



SIMULATION-BASED TRAINING EXERCISES TO COMBAT HUMAN TRAFFICKING

A PRACTICAL HANDBOOK

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FOREWORD

In 2016, the Office of the OSCE Special Representative and Co-ordinator for Combating Trafficking in Human Beings (OSR/CTHB) launched the project “Combating Human Trafficking along Migration Routes”. The project sought to develop a training exercise that would improve the investigation and prosecution of cases and enhance the identification and protection of victims, particularly those along migration routes.

The result was a groundbreaking training programme with three distinctive features:

- The exercises use live actors to create simulations of real cases that are explored over the course of a week by first-line practitioners.
- The training format is built around a multidisciplinary approach that brings together practitioners from a variety of fields—including prosecutors, law enforcement, social services, NGOs, and financial investigators—to train in close collaboration.
- The exercises include trainees from multiple countries, incorporating cultural differences and cross-border challenges into the storylines.
- These features put a strong emphasis on the human interaction that is so fundamental to this field of work; it is this human interaction that helps develop strong professional networks among the participants—across disciplines and borders.

Over the last three years, the OSCE has conducted a number of exercises in English, Italian and Russian. They have brought together hundreds of practitioners from nearly every OSCE participating State and OSCE Partner for Co-operation.

This handbook is designed to enhance the sustainability of these exercises—and, in turn, the capacity building they impart—among the participating States and beyond. It is based on the wealth of experience among the experts who regularly serve as trainers for OSCE exercises, as well as the expertise of the OSR/CTHB staff organizing and executing the exercises. However, no handbook can capture all the complexity and nuances of an actual simulation training exercise. For this reason, the OSR/CTHB is willing to offer additional advice and consultations to participating States interested in conducting such an exercise.

We hope you find this handbook useful in considering how best to equip your community with the skills and knowledge to combat trafficking in human beings.

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PREFACE

Human trafficking thrives on vulnerability. As prolonged conflicts in the Middle East, the Sahel region and North Africa have given rise to exceptional movements of migrants and asylum seekers, it has become increasingly evident that human traffickers take advantage of migratory flows to recruit and exploit vulnerable people. These criminal actors create security and safety challenges in many participating States of the OSCE, in particular those along the Mediterranean and Balkan routes.

In an effort to adequately face the current situation and translate relevant OSCE commitments into practice, the OSCE Office of the Special Representative and Co-ordinator to Combat Trafficking in Human Beings (OSR/CTHB) developed a four-year project titled “Combating Human Trafficking along Migration Routes” (2016–2019). The goal of the project is to enhance the capacity of affected OSCE participating States to identify victims of trafficking in human beings (THB), effectively prosecute traffickers, and strengthen the overall criminal justice and civil society response along migration routes.

As a part of this project, the OSCE has developed an innovative training programme—using live simulation-based exercises—which aims at building the capacity of participating States and Partners for Co-operation to effectively investigate and prosecute THB, as well as to promptly identify trafficked persons along migration routes by promoting a multi-agency and human rights-based approach.

The simulation-based approach in the context of human trafficking is a pioneering project for the OSCE region and beyond.

The training programme builds the skills of participants, develops valuable networks between practitioners, and demonstrates the value of a multilateral, multidisciplinary approach to human trafficking.

Moreover, beyond their value as a practical training method, these simulations support the implementation of States’ obligations deriving from international legal instruments to combat THB, specifically the United Nations Convention against Transnational Organized Crime (UNTOC) and its supplementing Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children.

The main objectives of simulation-based training exercises are as follows:

1. To foster multi-agency work;
2. To improve identification of human trafficking cases in mixed migration flows;
3. To improve/enhance the referral of trafficked persons to assistance providers;
4. To provide victim-centred protection and assistance;

5. To investigate human trafficking criminal cases using a proactive approach, including addressing any transnational dimensions.

This project builds expertise among anti-trafficking practitioners, develops powerful and practical networks across borders and disciplines, and stands as an enduring example of collaboration in the OSCE. During the project, nearly 300 practitioners in total participated in four international simulation-based exercises held in English at the training facilities of the Center of Excellence for Stability Police Units (CoESPU) in Vicenza, Italy. In January 2018, the first national training exclusively for Italian practitioners was conducted for 55 trainees; and an international live-exercise in Russian was then conducted in September 2018 in Astana, Kazakhstan, for 57 participants.

The project is currently being funded by Andorra, Austria, Belarus, France, Germany, Hungary, Italy, Kazakhstan, Monaco, and Switzerland.

The goal of this handbook

The ultimate goal of this handbook is to help OSCE participating States identify victims and hold traffickers accountable through better training.

The handbook aims to illustrate the innovative concept of simulation-based exercises on combating human trafficking as pioneered by the OSCE Office of the Special Representative and Co-ordinator for Combating Trafficking in Human Beings (OSR/CTHB). It also describes the practical steps necessary to carry out this effective training methodology.

Based on several years of practice and six OSCE exercises, this handbook will introduce you to the advantages of recreating real investigative scenarios in which multidisciplinary teams of experts—ranging from labour inspectors to financial investigators, social service providers to non-governmental organizations—are challenged to identify perpetrators and assist victims of trafficking in a collaborative space.

Taking you through the broad range of tasks, concepts and activities related to the development of a simulation-based exercise—such as designing financial transaction documents, hiring actors, and re-creating rescue operations—this handbook operates as a toolkit for helping national and international practitioners to enhance their anti-trafficking responses through practical, hands-on preparations.

Ultimately, the goal is to offer a new and practical tool to train anti-trafficking experts in restoring the rights of survivors of human trafficking, while holding perpetrators accountable, in line with the core principles of security and co-operation.

In addition to providing methodology and original sample materials through this handbook, the OSR/CTHB remains committed to ensuring the sustainability of this initiative by providing advice and technical support to OSCE participating States and Partners for Co-operation in designing, developing or organizing tailored simulation-based training exercises.

How this handbook is organized

This handbook is divided into three parts:

PART I – Introducing simulation-based training discusses the advantages of a *learning-by-doing* approach in training anti-trafficking experts. It also highlights the importance of multi-agency collaboration, a type of collaboration that can be achieved through this type of methodology.

PART II – Designing a simulation-based training programme takes you through the practical development of a training programme, from writing the training scripts, designing realistic scenarios and defining learning objectives, to training actors who recreate the scenario. You will learn how to put together a core group of trainers and design the roles and responsibilities of the trainees.

PART III – Executing the exercise contains practical tips for the delivery of exercises, including their structure and functioning. Monitoring and evaluating an exercise as it unfolds is fundamental to the learning experience and for providing feedback to participants. This section presents a few important practical tools involving these concepts.

Useful **templates and sample materials** are annexed at the end of the handbook to serve as a reference and guide that can be adapted to the particular context of your training.

Symbols used in the handbook



Recommendations / priority areas



Important note



Recommended timeframes



Tips on logistics



Template or sample provided in Annex

PART I

– INTRODUCING SIMULATION-BASED TRAINING

Learning by doing

Co-ordinating actions among state actors, as well as between state actors and civil society, remains a challenge for many counter-trafficking systems at the national and international levels. Due to the complexity involved, including the balance between effective investigation and the protection of victims of human trafficking, it is often difficult to train experts in a way that confronts them with the day-to-day dynamics and pressures of anti-trafficking work. This is why, to complement general awareness lectures and training courses, the OSCE developed an innovative training method in which trainees can effectively “**learn by doing.**”

Simulation-based exercises involve enactments of real life situations. This allows trainees to experience decision-making in so-called safe environments, without having to worry about the consequences of their decisions. As a **learner-focused training** method, they put trainees at the centre of the learning process (as opposed to the trainer/s). In contrast to classroom lectures, trainers interact with participants more as facilitators. During this type of exercise, trainees go through simulated cases of human trafficking recreated by actors. Participants are required to react to a range of events in the scenario (“inputs”), handle concrete tasks, make sense of a sequence of events, reconstruct the story behind the case, and process investigative data.

In order to effectively execute the required steps, they must communicate and co-ordinate across teams and disciplines. If they do not, they will not reach their objectives.

Simulation-based training allows for active and hands-on, **peer-to-peer learning among practitioners from the same field as well as across fields**. While trying to find solutions to problems or deciding on a course of action, trainees are confronted with other perspectives or working methods within and beyond their area of expertise. At the end of each day, the expert trainer for each area debriefs his/her team and guides trainees to reflect on the objectives that have been achieved, as well as on what can be improved. This method allows for **advanced, specialized learning for a broad range of professionals** (including

law enforcement personnel, public prosecutors, migration officers or asylum authorities, lawyers, labour inspectors, social welfare practitioners, NGOs, and journalists).

Additional benefits of multidisciplinary simulation-based exercises

Through the realism of a simulation-based exercise, trainees have an opportunity to master **anti-trafficking principles in practice**, principles that are not easily addressed in standard training courses.

Such principles include the provision of assistance to victims regardless of their co-operation with the criminal justice system; the importance of cultural mediators to facilitate communication with victims; effective co-operation with civil society organizations; fulfilling the special needs of child victims; and addressing the intersection between migration, international protection and anti-trafficking legislation.

Thus, an important feature of the simulations is the unique opportunity they provide trainees to see, in a realistic set-

ting, how their role fits into the bigger picture of a national or international anti-trafficking response, and how communication and co-operation make a difference in achieving real-life results. During an exercise, individual teams from particular disciplines have to interact with other teams (e.g. labour inspectors interacting with law enforcement), thus operationalizing the concept of multidisciplinary responses. At the end of each training day, all teams **debrief within each professional team and then in a plenary session** to discuss difficulties encountered as well as solutions.

