moreover, the section “Methodology” outlines the planning and execution of the Train the Trainers program, including roles, training materials, an exemplary agenda, and detailed recommendations for the execution of the various parts of this ToT.

Throughout the handbook, readers will find practical guidance and recommendations for implementing the Training of Trainers approach effectively. Each section builds on the previous one, providing a comprehensive guide for trainers and facilitators who are seeking to improve their training methods and outcomes.

2. Training of Trainers Approach

2.1 Definition

“Train the Trainers” or “Training of Trainers” is a process of preparing individuals who will be responsible for delivering training to other individuals in a particular field. The objective of such an event is to enhance the knowledge, skills, and abilities of trainers so that they can effectively train others. In general, a ToT program aims to develop the competencies of trainers in various aspects, such as instructional design, effective facilitation, and delivery of training, as well as evaluating and assessing the effectiveness of the training. The trainers are not only taught how to deliver the training content but also how to create a positive learning environment and engage the learners effectively, utilising adult education methods.



ToT programs are particularly relevant in fields where specialized knowledge and skills are required, such as in THB and the management of cases of THB. A ToT process typically involves a series of training sessions or modules that cover a range of topics related to the training delivery, including adult learning techniques. A ToT program usually starts with an assessment of the participants' existing knowledge and skills in the subject matter, as well as their proficiency in delivering training. This assessment helps to identify areas where the trainers need improvement and also provides a benchmark for measuring the success of the ToT program. This activity will be implemented as part of the self-introduction of all attendees at the beginning of the ToT.

The next step is to design the ToT program, which typically includes a range of activities and training modules. Here, in ERADICATING these modules have already been created mainly in the framework of WP2. These training modules are designed to address the specific needs of the trainers and the learners they will be training. The modules are, if possible, interactive and use a variety of techniques, such as case studies, role-plays, and simulations, to enhance the trainers' learning experience. During the ToT program, trainers should also be provided with opportunities to practice their skills in delivering training to others. They are given feedback and coaching to help them improve their performance, and they are encouraged to reflect on their own learning and development.

Finally, the ToT program concludes with an evaluation of the trainers' learning and their ability to deliver effective training to others. The evaluation may include an assessment of the trainers' performance during the training program, as well as an assessment of their training delivery to others.

2.2 Pedagogic recommendations

Executing a Training of Trainers (ToT) program involves delivering the program in a way that meets the needs of the trainers and learners, while ensuring that the program is effective in meeting its objectives. In the following, some pedagogic recommendations for executing a ToT program are laid out:

- a. **Create a positive learning environment:** The first step in executing a ToT program is to create a positive learning environment. Trainers should feel comfortable and supported throughout the program, and learners should feel engaged and motivated. This can be achieved by creating an open and supportive culture, where trainers and learners feel safe to ask questions and share their experiences.
- b. **Deliver training modules effectively:** The ToT program should be delivered using effective training techniques, such as using a variety of teaching methods, making the content relevant and relatable to the learners, and providing opportunities for practice

and feedback. The trainers should be encouraged to apply the knowledge and skills they learn during the program and to reflect on their own learning and development. Such techniques are reflected below in chapter 3 and can serve as examples on how to conduct the ToT for ERADICATING.

- c. **Encourage active learning:** Trainers should be encouraged to take an active role in their own learning by participating in group discussions, asking questions, and engaging with the training material. This can be achieved by using interactive teaching methods, such as case studies, role-plays, and simulations. Active learning helps trainers to better understand and apply the concepts and skills they are learning.
- d. **Provide opportunities for reflection:** Reflection is an important part of learning, and trainers should be given opportunities to reflect on their own learning and development throughout the ToT program. This can be achieved by providing regular opportunities for feedback, self-assessment, and peer-assessment. Trainers should also be encouraged to reflect on their own teaching practices and how they can improve their delivery of training to others.
- e. **Use appropriate technology:** Technology can be used to enhance the delivery of the ToT program, for example, by providing access to online learning resources, virtual classrooms, and social learning platforms. However, it is important to ensure that the technology used is appropriate for the learning needs of the trainers and that it does not detract from the overall learning experience. In ERADICATING, helpful technological aspects, videos, have been created in the framework of D2.5 and D2.7, that can support the ToT and the trainings to follow the ToT.
- f. **Facilitate networking opportunities:** Networking opportunities can be created during the ToT program by providing opportunities for trainers to interact with each other, share their experiences and learn from each other. Networking can be particularly valuable for trainers who work in isolation or who are new to the industry.
- g. **Monitor progress and provide ongoing support:** The progress of the ToT program should be monitored to ensure that it is meeting its objectives and learning outcomes. Trainers should be provided with ongoing support, such as mentoring, coaching, and access to additional training resources. This helps trainers to continue to develop their skills and knowledge and to apply what they have learned in their own teaching practices.