Simulation-based training is a valuable teaching method that can help practitioners overcome practical obstacles of day-to-day anti-trafficking work.

The multi-agency approach of simulation exercises can also help overcome “silos” between agencies.

Examples of overcoming such silos—or single agency-based reactions—might include involving a financial investigator in an anti-trafficking investigation to help track illegal financial transactions of the perpetrators; inviting a cultural mediator to interact with a presumed victim during an investigation, thereby facilitating a successful interview; or journalists learning not to jeopardize the security of a victim by revealing sensitive, personal information. In short, the multidisciplinary approach can build professional cross-functional understanding between the different fields that intersect on the issue of trafficking.

Simulation-based exercises are also a powerful way to build broad, practical networks of anti-trafficking practitioners at both national and international levels.

During the intense components of such a course, participants are able to connect and establish professional and personal relationships. The format fosters a level of engagement that goes beyond the possibilities of a regular lecture or classroom-based instruction. On numerous occasions in the OSCE’s experience, professional relationships have been built through these simulation-based exercises, relationships that are then utilized in subsequent real-life operations.

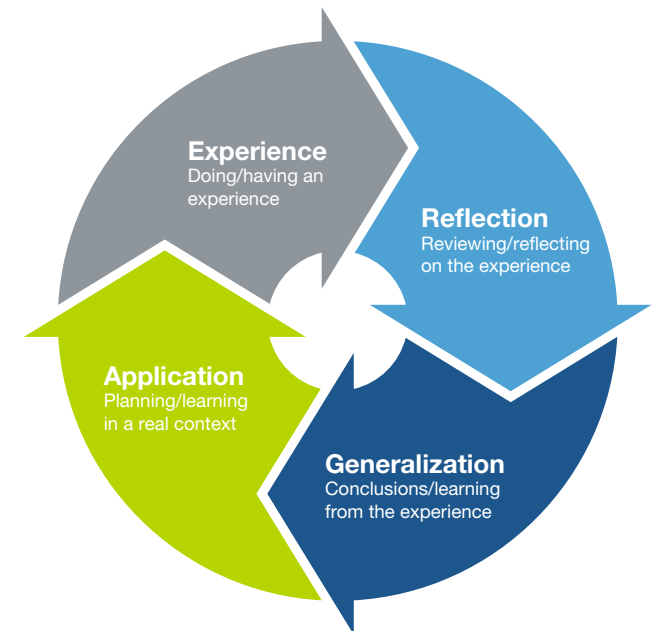
The experiential learning cycle

To be effective, any kind of training must be able to integrate different types of learning, including applying knowledge, developing skills, and examining or changing attitudes. During simulations, it is possible for practitioners to learn on all these levels and thus for trainers to achieve multiple goals in a systematic way. In the absence of a systematic approach to the learning process, simulations may fail to achieve the learning goal, or turn into chaotic experiences.

Simulations apply the principles of experiential learning. When simulations are used for learning purposes, it is necessary to keep the entire cycle of learning in mind and to design the training with attention to all phases of the pro-

cess. The experiential learning approach is represented by a four-stage cycle in which the learner goes through the following steps: experience, reflection, generalization, and application in real contexts¹ (depicted in figure 1 below):

Figure 1:
The four phases of the experiential learning cycle:



¹ This section draws on the Centre for Development and Population Activities (CEDPA), *Training trainers for development*, 1995.

1 Experience. In the OSCE simulations, at the outset of the process, trainees uncover information that requires a response on their part. The simulation mechanism is activated by actors, who play the role of characters in the case/cases, and by the input of the trainers (e.g. emails, phone calls, etc.). The trainees are confronted with a multiplicity of tasks and situations. They must analyse the situation and decide what to do and how to carry out the work. As events unfold, different teams need to take action, communicate, investigate, and adjust their plans as new elements are discovered. Victims are identified, suspected traffickers investigated, interventions to assist and protect victims are implemented, etc. This part of the process is referred to as “the experience” of a simulation-based training course.

2 Reflection. Since the OSCE simulations plunge participants into complex scenarios, it is important that trainees, together with the experts/trainers leading the exercise, have regular opportunities to reflect on what is happening during the experience. Reflection phases are a key to processing information, since they enable trainees and trainers to exchange views and analyse what has happened. It is in this exchange that the learning process starts.²

² Reflection may also occur while the experience is underway. However, for the learning process to be effective, it is important that debriefings take place in a systematic and participatory manner.

Debriefing sessions taking place at CoESPU

3 Generalization. After having analysed “what happened” during the experience through reflection, trainees are ready to elaborate on the lessons they have learned through the experience and draw conclusions. This phase allows trainees to articulate and assimilate what they have learned.

4 Application. The final phase of the learning cycle is designed to allow trainees to discuss the links between their professional reality and what they have experienced and learned during the exercise, reflecting on if or how it can be used in real practice, as well as on obstacles and ways to overcome existing obstacles in real life.

The realism of simulations – A word of caution is necessary: The realism in simulations is a powerful element. However, the realism is not the single key learning feature of a simulation exercise. It is important that trainers avoid relying too much on the realism at the expense of the other methodological steps facilitating the learning process. While the elements of realism that are built into simulations play a crucial role in the engagement and motivation of participants, and may render the experience very vivid, the learning process depends on how effectively all of the phases of learning, including reflection, generalization and application, are executed within simulation-based training.



The components of simulation-based exercises

A The participants

Simulations are a training method in which everyone contributes to the successful functioning of the live exercise. Hence, the term “participant” covers all persons who take part in the simulation—not only the trainees, as is the case in more traditional training settings. Participants are divided into four categories based on their function within the simulation-based exercise:

1. Trainees—the practitioners who are trained in the simulation and who are the targets of the learning experience. During the live exercises, trainees are organized into teams according to their actual professions (e.g., labour inspectors, social workers, etc.).

The components of a simulation-based exercise include: (A) the participants—the trainees, the trainers, role players, and supporting personnel; (B) the “scenario”—country and character profiles, as well as the scripts in the storyline; (C) the “matrix”—a master document containing all actions, activities, objectives, and materials; and (D) the physical materials and venues for the exercises. Each of these components is described in detail below.

2. Trainers—anti-trafficking experts who develop and design the contents of the simulation, including the components of the scenario (e.g., storyline, scripts, etc.). They also lead the simulation itself in various capacities:

a. A “HICON” (which stands for “High Control”) is an expert who, during the simulation, is in charge of a particular component of the training that is within his or her respective area of competence, such as law enforcement, prosecution, labour inspection, etc.

b. The “EXCON CHIEF” is the head of the group of HICONS as well as the simulation-based exercise at large.

c. The “DIREX” (which stands for “Direction of Exercise”) is the team consisting of HICONS and the EXCON CHIEF, who manage the execution of the exercise together.

d. “Antennas” are anti-trafficking experts who support the HICONS by monitoring and reporting the activities as they unfold during the exercise.

3. Role players—actors who act out the “storylines”.

4. Other supporting staff—professionals who execute various functions during the training (such as interpreters, drivers, logistics and security personnel, technical assistants, etc.).

Below, additional details on each of these participants are provided.

1 THE TRAINEES

One of the primary goals of this particular learning environment is to foster co-operative, multi-agency work among different anti-trafficking practitioners. Thus trainees will necessarily come from a variety of backgrounds.

Trainees are real-life professionals in the various disciplines targeted by the simulation, people who already work in countering human trafficking in their respective countries and who are willing to deepen their knowledge and skills through an innovative learning experience. Trainees should thus be selected according to their field of experience and grouped into teams according to discipline as in real life.

The disciplines targeted by the simulation should reflect the respective country or region of origin of the trainees. Although simulations can focus on various professional roles, trainees in OSCE simulations typically include:

- Prosecutors
- Criminal investigators
- Financial investigators
- Labour inspectors

- Victim assistance service providers (including personnel from NGOs and state or municipal social services)
- Cultural mediators
- Lawyers (for victims)
- Asylum or migration authorities, depending on the region
- Members of the media/journalists

Each of these professional roles in the simulation is described below.

PROSECUTOR'S OFFICE

The Prosecutor's Office supervises and co-ordinates investigations into transnational criminal organizations dealing with trafficking in human beings. Prosecutors base their work in the exercise on evidence and information obtained from investigative units, with the ultimate goal of being able to indict perpetrators. The Prosecutor's Office team is responsible for preparing authorization requests to carry out investigative activities, for identifying victims and witnesses, and for acquiring evidence to bring perpetrators to court.

Prosecutors will learn how to foster multi-agency approaches and engage in proactive, victim-centred investigations. Prosecutors will have to plan and carry out activities involving international co-operation. Thus knowledge not only of relevant legal frameworks is needed, but also the main international instruments of police and judicial co-operation. Given the complex nature of the investigations required during a simulation, participating prosecutors should have experience in managing and co-ordinating investigations in the area of organized crime, especially investigations focusing on human trafficking.

CRIMINAL INVESTIGATIONS UNIT (CIU)

The simulation exercises entrust the main burden of investigative activities to a CIU specialized in combating organized crime. In this capacity, during the simulation, trainees plan, conduct, and co-ordinate complex investigations of transnational criminal organizations involved in the trafficking of human beings.

The responsibility of the CIU is to conduct investigations with all appropriate techniques and approaches to reconstruct the crime plot and to gather solid evidence for prosecution. Upon identifying the victims, the CIU is to ensure that they are assisted and protected by activating the necessary support services. The CIU is also to search for and gather evidence in order to identify the criminals. The officers of the CIU should be aware that they may be confronted with suspects who are actually victims, or victims who are in the process of becoming perpetrators, and thus that they will need to find appropriate ways of dealing with such cases as well.

The CIU will liaise with the Prosecutor's office and other specialized investigative units (e.g., a Financial Investigations Unit and a Labour Inspection Unit, described below), to engage in international police co-operation and, following a multi-agency approach, to interact consistently with social service providers in order to ensure victim identification, referral, and protection.

The forms of exploitation integrated into fictitious cases and featured in the exercise will be dependent on the priorities of a specific training exercise, such as the prevalent forms of trafficking in the given context. The investigative strategies and referral protocols used by the CIU thus need to be adapted to the nature of the case.



Law enforcement investigations resulting in the arrest of traffickers during the exercise

Law enforcement officers selected for the CIU should possess strong investigative skills, including intelligence and data gathering capabilities. Furthermore, taking into account the simulation training objectives and the distinctive features of trafficking in human beings, they should have experience in and knowledge of international police co-operation.

FINANCIAL INVESTIGATIONS UNIT (FIU)

Trafficking in human beings is a crime that generates huge profits. Financial investigations are an important—yet underutilized—aspect of counter-trafficking, since following money trails is useful for dismantling trafficker networks, investigating possible links to other organized crime networks (e.g., terrorism, migrant smuggling, or drug trafficking), as well as securing compensation for victims.

Simulation-based exercises should provide for the involvement of an FIU that co-operates with a team of specialized counter-trafficking investigators. The role of the FIU is to provide specialized support, guidance, and advice to carry out the financial investigations necessary to trace the crime. The FIU will be trained to conduct financial investigations of transnational organized crime involved in the trafficking in human beings.

Given the complexity and specific nature of financial investigations, FIU trainees should have ample experience in complex international criminal investigations in the area of financial crimes and money laundering.

LABOUR INSPECTION UNIT (LIU)

Labour exploitation is one of the main purposes for trafficking in human beings. If one of the fictitious stories of a sim-

ulation involves a case of labour exploitation, an LIU must be included in the exercise. Labour inspectors, in close co-operation with other investigative law enforcement units, will learn how to work within a multi-agency setting and are tasked with carrying out inspections of businesses linked to criminal organizations involved in the trafficking of human beings. The LIU should also be involved in all investigative activities requiring specialized knowledge about labour exploitation and the infringement of labour laws. In contexts in which labour inspectors do not have police functions, it is essential that the LIU co-operates with the criminal investigations unit (CIU). Embedding CIU liaison officers in the LIU team might also be considered.

ASYLUM AUTHORITY

Asylum authority officers, when carrying out interviews with asylum seekers, can sometimes detect “trafficking indicators”. In such cases, persons of concern should be referred to specialized services to receive adequate protection and assistance. When collaborating with other professionals in the simulation exercises, the goal of asylum authority officers is to exchange information while protecting confidentiality. By integrating distinct yet complementary protection services, steps taken by asylum authority officers should contribute to addressing gaps between asylum and anti-trafficking screening systems.

Previous working experience as a member of an international protection and status determination authority is necessary, as well as knowledge about human trafficking. Also of advantage is knowledge about relevant international refugee laws, experience working in a multi-agency setting, and experience in conducting applicant interviews.

VICTIM ASSISTANCE SERVICE PROVIDERS

Victim assistance professionals may include both state and non-state actors. This group includes, in particular, state/municipal social workers, staff of state-run shelters, and staff of NGOs active in the field of anti-trafficking. In many countries, victim assistance services are performed by NGOs; however, criminal justice actors also have a responsibility for guaranteeing protection, access to justice, and compensation for victims. This is why co-operation across sectors is key when aiming for a victim-centred approach.

The main learning objective of the victim assistance service providers during the simulation exercises is to enhance efforts to identify victims and provide them with support and assistance in terms of healthcare, psychological support, social inclusion, and access to (re)integration or safe return programmes. These are complex responsibilities requiring multiple tasks to be performed at various stages of the simulation. During the simulation exercises, NGO professionals and/or governmental service providers, such as municipal social service officers, are challenged to provide support and assistance to both presumed and identified trafficking

victims according to their specific mandate in their given national context.

Required is experience working directly with victims of trafficking at different stages—from first presumed identification through to formal identification. This may include psychological and legal support, cultural mediation, programmes for social inclusion, legal counselling services, etc. Taking into account the many tasks that assisting victims entails, this team should include not only general assistance and social inclusion service providers, but also professionals with specialized competencies (psychology, legal counselling, etc.).

CULTURAL MEDIATORS

Where appropriate—for example, in cases involving victims from a country different than the setting of the exercise—cultural mediators should be part of the simulation in order to facilitate communication between presumed or identified trafficked persons and anti-trafficking professionals, such as police, NGO staff, or labour inspectors. The main responsibility of a cultural mediator is to aid anti-trafficking practitioners, particularly social service providers, in understanding the needs expressed by the presumed or identified victim, as well as the social-cultural determinants to support the victim effectively. Trainees should have experience in interpretation, in migration issues, or in social work or a related field.

SPECIALIZED LAWYERS

Working in close co-operation with victim assistance service professionals, a team of specialized lawyers will learn to provide legal advice and assistance—in a multi-agency setting—to presumed and identified trafficking victims to

Social service providers assisting a victim of trafficking during the simulation

fulfil the legal obligation of protecting and upholding their rights. These lawyers, whether they work in private firms or within NGOs, need to have knowledge of anti-trafficking and human rights legislation, asylum and migration-related regulations, legal instruments, as well as relevant administrative law.

OTHER TRAINEES

The teams described above are the core agencies involved in counter-trafficking responses. However, they do not represent all the possible stakeholders, agencies or professionals that might be involved in a case of trafficking in human beings. Depending on the context, additional teams of trainees from different professional backgrounds may be considered when developing specific simulations.

Typically, OSCE simulations have also included trainees from the field of media. Journalists have been asked to report on the events unfolding during the simulation and to prepare media materials and articles on human trafficking based on these cases. The role of journalists is important in ensuring fair reporting, general awareness, and a victim-centred approach.

SELECTION OF TRAINEES

To generate a pool of highly qualified and diverse applicants, it is crucial that a call for applications is broadly disseminated. In the past, OSCE calls for applications have been sent to all OSCE participating States and Partners for Co-operation, to OSCE Field Operations and Institutions, as well as to national anti-trafficking co-ordinators and rapporteurs, donors and external partners. They have also appeared on the OSCE website and via social media. As a result, OSCE simulations have typically included represent-



atives from 25 to 35 countries, which has ensured a wide diversity of cultural backgrounds and perspectives.

The number of participants taking part in a simulation-based training course depends on the available budget and the goals of the exercise. Organizers should attempt to ensure a balance among countries, genders, and professional disciplines. Given the benefits of transnational co-operation and the challenges of multi-cultural victim identification and investigations, it is strongly encouraged to consider conducting multinational simulation-based exercises.

The simulation-based training described in this handbook is intended for practitioners who already have practical experience in anti-trafficking work. Moreover, the learning objectives are aimed primarily at people who are currently carrying out their job in the field. The purpose of an OSCE simulation-based training is not to create awareness or offer basic knowledge; it is to improve the existing anti-trafficking infrastructure by teaching practitioners how to use

their current knowledge and skills more effectively through multi-agency co-operation and a co-ordinated and human rights-based approach. Thus, the selection of trainees should be balanced between experience and the need for further advanced training.



For templates for a “call for participants” and application, see **Annexes 1** and **2**.

2 THE TRAINERS

In order to design and execute a simulation-based training course, a multidisciplinary team of trainers needs to be recruited and convened. The trainers have two primary functions: (1) developing the exercises, and (2) overseeing the exercises. Developing the exercises includes drafting the scenario and matrix (described in more detail below). To ensure in-depth knowledge of the contents of the exercises during their execution, it is optimal if the programme’s developers also oversee its implementation.

The trainers should be experts in their respective fields with several years of relevant experience in anti-trafficking work. When developing its first exercise, the OSCE selected a team of experts comprised of senior law enforcement officers, a prosecutor, and a victim assistance service provider with extensive knowledge and experience of human trafficking cases.

Acting Co-ordinator of the OSR-CTHB, Valiant Richey, addressing the DIREX in CoESPU

The core group of experts is first in charge of developing the story scripts and creating the fictitious country or region where the simulation will take place. This phase requires methodical brainstorming and analytical skills.

The same team of experts then manages and engages with the trainees by executing the simulation exercises. Each expert is in charge of one component of the training, this in their respective area of competence, such as law enforcement, prosecution, labour inspection, etc. As noted above, these experts are called “HICONS”. The HICONS are responsible for monitoring and guiding the activities of their respective group of trainees during the live exercises, for debriefing the trainees on a daily basis, and for keeping the group focused on their objectives.

Since they will be required to perform a series of different roles, criteria for selecting the primary experts should include previous experience in multi-agency co-operation, training/facilitation skills, and experience with role-playing exercises.