In conclusion, holding a ToT program requires careful planning and execution to ensure that the program is effective in meeting its objectives and learning outcomes. In chapter 3, guidance for both the planning as well as the execution of ERADICATING's ToT is laid out. By following these

guidance as well as the pedagogic recommendations, the ToT program can be delivered in a way that meets the needs of the trainers and learners, creates a positive learning environment, and ultimately improves the effectiveness of the training delivered to learners.

3. Methodology

3.1 Instructions for the planning of the Train the Trainers

This Train the Trainers should preferably be delivered in physical presence, or if needed, in hybrid format. It is recommended that the ToT are executed in physical presence of all participants, as experience has shown that this increases the willingness for active and lively participation and that it is much easier for participants to get to familiarise and network with each other. For detailed guidance on planning the ToT, a step-by-step guide for the planning is provided below:

1. invitation of relevant participants
2. preparation of premises that allow active cooperation of all participants as well as the division in smaller groups
3. thorough familiarisation of the trainer(s) with the training material: studying this handbook and detailed familiarisation with ERADICATING training materials (described in chapter 3.3)
4. Preparation of an evaluation questionnaire (or similar) for the evaluation of the ToT event
5. if desired or deemed necessary: Preparation of further training methods besides those presented here in chapter 3.5

The number of participants in the ToT is limited only by the space and logistics. In order to allow for and to enable frequent interactions between all participants and the trainer(s) in the ToT, it is advisable to assign a maximum of about 20 trainees to a single trainer. However, This is only a guideline and the suggested amount can be exceeded according to individual preferences and possibilities. If a higher number of trainees is invited, it is advisable to use several trainers and to conduct any sessions that require much interaction between participants and trainer not in a plenary mode, but in smaller groups with one trainer and up to 20 trainees each. The roles within ToT will be described in detail in chapter 3.2. Especially in regard to the session on the ERADICATING Simulation Exercise, a higher learning success in the ToT can be expected if small groups are formed and actively guided by a trainer, while the trainees belong to as many different end user groups as possible, given that this cross-sectorial component is integral to the Simulation Exercise as such.

The end user groups, the target audience of ToT, thus those to be trained here to act as trainers later, should be members of organisations and institutions that are and/or can be involved in the management of cases of THB. Within the European Union and beyond, it varies which organisations and authorities these are. For example, the following should be considered (this list is by no means exhaustive, but should be extended and adapted according to the national specificities and peculiarities):

- Law Enforcement Agencies (THB-units but also officials of various units who may come into contact with victims of trafficking)
- Labour Inspectorates
- Prosecutors (all those who may come into contact with cases of THB)
- Social Service Providers (all those who may come into contact with cases of THB; including psychological services involved in investigative procedures or victim support).
- Governmental institutions (all those who may come into contact with cases of THB)
- NGOs related to victim support, victim protection and THB

Members of all these groups and, if applicable, other relevant groups are to be invited to the ToT with a few weeks' notice. The roles that the participants of the simulation exercise will take on are described in the following chapter, while detailed instructions on the implementation and training technique can be found in chapter 3.5.

3.2 Roles

Trainer:

The main task of the trainers will be to pass on the compiled results from the project to the seminar participants. These are competent and experienced experts in their field who will train the "trainers", who in turn will also be expected to pass on the subject matter to the various target groups. The trainers accompany the participants through the seminar, providing theoretical input and guiding them through the practical exercises, such as the simulation exercise. In addition, they should stimulate discussions, answer questions, summarize the most important learning content together with the group at the end, present it in an understandable way and also provide additional material in case of further interest and questions. In some cases, a trainer duo can also be practical and beneficial, as is also explained in more detail in D2.3, in connection with the simulation exercise process.

Trainees:

The participants of such a seminar, are in a first step the trainers to be trained. They have a thematic background and offer an added value for the mediation of the topic with their practical, theoretical or pedagogical previous knowledge and can due to this the contents to the target groups to be trained pass on.

At the same time, these target groups are also future seminar participants. They can be from the different organizations, usually have prior knowledge and come from an area that deals with human trafficking.

With the fairy tale, on the other hand, one also tries to address other groups, for example, where the focus is much more on sensitisation/awareness and an introduction to the problem.

3.3 Overview of Training Material

The training material consists of the three elementary components: the practical guide (D2.4), the simulation exercise (D2.3, supported by D2.5 intro videos) and the fairy tale (D2.6). All materials have been developed within the framework of the project and are now to be specifically used and implemented in the ToT design².

The practical guide gives an overview of the most important institutions and organizations in Greece, Germany and Bulgaria when it comes to the topic of human trafficking. The different institutions are listed with their tasks and procedures. These can be administrative, operational or legal. In addition, concrete communication tips between authorities and victims are given, which should facilitate the daily work and the correct handling for both sides. Finally, a number of assistance and support institutions from all three countries will be presented in terms of their structure and expertise. Thus, the aim of this practical guide in detail is to provide essential procedures for protecting victims of trafficking, along with useful communication tips that are sensitive to gender and child-related issues, and to outline relief and support structures for such victims. The guide is specifically focused on Greece, Germany, and Bulgaria, and has been published in four languages: English, Greek, German, and Bulgarian. It was developed based on feedback gathered from representatives of these EU countries, using a combination of desktop research and interviews. The research activity involved collecting and summarizing existing data to increase its overall effectiveness.

The second part of the seminar is the simulation exercise. It is the main component and focus. It is about the implementation of the theory on the basis of concrete case studies. Two different exercises were developed, which only differ in the main topic, but are similar in structure. The cases were divided into blocks, for each of which several questions were developed that have to be answered in groups. Thus, the simulation exercises' objective is to raise awareness on THB/CSE cases, strengthen the multi-stakeholder engagement between law enforcement agencies, prosecutorial offices, labour inspectorates, NGOs and social service providers, and improve their responses via practicing anticipated situations in a multinational setting. This will be done in the form of specialised training materials under the ERADICATING Footprint toolkit which includes scenarios regarding the management of THB cases.

² Deliverables that are confidential can only be used and shared between project partners.

As the third and final component of the training material, a fairy tale was developed. This fairy tale, titled Footprints of hope, can be found on the website (Find it here: <https://eradicate-thb.eu/publications/footprints-of-hope-digital-child-manual/>) and was specially prepared in language suitable for children. The main objective of the Digital Child Manual is to increase awareness among students about the issue of trafficking in human beings (THB), with a focus on the various forms of exploitation experienced by minors. This manual places particular emphasis on the role of civil protection authorities in preventing THB. The manual takes the form of a fairy tale, written by Greek Police Officer and author, Mrs. Foteini Konstantopoulou. This approach is suitable for raising awareness on sensitive topics such as THB and child sexual exploitation (CSE), given the sensitive target audience. The fairy tale tells a story that uses main characters and allegorical messages to convey its meaning, with the aim of raising awareness and promoting empathy in society.

3.4 Exemplary Agenda

In the following section, a concrete seminar day sequence is to be presented. This serves purely as an example and can be adapted to the respective circumstances and requirements of the group, the seminar room, the seminar duration and the actual planning for implementation. In addition, it must be considered whether the implementation takes place hybrid or in offline mode only, on one day or spread over several. These questions must be clarified individually in each case and adapted to the circumstances accordingly. The individual agenda items are later on explained in detail in chapter 3.5.