OSCE simulation-based exercises typically feature the following teams of HICONS, who as a group form the DIREX:

- Public Prosecutor’s Office (PPO)
- Criminal Investigations Unit (CIU)
- Financial Investigations Unit (FIU)
- Labour Investigations Unit (LIU)
- Victims Assistance and Protection Unit
- Lawyers
- Asylum or migration authority
- Journalists

Antennas are the “eyes and ears” of the HICONS. These are people who follow the action on the ground during the simulation exercises, silently monitor the activities of the



trainees (without directly intervening or interfering in the actions of the trainees), and report back live to the HICONS on the relative progress of the teams. Because of the fluid nature of the exercises, it is necessary that communication between antennas and the HICONS occur in real time, such as by text messages, radio or email. This constant feedback allows the HICONS to make timely additions to the simulation exercises to benefit the overall training.

Antennas are included in the category of experts because they must have sufficient knowledge of human trafficking to be able to assess the actions of team members and give substantive reports to the HICONS. In order to provide accurate reporting and real time advice to the HICONS, it is also important to select antennas who are experienced in the specific disciplines to which they are assigned (e.g., prosecution, law enforcement, social protection, labour inspection, financial inspection, etc.).

3 ACTORS

Trained actors are the key to the success of the simulation exercises. They give life to the story. Actors perform a variety of roles, including victims, perpetrators, and local police officers. Every character has a particular role in the story. Preparing the actors to portray the simulation and engage with the participants is critical, since a considerable part of the simulation relies on their actions. Due to their important role, actors should be prepared for the simulation by a professional coach and under the supervision of a trainer.

Recruiting a qualified group of actors for the simulation is an important step. When conducting some simulations, the OSCE has partnered with local universities. Students of law and human rights as well as of dramatic arts have been selected and trained to act in the exercises. In other cases, experienced social workers have been effectively engaged as actors in the exercises.

In the weeks preceding the live exercise, it is recommended to offer such non-professional actors a basic acting course, as well as a course introducing them to trafficking in human beings to ensure that they are adequately prepared.



Language matters – For the sake of realism, persons playing foreign victims and foreign traffickers in the simulation should speak a language different from the one spoken by the trainees.

4 OTHER SUPPORTING STAFF

Other supporting staff, such as interpreters, drivers, logistics personnel, and technical assistants, are integral to the implementation of a simulation. Their involvement should not be forgotten when planning a simulation. Based on the OSCE experience, when organizing a one-week simulation-based training targeting 50 -70 participants, it is recommended to set up a team comprised of at least:

- *A project manager/co-ordinator*: in charge of co-ordinating the organization and implementation of the simulation, monitoring and evaluating the training, and managing contacts with external partners, including national institutions;
- *A project assistant* (who works closely with the project manager): to provide administrative and co-ordination support for the organization, implementation, monitoring and evaluation of the training;
- *Administration and financial services personnel*;
- *ICT experts*: simulation-based training requires a network of computers, internet and intranet servers, printers, etc. It is therefore crucial to consider the needed ICT infrastructure in advance and have a focal point for ICT services throughout the planning and execution phases;
- *Transport service and drivers*: needed in the event the simulation foresees transporting participants to locations outside the training centre (e.g., fictitious exploitation sites); this component requires logistical support and thorough planning.
- *Public order and safety support*: in the event that actions must be carried out by participants outside the designated training centre (e.g., undertaking a search for a fictitious factory or brothel), local police should be involved to ensure public order and the dissemination of information to the public about the exercise as needed (e.g., a simulated raid on an apartment building must be explained to watching civilians).





B The scenario

The “scenario” is the fictional, factual construct within which the simulation-based exercise unfolds. In order to achieve optimal realism and to fulfil the goals of the multidisciplinary exercise, the development of the scenario requires strategic vision and attention to detail.

A scenario is comprised of four primary parts—country profiles, a legal framework, the storyline, and the characters’ profiles.

THE COUNTRY PROFILES

The country profiles provide the context and general framework for the fictitious geographical areas where the simulation is to take place. Such a profile may include:

- ▶ The countries of origin of the main characters (both victims and perpetrators);
- ▶ The countries that the characters have travelled through, or in which they live and operate while the investigation is taking place;
- ▶ The country in which the victims are identified and the investigation is conducted;
- ▶ The countries in which illegal profits are made and money is laundered, countries that may or may not be willing to co-operate from a judicial and investigative perspective.

It is important that the profiles include detailed contextual information:

- The socio-political background of the countries portrayed;
- Their legal relationships with other countries (e.g., existing treaties between the countries);
- Information related to trends in trafficking in persons in each country or region;
- A map illustrating key features relevant to the scenario (e.g., land and sea borders, mountains, etc.).

Country profiles should give clues and insights that will help the participants understand the case, such as a victim’s culture or background.

To describe the context within which the story takes place, it is important to provide detailed geographical, historical and socio-economic factors of the countries in question. In the OSCE exercises, country profiles have been tailored to the migration context. OSCE exercises also typically include multiple countries due to the benefits of cross-border, cross-cultural learning, as well as the relatively high rates of transnational human trafficking in the OSCE region. As a general rule, it is recommended that the names of the countries (and other geographical names such as capital cities) portrayed in the scenario be fictionalized.



The country profiles should be made available to participants in advance to enable them to familiarize themselves with the fictional world in which they will operate. They should also be reviewed with trainees before the simulation starts. To make sure every team is comfortable with these specifications, adequate time should be allocated prior to the start of the simulation to introduce the participants to the context.

THE LEGAL FRAMEWORK

Simulation exercises require a legal framework for the simulation's fictional setting. Especially in the case of a multi-national exercise, a uniform fictional legal framework will ensure that all trainees are on a level playing field, i.e., that they are following the same set of rules. The framework should include standard operating procedures (SOPs) for handling trafficking cases as well as relevant laws, such as the fictitious country's laws regarding trafficking, criminal codes and codes of criminal procedure, immigration laws, etc.

SOPs help participants follow coherent procedures when managing human trafficking cases. The SOPs made available to participants should replicate best practices from National Referral Mechanisms (NRMs; see below). Trainees can practice the application of SOPs and provide feedback on them during the debriefing sessions.

The SOPs and relevant legal codes should be drafted by the expert developers in advance of the exercises.



A copy of the SOPs and relevant legal codes should be sent to trainees in advance and made available for consultation to each team of trainees during the simulation.



WHAT IS A NATIONAL REFERRAL MECHANISM?

A National Referral Mechanism (NRM) is a co-operative framework through which state actors fulfil their obligations to protect and promote the human rights of victims of trafficking, and to co-ordinate their efforts in a strategic partnership with civil society. The basic aims of an NRM are to ensure that the human rights of victims are respected and to provide an effective way to refer victims of trafficking to services. In addition, NRMs can work to help improve national policy and procedures on a broad range of victim-related issues, such as residence and repatriation procedures, victim compensation, and witness protection. NRMs can establish national plans of action and can set benchmarks to assess whether goals are being met. For more on NRMs, see: <https://www.osce.org/odihr/13967>

THE STORYLINES

Storylines are the “script” for a simulation. Developed by the trainers from sample human trafficking cases, storylines require careful and co-ordinated drafting. The storylines must offer a path to trainees for investigating the case from beginning to end, that is, all the way to prosecution. Since OSCE simulations stop at the pre-trial stage, the materials provided in this handbook do not cover later stages of prosecution or trial.

Storylines entail a sequence of events, called “actions” and “activities”; for every **action** (initiated through “injections” by the trainers or by an actor taking part in the simulation), a corresponding **activity** (undertaken by the trainees) is foreseen.

No action should be triggered by the trainers without a specific purpose; actions are designed by trainers to achieve a specific learning objective or to develop a specific skill.

Actions and activities must also replicate the full cycle of anti-trafficking work, from the place and time a crime is identified, to the arrest and prosecution of perpetrators. Moreover, it must include how victims are identified, assisted and protected.

Examples of actions triggered by the trainers might include an interview with a presumed victim, searching a building, co-ordinating a meeting between different agencies, or presenting a specific set of investigative activities. Since the



actions are different in their nature and purpose, they can last minutes or hours, according to the situation. Actions may overlap with each other in time and space, leading to a mounting degree of complexity as the story develops and the teams try to respond. As in the multi-agency context of real-life cases, actions may involve one team, or several teams from different co-operating agencies.



In a simulation, activities that take weeks or months in reality must be carried out within hours or days. Hence, events and actions must be selected carefully, with attention to essential criteria, most importantly the learning objective of a specific event/action and its relevance to the overall objectives of the training, such as fostering effective multidisciplinary responses.



No elements of the script should be shared with the trainees, who will be asked to reconstruct the story of the case and to make sense of it. All those involved in the development and implementation of the script should be informed of this requirement from the beginning of their involvement in the project.

How many stories should be presented in a simulation?

A simulation can be based on a single fictitious case or investigation. Alternatively, more than one story may be combined to form a more complex exercise. Depending on the learning objectives of the training, cases might also include other crimes in order to capture the complexity of human trafficking (e.g., migrant smuggling or money laundering).

OSCE exercises typically recreate two stories, i.e., two investigative cases, one of sexual exploitation and one of forced labour. These simulations take place within a fictional context to which the trainees can relate, that is, a context that is similar and comparable to the real context in which they operate in their day-to-day work.

How many actions should be included in a script?

The number of actions foreseen by each story may vary. This needs to be considered carefully. It is important to avoid overburdening the trainees with an excessive number of actions. Nevertheless, even if all planned actions are not completed during an exercise, the four-stage learning process can still occur and the learning objectives be achieved. On the other hand, limiting the number of actions may help participants focus on a specific skill set.

It is likely that participants will depart from the script at some point during an exercise. This can happen for various reasons. They might take a wrong course of action that does not follow the script, or different approaches might emerge between different groups of participants (a development that is often the challenge of multi-agency work!). Mistakes will be made. This is integral to the learning pro-

cess. In this case, **trainers must intervene to correct the actions of the trainees.** This is typically done through a specific corrective injection (see below), or a virtual action taken to reorient the trainees. Crucial parts of the exercises are the debriefings at the end of each day, during which the actions taken by the teams during the simulation are analysed and improvements discussed. **Developing the knowledge and skills of the trainees is the priority, not that they follow the script of the story.** It is very important that the trainers favour the learning process over the script.

CHARACTERS' PROFILES

The simulation script is populated by characters—victims, asylum seekers, vulnerable migrants, perpetrators and their intermediaries—portrayed by actors with whom the trainees interact over the course of the simulation. The characters are interviewed, interrogated, assisted, or investigated, in some cases multiple times. The characters' profiles must be consistent with the overall storyline and the actions foreseen in the script.

For the actors to perform their roles adequately as the simulation unfolds, detailed character profiles are needed. These profiles should contain information that helps the participants to reconstruct the stories and reach the objectives of the exercise. Such profiles should include the following: a short biography describing the character's origin, personal history and relations; an account of her/his living conditions; a description of the character's attitude, state of mind, fears, aspirations; contacts/relationships with other characters; daily activities, conditions, and personal stories. For foreign victims of trafficking, the profile will include the nature of and reason for each step of the character's victimization, including their journey, recruitment, transportation, exploitation, etc.

C The matrix

The matrix is a visual tool that summarizes all of the planned events and supporting materials of a story. A matrix shows the scenes or events of the exercise, their length and timing, the teams that are to be involved, the actors taking part in the particular scene, the locations where they are to take place, and the items (e.g., documents, props) needed to reconstruct the event. Matrices are an essential tool for the trainers to execute the simulation and keep track of the exercise's status. It is essential that they are not shared with the trainees.

Separate timelines with lists of the activities for each team involved in the simulation are useful for keeping track of the sequences of events and teams' workload. The developers should also make sure that all teams remain focused and feel involved during the course of the exercise by planning actions throughout the exercise for each respective team.

ELEMENTS OF A MATRIX

▪ Action

An "action" is the description of a specific event or scene in the exercise. For each action, there will be a number of activities, which include both the inputs ("injections") of the trainers and the expected responses of the trainees. Each expected response is linked to a specific learning objective. In the matrix, it is important to detail the action's location, expected timeline and duration, and any needed items/materials to be simulated.

▪ Injections

An "injection" is a piece of information or an instruction input by the trainers and aimed at one or more team(s) of

trainees. Through injections, trainers initiate the events planned in the matrix and ensure that the exercise goes in the expected direction. Injections can be written or spoken, and depending on the nature of the event, can be transmitted via different means (e.g., phone, text messages, emails, radio).

Corrective injections are made in the same fashion as regular injections, but are aimed at refocusing the attention of the trainees and correcting their course of action when they deviate from what is expected (e.g., the trainees do not act in line with procedures or laws).



Injections should not hamper or limit any initiatives undertaken by the trainees. Trainees should be allowed to act autonomously on the basis of their knowledge and skills. To the extent possible, all injections should be considered and planned beforehand. To avoid disrupting the realism of the exercise, injections should be naturally embedded in the flow of activities (e.g., they might appear as instructions from an agency's management, etc.).

▪ Learning Objectives

Every action should be linked to one or more learning objectives. Defining the learning objectives is essential for facilitating the debriefing of the participants at the end of each training day.

For instance, a primary learning objective of an action might be "to correctly conduct the preliminary screening of a presumed trafficked person". This overall objective can be broken down further into different sub-objectives: "to



ensure the safety and privacy of the presumed victim", "to provide a safe shelter in accordance with the provisions of...", etc.



For a sample matrix, script and framework template, see **Annex 3**.

D Physical materials, training venue, and budget

MOCK DOCUMENTS AND MATERIALS

To recreate real life experiences, simulation-based exercises rely on a considerable number of documents and amount of equipment. Every action of the simulation requires a set of materials and locations, just as is needed in a theatre: a character's identity documents; receipts from a payment made by a trafficker; the safe house where an assisted victim is protected, and so on. These are all part of creating a realistic simulation. The materials needed for each action should be detailed in the matrix. All materials must be easily accessible (either on location or nearby). A separate checklist of documents, equipment and other materials is useful for keeping track of what is required and when.

Typical types of documents include:

- Documents that the actors carry with them (e.g., driver's license, ID, passport, residence permit);
- Documents that can be found on site during actions (invoices, log-books, notes, etc.);
- Documents sent to the trainees by DIREX (e.g., case management forms for assisted persons, results of database queries, etc.).

Some templates for fictitious documents will need to be drafted in advance to have them ready for the exercise. However, DIREX may also have to create additional documents quickly *during* the simulation in reaction to an un-

foreseen request by trainees (e.g., administrative information), or to correct an erroneous action or path taken by the trainees (e.g., trainees making a request that contravenes the law).

TRAINING VENUE

The venue is an important consideration when planning simulation-based exercises. Both the storyline and the exercise's logistical requirements will determine what might be considered a suitable venue. For a simulation exercise involving a labour exploitation storyline, for example, the appropriate venue might be different from a storyline involving sexual exploitation.



A shelter should be recreated within the simulation venue, since presumed and identified victims must be provided with short-term accommodation. Consistent with best practice, this shelter should only be accessed by shelter staff and clients. However, some actions (e.g., interviews) may have to take place on the shelter's premises.

With regard to logistical requirements, the organizers must assess the number of trainees and trainers who will be involved, whether participants will eat and sleep on the training grounds, whether the venue is close enough to an airport, etc. Providing accommodation and meals on site is a distinct advantage. It optimizes scheduling, communications, and networking opportunities. Police or military training centres, which often have large facilities with an extensive capacity, may represent viable options.

Some additional basic considerations are outlined below:

Minimum technical requirements

The heart of a simulation-based exercise is robust communication and multidisciplinary engagement. For this reason, to accommodate all participants for introductory sessions and plenary debriefings there should be a main conference room. This will ensure that the various agencies represented in the simulation can gather in one location for cross-discipline discussion and learning.

Moreover, since communication is a crucial and integral part of simulation-based exercises, it is particularly important to ensure that all groups can communicate within and between each other (i.e., that there is phone and email access at all locations).

Radios are particularly useful for the CIU, LIU and FIU groups when they have to conduct surveillance and outdoor investigation activities. In the case that the simulation foresees participants travelling to locations outside the training centre (e.g., fictitious exploitation sites), to allow for proper co-ordination, mobile communication should be planned, being especially mindful of technical difficulties that might be experienced by trainees coming from abroad.

While each team clearly needs a space to convene its members and conduct its work, having representatives of each trainee group in an open office space facilitates communication between groups and fosters multi-agency approaches. In OSCE simulations, for example, a main

room contains at least six work stations with computers, one for each team of trainees, including the CIU, FIU, LIU, prosecutors, lawyers and NGOs/social services. To create a more realistic setting, certain agencies can be provided with operational offices located in separate rooms (e.g., the CIU), and some agencies (e.g., journalists, asylum authorities, the victim shelter) should be located separately.

All computers used by participants must be interconnected to allow the sending and receiving of emails, as well as the sharing of documents within each group. This should be done with an Intranet system (Internet access is not needed for the simulation). For example, HICONS might send an injection to the CIU, which then must communicate with the shelter or the LIU. This network should be set up and tested before the simulation begins.

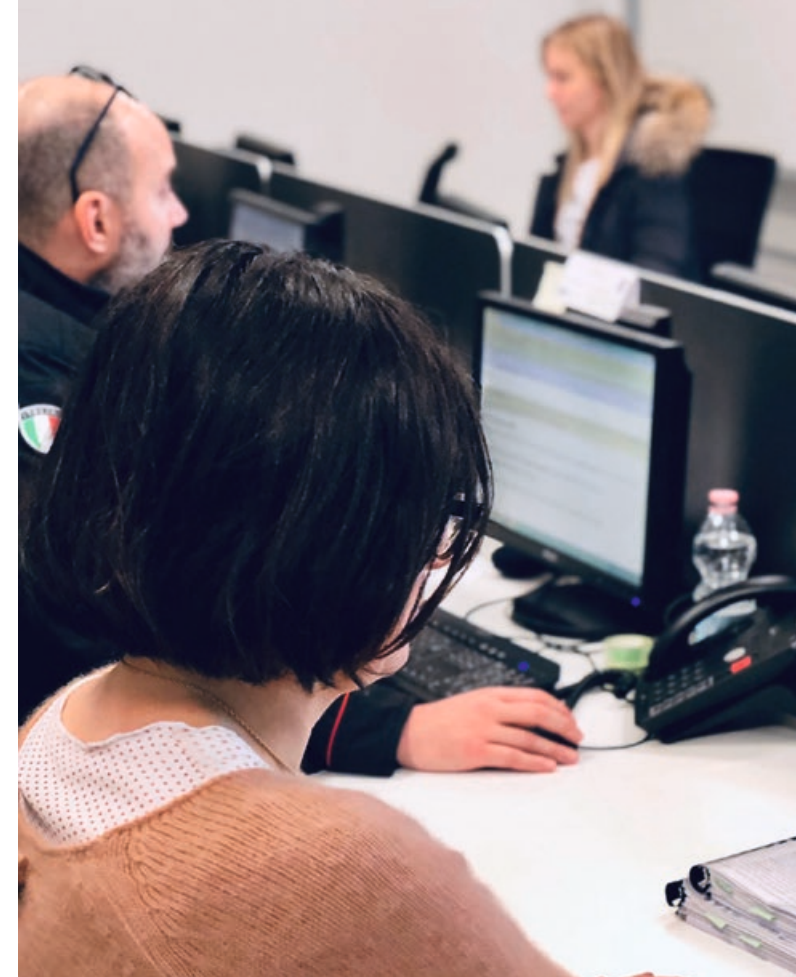
The HICONS must be able to monitor and keep a record of all email communications between the trainees. This practice is useful both for control during the actions (to observe, analyse, and address issues as they happen) and to accurately evaluate the course of actions afterwards. For this reason, trainees should use email whenever possible. Specific directives for communications should be provided to trainees at the beginning of the exercise.