Schedule:

- | | |
|----------------------|---|
| 09:00 - 09:30 | General Welcome |
| | <ul style="list-style-type: none">- Welcome- Self-Introduction of the Trainers, i.e. their practical and professional background and experience with focus on THB- Outlining of the purpose and aim of this ToT- Self-Introduction of the Trainees, i.e., their practical and professional background and experience with focus on THB |
| 09:30 - 10:00 | Question-Pin-Board |
| | <ul style="list-style-type: none">- Clarification of questions of particular relevance to the trainees- Clarification of trainees' expectation of the ToT |
| 10:00 - 10:15 | Break |
| 10:15 - 11:30 | Presentation practical guide with cheat sheet notes |

- Presentation of the three sections of the practical guide
- Participants take notes in cheat sheet
- Clarification/Discussion of open questions and unclarities

11:30 - 12:00 Discussion

- Discussion of alternative approaches on how to bring the practical guide to trainees, taking into account national/regional peculiarities and in regards to different professional backgrounds
- Approaches are summarised in written form by the trainer and handed out to the trainees after the end of the ToT

12:00 - 12:30 Lunch break

12:30 - 14:00 Simulation Exercise

- Trainer(s) provide a short overview of D2.3
- Trainees, guided by a trainer, go through the exercises in working groups
- Clarification/Discussion of open questions and unclarities

14:00 - 14:15 Break

14:15 - 15:00 Discussion

- Discussion of additional ideas and suggestions on how to bring the simulation exercise to trainees, taking into account national/regional peculiarities and in regards to different professional backgrounds
- Ideas and suggestions are summarised in written form by the trainer and handed out to the trainees after the end of the ToT

15:00 - 16:00 Fairy tale

- Trainer reads the Fairy Tale, while utilising visualisation methods as suggested in Chapter 3.5.4
- Clarification/Discussion of open questions and unclarities

16:00 – 16:30 Discussion

- Discussion of ideas and suggestions on how to bring fairy tale to trainees
- Ideas and suggestions are summarised in written form by the trainer and handed out to the trainees after the end of the ToT

16:30 - 17:00 Closing part

- Summary of the outcomes, recommendations and the lessons learnt
- Evaluation of the Event

- End of the event

3.5 Exemplary Activities

Further, it is important to add some exemplary activities to further enhance the teaching experience of the trainees, and to impart them with useful knowledge using active teaching methods. Based on the participants’ needs, activities such as the following are best used during the ice-breaking sessions, to allow trainees to get accustomed to each other and for the upcoming training sessions that will occur. The following activities are optional and to be implemented at the discussion of the trainer of each group.

Activity 1: The Three Lies	
Objectives	This activity allows participants to familiarize among each other, through discovering common, unique interests, experiences while reinforcing the feeling of being more comfortable to talk and listen with one another.
Time	20-30 minutes (*Can be tailored to the needs of each ToT workshop).
Group size	This activity can be done with a group of any size.
Material	Papers, pens and cello-tape.
Description	The facilitator asks participants to write on a piece of paper three sentences about themselves: two of these sentences are true and one of them is false. The participants need to hang the paper with cello-tape on their backs. Facilitators will then ask participants to walk around the room and discuss with one another which sentence is true, which of them is false and request they mark the sentence that they think is false.
Debriefing	The activity concludes when participants are asked to explain shortly which sentence is false and which is not and compare it with the sentences that got more “marks” as false.

Activity 2: Human Bingo	
Objectives	This activity can be a very strong ice-breaker which reinforces communication among participants and helps them get to know each other better while allows attendees to learn the names of the other participants.
Time	20-30 minutes (*Can be tailored to the needs of each ToT workshop).
Group size	This activity can be done with a group of any size.
Material	“Human bingo” and pens.
Description	Participants are handed a “Bingo”. Participants are requested to find someone within the group that matches the sentences in the “Bingo” by asking “are you someone who...? “. Participants should write one name per box. The first person to complete the task says “Bingo” and the activity will be over.
Debriefing	The facilitator then asks the person who said “Bingo” to say the names he or she wrote in order to prove that it was correctly fulfilled.