THE BUDGET

The budget for a simulation exercise will vary depending on a number of factors, including the length and complexity of the simulation. The budget for a simulation exercise typically consists of three major categories: (A) Consultancy contracts for experts; (B) Transportation and daily subsistence allowances for participants; and (C) Other costs.

- A. Consultancy contracts are needed for the group of experts developing the scripts for the exercise and who are members of the DIREX. Such contracts may also be needed for experts from the judiciary, civil society, role players' coaches and/or co-ordinators and, in some cases, antennas. In general, this category represents 35% to 40% of an overall budget.
- B. Transportation to the training facility for all experts/antennas/HICONS/role players and trainees who are not supported by their national agencies/ministries. Daily subsistence allowances should be set by the exercise's organizers.
- C. Other costs include expenditures for participants' accommodation (in or near the training facility), certain meals such as lunches, catering for opening/closing ceremonies, office materials for participants during the exercise, computers and other IT equipment, and arm identification bands or name badges. Budget estimates must also consider printing paper and toner, as well as mobile phones for the trainees.

Another consideration is whether costs can be distributed. Organizers must decide whether to cover the travel and accommodation of the trainees. Co-funding arrangements and in-kind contributions can be used to mitigate the costs



of catering and accommodation. National agencies/ministries can be requested to cover the costs of their national participants.

The OSCE has benefitted from the extraordinary assistance provided by national authorities, including the Italian Carabinieri, who run the CoESPU training facility, and the Regional Hub for Countering Global Threats within the Academy of Law Enforcement Agencies under the General Prosecutor's Office of the Republic of Kazakhstan.



DO'S AND DON'TS

Do tailor your simulation to the specific audience.

Adapt scripts and stories to the local context: the more realistic the cases are for a participant, the more effective the learning experience.

Do use real-life case law as a reference or foundation for your scripts.

Do introduce positive practices to encourage their broader use.

Do train your actors.

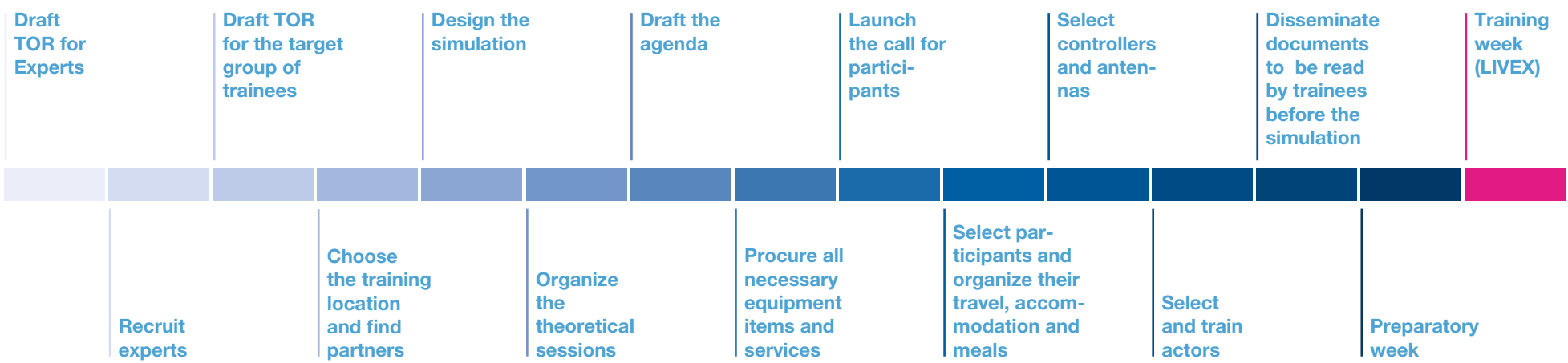
Do build a coherent team of expert trainers.

This is essential for creating teamwork and helping persons with different functions work effectively together.

Don't overdo it.

A simulation exercise is intended to be intensive, as real-life trafficking cases often are. However, trainers should carefully monitor the flow of injections and actions to ensure that participants are not overwhelmed with too many tasks to perform. The recommended duration for a simulation-based exercise is one week; real human trafficking investigations usually require several months.

SEQUENCE OF ACTIVITES FOR PLANNING SIMULATION-BASED EXERCISES



PART III

– EXECUTING THE EXERCISE

Simulation-based exercises are wonderfully dynamic, but they can be unpredictable. This section covers some of the crucial aspects of conducting an exercise, including a rough timeline and an agenda for a simulation, the debriefing component, and monitoring and evaluation. The considerations contained in this chapter are based on the experience of the OSCE and its partners in conducting simulation-based exercises. They can be adapted to similar circumstances as necessary.

Overview of the timeline and agenda

Simulation-based training exercises can vary greatly in length depending on the learning objectives, number of participants, complexity of the scenario, resources, etc. Based on the OSCE's experience, the optimal length is one week for preparation and one week for conducting an exercise, this including an introductory day and four days of simulation-based training.

PREPARATION WEEK

Although the comprehensive preparations for a week-long simulation-based exercise take several months, it is highly recommended to schedule a preparatory week directly before the start of the actual exercise. This preparation week involves trainers and logistical staff setting up the premises, installing and checking the equipment, preparing IT and communication systems (telephones, radios, etc.), providing a final briefing for the actors, rehearsing the stories and scripts, inspecting rooms and facilities, and refining the final agenda.

OSCE training simulations involve hundreds of participants (trainees, trainers, role players, support staff, etc.) and thus face a considerable number of logistical challenges.

Due to the complexity and scale of these simulations, a rehearsal before the trainees arrive is strongly advised.

HICONS, antennas and actors should all be present during such a rehearsal. The learning objectives of each action should be reviewed to make sure all members of the team are working cohesively toward the same objectives.



To ensure smooth preparations, prepare a checklist and a “to do” list. Use the matrix as a reference document.

The preparation week is also important for briefing all experts on their respective roles and for clarifying communication channels and co-ordination priorities during the simulation.



SIMULATION WEEK

The simulation week includes an introduction and then the simulation-based exercise itself. OSCE simulation-based exercises have one day of introduction and theory, and four days of simulation-based training. Participants arrive a day before the training (i.e., on Sunday). The training then lasts from Monday to Friday. Most participants leave the following day (i.e., on Saturday).

Before starting a simulation, it is necessary to set the stage for the trainees in three steps: **gaining the learners' attention, reviewing learning objectives, providing a link to previous knowledge.**

The first day of the training should be comprised of introductory sessions and team-building exercises, so that participants become familiar with the training format and their teammates. This will enable them to carry out their work effectively in teams.

SAMPLE DAY 1: INTRODUCTORY SESSIONS OF OSCE EXERCISES

The introductory sessions of OSCE simulation-based training typically include combinations of the following activities:

- ▶ An introductory session outlining the project and training agenda;
- ▶ An interactive session on expectations and learning objectives;
- ▶ An initial case study to discuss common principles of anti-trafficking action (with group work, feedback and discussion);
- ▶ Panel discussions or interactive expert presentations on selected topics, as for example:
 - Multi-agency co-operation in combating trafficking in human beings;
 - Standard operating procedures (SOPs) for the fictitious countries;
 - Key principles of victim identification, referral and assistance;
 - Specifics of working with child victims of trafficking;
 - Challenges of identifying victims of trafficking among refugees and migrants;
 - Anti-trafficking investigation techniques;
- ▶ A plenary session introducing the main elements of the general context, the legal framework, and the format and structure of the simulation (including how trainees will be given prompts in the form of “injections”);
- ▶ A tour of the premises of the training centre;
- ▶ A briefing on communication systems (in the main simulation room);
- ▶ A briefing for trainees in groups, together with their respective HICON and antennas, on ground rules for the simulation;
- ▶ A simulation warm-up (for trainees to try the equipment and communication tools using an example of one multi-agency action);
- ▶ Dinner and/or networking activities.

Paying attention to team-building dynamics is crucial.

A quick team-building activity should be conducted within each training team before the simulation starts, being mindful of the participants' cultural context. Such activities facilitate the entry into performance mode of the teams

once the simulation starts. Dedicating a short but focused period to team dynamics speeds up the work on the first day of the simulation significantly.

LAUNCHING THE STORYLINE

The simulation storyline begins on the second day. OSCE simulations commence with a group of trainees coming into contact with selected characters of the story, such as police with presumed victims or suspected perpetrators. From this initial situation, participants (divided into teams according to discipline) are challenged to conduct investigations, administrative and judicial proceedings, rescue operations, and assistance and protection interventions. These steps are to be continued until the perpetrators have been identified and apprehended.