Activity 3: Questionnaire on own culture	
Objectives	This questionnaire aims to assist participants reflect on their own knowledge, beliefs and stereotypes
Time	20-30 minutes (*Can be tailored to the needs of each ToT workshop).
Group size	This activity can be done with a group of any size
Material	Questionnaire on own culture, pens
Description	The aim of this activity is to help participants reflect on their personal experiences and introduce them to the topic that is relevant to the workshop. Participants are given a targeted questionnaire and they may have 15-20 minutes to answer all questions. The facilitator then divides participants in smaller groups so they can compare their answers.
Debriefing	After few minutes of comparing answers, facilitators are recommended to ask a representative of each group about the main outcomes of the comparisons.

Activity 3 template: Questionnaire on own culture (*Please note that the questionnaire can be tailored to the needs of the event)	
1. Please describe what it means for you the word "culture"	2. Could you describe yourself in maximum 10 words?
3. Choose 4 typical values that you relate to your culture.	4. Describe shortly 3 typical rituals in your culture
5. Write down 4 "heroes or heroines" from your culture	6. Write down 5 stereotypes that could be related to your own culture.

3.6 Recommendations for Implementation

In the "Recommendations for Implementation", specific examples are used to illustrate what a "Train the Trainers" seminar can look like. At the same time, an outlook is given on the means and methods that trainers can use to pass on the knowledge they have acquired to subsequent seminar participants.

The ERADICATING "Footprint" consists of three core components: practical guide, simulation exercise and fairy tale. In a nutshell, the objectives of the seminar are to add value to the daily work of the people to be trained and not only to rely on theory, but also to make it possible to experience very concretely with practical approaches, examples and processes. The focus is on a multisensory and interdisciplinary approach. Change of methods and media will be a central part of the events, as this is essential for a promising instructional design (cf. Meyerhoff 2015: 30).

The course of the ToT is roughly divided into five units, which will be presented below in terms of sequence, methodology and strategies of knowledge transfer. Reference will be made to the work of Juliane Mayerhoff and Christoph Brühl, who have compiled and explained in detail a versatile compilation of teaching methods. In the following sections, the seminar design will be formulated in the individual subsections with the recommended methodology and approach, repeatedly referring back to the methods from the work.

3.6.1 Introductory Part

After the general welcome, a round of introductions will be included. Here, the participants should express themselves primarily with regard to their field of activity and their professional

relationship to the topic of THB. Furthermore, the expectations of the seminar should be formulated. A "question pinboard" (cf. Mayerhoff 2015: 102f.) can be helpful here, which makes it possible to give an overview of "burning" questions that should definitely be clarified in the course of the seminar. It should be taken into account that the diverse groups within the seminar will also have different demands on the learning content. Perhaps some questions will be clarified as planned in the course of the event, but if there are specific questions right at the beginning, this can ensure that they are also answered at the right place in the seminar.

3.6.2 Practical Guide

The Practical Guide is one of the theoretical components of the seminar and should also be presented as such as a teaching module. In order to achieve a clear structure, a PowerPoint presentation is recommended (cf. Mayerhoff 2015: 111). This should be structured and give seminar participants an overview of the three sections covered in the Practical Guide "Procedures for the protection of trafficked victims", "Gender related, child sensitive and victim oriented communication tips" and "Support and relief structures for victims of trafficking".

The focus may be on Section 2, which deals specifically with communication tips between victims and authorities. Here it would be useful to have the participants prepare so-called "cheat sheets" (Mayerhoff 2015: 151). These can become helpful and important in the next step, the simulation exercise, when it comes to using the structures, concepts and information learned here and using them correctly in the active exercise.

Due to the different professional backgrounds of the group participants, the notes on the cheat sheets will also differ, which has the advantage that the trainees can exchange information with each other and the group can also learn from each other internally. In addition, this method creates an awareness of the diverse work areas and responsibilities and stimulates exchange and discussion among each other.

3.6.3 Simulation Exercise

As described in D2.3 in point 2 Methodology, the simulation exercise can take place both in presence and online. A group should not have more than 15 participants for one trainer and should have as broad an interdisciplinary composition as possible. The trainers have the task of leading the simulation exercise and, if necessary (a recommendation is made), can also invite experts on the topic to support them in the implementation of the learning unit and provide information in the event of possible queries from the seminar participants. For example, a trainer duo is recommended, as this can also be useful for larger groups. In addition, one creates an interdisciplinary environment that can respond more specifically to the needs of the participants in the event of a discussion or open questions.

The trainees, on the other hand, take on different roles during the simulation exercise. Each trainee should take on the role that he or she has in "reality", i.e. all participants act in their actual field of activity.

The most effective method in the simulation exercise is therefore group work followed by a discussion. The discussion is led by the trainers, if necessary, in combination with other trainers or experts from the field. While going through the exercises and even after that, unclarities will be raised, discussed and, if possible, resolved, while further ideas on how to train utilising the simulation exercise will be collected and discussed.

3.6.4 Digital child manual in the form of a Fairy tale

The third learning material is the fairy tale, which explains human trafficking in a completely different way. While the two resources just explained presupposed prior knowledge or a work environment that deals with human trafficking, the fairy tale offers the possibility to make the topic accessible and understandable to a completely different target group, children. By means of shoes, an incident, a story is here made personal, tangible and understandable, in such a way that "even a child" can understand it. With the means of visualization, by displaying and using objects that are also found in the narrative, a very classical mediation of the content would take place here. For example, if one brings a pair of shoes, one large and one small, then it is already possible to make the story come alive instead of simply lecturing. The objects make it possible to establish a connection, to see something, to link something with what is being lectured, a so-called "association anchor" (Mayerhoff 2015: 137). Trainers should take care here not only to read or tell the story aloud, but to actually make it tangible. This not only stimulates the imagination, but also actively involves the participants in the story. In regard to the fairy tale, the ToT will be implemented in the same way as with the trainees in the later on following trainings. At the end of this session, unclarities can be raised and discussed as well as further ideas collected on how to best train utilising the fairytale.

3.5.4 Concluding Part

The final part of the seminar is mainly used to draw a summary and to evaluate the whole seminar. An evaluation should also take place here in order to make it possible to improve future events. By means of questionnaires or an online survey it is possible to get the opinion of the seminar participants. This process can either take place anonymously with the means just mentioned or it can be discussed in a direct and open conversation in the group. At the same time, however, the main purpose is to give the participants another opportunity to ask questions that have remained unanswered or have only arisen in the course of the seminar. Additionally, participants should be encouraged to summarise the lessons learnt in general as well as regarding the trainings following after this ToT. Together, all participants will compile and discuss any recommendations they can share, based on this ToT, on how to best implement the Transferability Workshops.

A nice tool to be able to present a conclusion visually is the web application [Mentimeter](https://www.mentimeter.com/). This is an interactive presentation software, which makes it possible to enter several terms, which were

remembered as "the most important" from the seminar. From this, the system then creates a kind of mind map, which, depending on the frequency in the mention of the term, adjusts the size to it. This makes it possible to see at a glance what the group focused on. In addition, this medium can also provide a visual conclusion that can be given to the participants afterwards.

4. Bibliography

Mayerhoff, Juliane; Brühl, Christoph (2015): Fachwissen lebendig vermitteln – Das Methodenhandbuch für Trainer und Dozenten. 3. Auflage. Springer Gabler, Wiesbaden.

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5. Appendix

The **Fairytale** can be found under: <https://eradicate-thb.eu/publications/footprints-of-hope-digital-child-manual/>

Both the **Practical Guide** can be found in English, Bulgarian, Greek and German under: <https://eradicate-thb.eu/publications/practical-guide-for-law-enforcement-authorities-when-in-contact-with-victims-of-trafficking-in-human-beings/>