During the four days of the active simulation, work time should be divided into the “experience” portion and the debriefing portion. Typical days in OSCE training events are divided as follows: active phase of the simulation is 8.00 to 16.00 (including a one-hour lunch break) followed by specific debriefing sessions:

- Internal debriefing for DIREX members;
- Trainees’ debriefing within groups (minimum 45 minutes);
- Trainees’ debriefing in plenary (minimum 45 minutes);
- Review by the simulation developers of the respective simulation day.

On the last day (Friday), the simulation stops at approximately 12.00. The afternoon is dedicated to a final debriefing in team and in plenary, completion of evaluation forms, and a closing ceremony with the award of certificates.

Organization and interaction of the trainers during the simulation

During a simulation-based exercise, trainers (including HICONS and antennas) need to closely observe and monitor their respective teams. They also need to be in close contact with each other. To facilitate this communication, several organizational steps are recommended.

First, as noted above, the HICONS should be organized into a joint team called the “DIREX”. This allows for the cross-discipline alignment of injections and for monitoring. The DIREX operates in a control room where the different trainers—assigned to their respective components, such as law enforcement or social service providers—direct the execution of the simulation. During the simulation’s execution, the HICONS of the DIREX—that is, the trainers—trigger actions from a location inaccessible to the trainees, the control room, and monitor the reactions of the participants.

From their work stations, which are equipped with computers and phones, the DIREX members are connected to the workstations of their respective teams and can monitor the electronic communications among the team members in real time. They also receive documents and responses from the trainees, as well as updates from the antennas. The HICONS do not interact with the participants in a face-to-face manner.



Communication between teams and DIREX during the simulation, all communication that in real life the trainees would normally send to a higher authority or co-ordinating body is to be sent to the DIREX. All communication between the trainees and the DIREX should be by electronic means.

Example:

The Criminal Investigations Unit (CIU) needs to request approval for a raid from the Head of Office. In this case, the trainees are to send a request to the CIU HICON, who processes the request as the Head of Office.



Communication between/among teams should take place directly and not through the HICONS.

Example:

If the CIU needs to communicate with an NGO, the CIU should email that NGO directly, without going through the HICON/CIU.



Carabinieri officers arresting a trafficker during the simulation

THE “EYES AND EARS” ROLE OF THE ANTENNAS DURING THE SIMULATION

As noted above, the DIREX operates from a control room and is assisted by antennas—observers who physically follow each group of participants and serve as the “eyes and ears” of the HICONS.

Antennas are tasked with monitoring actions and reporting to the HICON in real time about what is happening on the scene of the simulation.

In this way, HICONS can follow the progress of the trainees as the simulation unfolds. This also allows the HICON to send feedback to the teams in real time, depending on what happens on the scene.

For example, antennas are monitoring a meeting between the Head of the CIU and the Prosecutor’s Office during which it is decided that a request to a judge needs to be submitted. The antenna conveys this information to the HICON, which allows the HICON to anticipate the authorization request the Prosecutor’s office team will most likely send at the end of the meeting and to prepare the response of the judge. Communication between the HICON and the antenna is typically done through text messages.

Antennas should be assigned to each team (e.g. police, prosecutors, etc.); the number of antennas per team depends on the size of the team. If, for example, a team splits up to pursue separate investigatory leads, it would be necessary for at least one antenna to go with each group.

Antennas **should not interact** with the trainees. Their role is to monitor without interfering in the simulation. Trainees should be briefed about the role of antennas and the modalities of their activities, since otherwise they might attempt to ask antennas questions during the exercise. When absolutely necessary, an HICON may ask the antenna to intervene to help solve a problem that can not be resolved otherwise, but such interventions should be extremely rare and carefully executed.

VIRTUAL ACTIONS

It is possible that trainees need to establish contact with institutions or authorities such as health services or courts that fall outside the disciplines participating in the exercise. For example, to reach their goals a participant might need to contact an embassy, or an NGO located in a different country.

To address this need, the OSCE simulations feature a virtual entity within the DIREX that can be contacted by the trainees. One expert should be assigned exclusively to this role during the exercise. This person should preferably have judicial experience, since inquiries of this type are often of a judicial nature (e.g., requests for authorization to search a house). The assigned expert then acts on behalf of the fictitious authorities or institutions which are not represented in the simulation, be it in the country in which the simulation is taking place (health services, courts, etc.) or the other countries described in the general storyline (embassies, foreign NGOs, etc.). The expert creates a response to the inquiry and communicates it back to the respective team.

Debriefings

Debriefings are one of the most important components of simulation exercises. Debriefings are conducted by trainers at the end of each day of the simulation exercise to review progress and discuss improvements.

The stage for successful debriefings is set each morning by the HICONS, who share a list of key objectives for the day with their team.

This allows trainers to convey a clear message regarding expectations, which guides the work of the teams during the day.

At the end of the day, trainers can then remind their teams of the day's learning objectives. This facilitates discussions among the trainees: analyzing and resolving the encountered challenges, recognizing what went well and what could be improved, and summarizing the key learning messages.

This phase of the process is first held in teams and then in plenary with all participants. The objectives of the two sessions differ. During the in-team debriefings, the primary focus should be on the team's performance. During the plenary (i.e., multidisciplinary) debriefings, the focus should be on inter-agency co-operation: why it is valuable, and practical steps to improve it over the course of the exercise.



PREPARING AND CONDUCTING DEBRIEFINGS

HICONS should carefully plan debriefings, with support from the antennas. Antennas can add value to the debriefings based on their observations during the day. They can thus assist actively in carrying out debriefings with their respective HICON.

The experts/trainers/facilitators (HICONS and EXCON CHIEF) should guide the debriefings, sharing relevant information at each stage of the process and using the set learning objectives for the day as guidance. The HICONS have the responsibility to make sure that the lessons learned and the conclusions of each debriefing are clearly summarized and can be articulated by the teams.

The role of the trainers during this phase is to help each training team reflect on what happened during the “experience” portion of the simulation and what it meant in terms of learning.

In addition to introducing the learning objectives of each day to the teams, HICONS should be able to ask thought provoking questions during the team debriefings and during the multidisciplinary debriefings in plenary, and to summarize the key learning messages at the end of each day.



Debriefings should be done with care. Conducting debriefings without a method, including giving feedback to the teams without facilitating the learning process through a guided discussion, undermines the value of the simulation-based training. Debates need to be structured, and while feedback is necessary, participants must also be allowed to contribute their own perceptions and experiences.



It is extremely important to allocate an adequate amount of time for debriefings, keeping in mind that to be effective, simulation-based training requires a structured process and specific training and facilitation techniques.

Main simulation room (MaGISTrA) – CoESPU

SEQUENCE AND TIMEFRAME OF DEBRIEFINGS

The sequence of the team and plenary debriefings is the same: both debriefings should encompass phases 2, 3 and 4 of the experiential learning process.



Phase 1 of the learning process, or *the experience*, is at the centre of the training and in OSCE simulations occupies the majority of the allocated time. The recommended time for the experience, based on evaluations and methodological reviews, is about 5 to 6 hours per day.



The phases 2 (*reflection*), 3 (*generalization*) and 4 (*application*) take place within the debriefing sessions that are scheduled at the end of each day (starting from the second day of the training event). Based on the OSCE's experience, to gather team members, cover the relevant topics and allow for discussion, the timeframe of the debriefings should be a minimum of 45 minutes for team debriefings, and 45 minutes for debriefings in plenary.



Since simulations are conducted in large spaces, the time for the teams to move within the training premises (e.g., from their workstations to the plenary room) must be taken into account to avoid the debriefing timeframe being reduced. This is particularly the case if certain scenes take place off site (e.g., at a factory or an apartment).



Monitoring the progress of the simulation

The main aim of the simulation is to train participants in effectively combating human trafficking through a multi-agency approach. This is a complex goal that must be broken down into numerous specific objectives, all of which should be constantly monitored during the simulation. The simulation allows trainees to gain a better understanding of their respective roles and responsibilities within the anti-trafficking response system, realize the full potential of co-operating effectively to achieve results through the enhancement of their individual capacities, and act as members of a cohesive team.

Simulations help trainees work on information sharing across institutions, improving communication quality, prioritizing activities, and following best practices.

Monitoring actions during their execution is key to identifying the challenges experienced by trainees and to working on these challenges in a collaborative format.

Attentive monitoring is also crucial for tracking actions and preparing for timely injections. It is recommended that organizers plan for a system (digital or manual) that can monitor the progress through the matrix in real time, including the actions currently under way by the teams or upcoming injections.

The antennas, who document the progress of the respective teams, serve as one of the primary monitoring function in the simulations. In order to support their monitoring tasks, monitoring forms should be developed and distributed. These forms help the antennas to record, on a daily basis, their evaluations and assessments of the activities being undertaken by trainees against the set of learning objectives. Monitoring forms are also useful for improving training formats, and can be utilized by trainers to improve the overall learning experience.



For a sample monitoring form for antennas, see **Annex 4**.

Evaluating impact and assessing results

In order to gauge the impact of an exercise, as well as collect valuable information for future exercises, it is strongly encouraged to produce qualitative and quantitative evaluations and assessments. Several sources of useful information are generated during a simulation exercise:

All electronic communication exchanged during the simulation: All data, files, documents and emails created and exchanged during a simulation should be saved by the training centre and analyzed by trainers during and after the exercise.

Monitoring forms filled in by antennas, as noted above.

Participants' evaluation forms: At the end of the training event, each participant should be given a comprehensive training evaluation form that covers the learning objectives, as well as aspects of organization and logistics. The OSCE's anonymous evaluation forms can also gather data about the quality of introductory sessions, the participants' overall experience, and the main take-aways (acquired knowledge and skills, relevance to their daily work,

recommendations). It is advisable to ensure that trainees return such evaluation forms to the organizers during the concluding sessions. These data can then be sorted and analyzed to gain qualitative and quantitative information. Examples include analyzing the data according to team, gender, questions, etc.



For a sample evaluation form, see **Annex 5**.

Reports/feedback from trainers: After a training event, it is advisable to ask each trainer to draft a concise report about what they observed and what they would improve for the next exercise.

It is important to synthesize this information into an “improvement plan”. Learning and improvement plans can be shared with key stakeholders to plan future simulation trainings.

DO'S AND DON'TS

Do plan as much as possible.

Don't expect things to always go as planned.

Do prepare for ad hoc actions and injections (in the DIREX, with the organizers, with the actors and antennas), but always keep the objectives of the exercise and actions in mind.

Do make decisions as a team in the DIREX, especially when introducing an unplanned corrective injection.

Do keep the participants involved and focused.

Don't underestimate time needed for debriefings and their value to the learning process.

Be aware and ready to address possible cultural, political, professional or gender sensitivities.

ANNEXES

Live-Simulation Training Course

(date)

SAMPLE CALL FOR TRAINEES

Profiles/Roles of Trainees

CHART WITH PROFILES/ROLES OF TRAINEES

POSITION NAME	NUMBER OF PLACES TO BE FILLED	JOB DESCRIPTION
Prosecutors		<p>Role:</p> <p>Key responsibilities:</p> <p>Key skills required:</p>
Criminal investigators		<p>Role:</p> <p>Key responsibilities:</p> <p>Key skills required:</p>
Financial investigators		<p>Role:</p> <p>Key responsibilities:</p> <p>Key skills required:</p>
<p>Anti-trafficking NGO staff, including: director; co-ordinators of assistance and social inclusion services, assistance and social inclusion service professionals; psychologists</p>		<p>Role:</p> <p>Key responsibilities:</p> <p>Key skills required:</p>
<p>Specialized staff working in the shelter for trafficked persons at the above NGO: co-ordinator; psychologists; educators/social workers</p>		<p>Role:</p> <p>Key responsibilities:</p> <p>Key skills required:</p>

POSITION NAME	NUMBER OF PLACES TO BE FILLED	JOB DESCRIPTION
Cultural mediators (Fluency in (language) _____ and _____ required)		Role: Key responsibilities: Key skills required:
Public social services professionals, including child protection specialists		Role: Key responsibilities: Key skills required:
Labour inspectors		Role: Key responsibilities: Key skills required:
Lawyers specialized in support for presumed or identified trafficked persons		Role: Key responsibilities: Key skills required:
Asylum authority officers/ Migration office members		Role: Key responsibilities: Key skills required:
Journalists		Role: Key responsibilities: Key skills required:

Approach, Methodology and Storylines

STORYLINE

FICTITIOUS GEOGRAPHICAL CONTEXT

Learning Objectives

General learning objectives	Theoretical-methodological training-specific learning objectives	Simulation-based live training specific learning objectives

Administrative Arrangements

1. VENUE

2. LANGUAGE(S)

3. PASSPORT AND VISAS

4. VACCINATIONS

5. MEDICAL INSURANCE

6. MEDICAL SERVICES

7. TRAVEL INFORMATION – HOW TO REACH TRAINING VENUE

8. TRAVEL EXPENSES

9. MEALS, ACCOMODATION, FACILITIES

10. VEHICLES AND EQUIPMENT DURING THE SIMULATION

APPLICATION FORM

Please fill in **ALL** of the blank fields below, and return the form by [] (date) to [] (email address).

APPLICATION

Applying for the position of

(see the description of each position in the call for trainees above)

Please briefly describe why you think you are suitable for this position, outlining your experience in combating human trafficking/protecting trafficked persons:

PERSONAL INFORMATION

(Please answer each section clearly and completely, using only English transcription)

Title	First name	Last name	
Middle name(s)			Maiden name (if any)
Date of birth (dd.mm.yyyy)	Gender	Are you in the process of changing nationalities?	
Place of birth		Country of birth	
Present nationality		Other nationality	
Address (Street)		Zip/Post Code	
Town/City	County/State	Country	
Tel (Work)		Tel (Home)	
Mobile/Cell phone		E-mail/Fax	

SKILLS AND COMPETENCIES

(Please indicate the number of years of professional experience in the listed fields of expertise. Do not count internships and/or apprenticeships)

FIELDS OF EXPERTISE	Years of experience			
	< 2	2-5	6-9	> 10
Law enforcement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prosecution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Labour inspection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial investigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asylum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social services provision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Media/journalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LANGUAGE KNOWLEDGE

Other languages	What is your mother tongue?		
	Professional fluency	Working knowledge	Limited knowledge
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMPUTER SKILLS

	Beginner	Intermediate	Advanced
Spreadsheets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Word processing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web browser/E-mail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CURRENT MILITARY RANK

(if applicable)

EXAMPLE: FRAMEWORK – MATRIX – PROFILES – SCRIPT

PREMISE:

SIMULATION GENERAL OVERVIEW

CHARACTERS' PROFILES

TRAFFICKERS / CRIMINALS

NAME, SURNAME

Age, date and place of birth

Detailed description of the character

VICTIMS OF TRAFFICKING

NAME, SURNAME

Age, date and place of birth

Detailed description of the character

OTHER CHARACTERS

NAME, SURNAME

Age, date and place of birth

Detailed description of the character

TIMELINE

DAY 1

Day 1

Timeframe

Action 1

Short description

Location

Day 1

Timeframe

Action 2

Short description

Location

END DAY 1

EXAMPLE: ACTION 1

CONTEXT		Title
DAY:	LOCATION:	TIME:
SCRIPT		
Short description of the action		
ACTIVITIES	INJECTION	▪
	EXPECTED REACTION	▪
INJECTIONS	Injection 1.1 – from _____ to _____	
	By _____ (means of communication)	
Text of injection		
LEARNING OBJECTIVES	▪	

PEOPLE	
ACTORS	▪
SUPPORTING STAFF (drivers, etc.)	▪
TRAINEES (teams)	▪
MATERIALS	
EQUIPMENT	▪
DOCUMENTS	▪

MONITORING FORM FOR ANTENNAS

NAME OF ORGANIZATION

Live-Simulation Training Course (date)

Training group: Public social services (example) ¹

Antenna name: Date:

Please evaluate the achievement of each learning objective – 1 means poor performance and 5 full achievement

BEHAVIOUR / ACTIONS OF TRAINEES	1	2	3	4	5	COMMENTS
Victim-centred approach						
Appropriate actions are taken to protect/restore the human rights of presumed and identified trafficked persons.						
All interventions are aimed at avoiding possible re-victimization.						
Presumed and identified trafficked persons' assistance is not contingent on their willingness to co-operate with law enforcement.						
Presumed and identified trafficked persons are immediately removed from harmful/dangerous situations.						
Immediate access to necessary assistance is ensured.						
Presumed and identified trafficked persons are granted a sufficient recovery period.						

¹ This form is to be adjusted to conform to the learning objectives of each professional group of trainees being monitored by the antennas.

Assistance is gender-specific and tailored to presumed and identified trafficked persons' individual needs.

The confidentiality principle is adhered to at all stages.

The Standard Operating Procedures (SOPs) for presumed and identified trafficked persons are applied.

Informed consent is always requested and obtained from presumed and identified trafficked persons before proceeding with further steps.

Risk assessment is conducted at all necessary stages in a multi-agency dimension and consequent appropriate measures are taken when needed.

All interventions regarding child victims of trafficking are made in the best interests of the child.

Assessment whether the presumed trafficked person is a child is conducted when needed and consequent measures are taken. In case of uncertainty, before the person's age has been determined, the presumed/identified trafficked person is treated as a minor.

Interviewing of child victims takes place in appropriate settings, conducted by specialized psycho-social professionals, with an appointed legal guardian present.

MULTI-AGENCY CO-OPERATION

Within the group, the role of each trainee is clearly defined and assigned.

Competency-based focal points are identified within the group.

Regular multi-agency meetings are held to discuss the cases.

Proactive and regular communication with other groups via all available means is actively undertaken.

Other groups' perspectives are taken into account when discussing possible next steps.

A database of cases is created, regularly updated, and available to other groups if appropriate.					
The group participates in the design of assistance programmes and contributes to their implementation.					
Multi-agency operations are conducted (real teamwork).					
SPECIFIC ACTIONS/BEHAVIOURS RELATED TO SOCIAL SERVICES²					
Effective co operation between NGOs and public social services professionals is established and ensured at all stages.					
Individual social services professionals are able to work effectively within their team and the legal team in terms of information exchange and co operation.					
Presumed and identified trafficked persons are adequately informed about the procedures they are being guided through.					
Presumed or identified trafficked persons are adequately informed about their rights (particularly about a reflection period, available assistance and support from social inclusion services, the possibility of assisted voluntary return, the possibility to obtain a residence permit and/or be granted international protection, the possibility to be referred to other services, the right to receive assistance and support regardless of their willingness to co operate with the law enforcement authorities).					
Interviews are conducted adequately (involving cultural mediators or interpreters, in an appropriate setting, ensuring confidentiality, demonstrating understanding of the presumed or identified trafficked persons' basic needs and emotional state, ensuring that the presumed or identified trafficked person understands all information communicated to them).					
Repeated interviewing of presumed or identified trafficked persons is avoided.					

² This section is to be adjusted to conform to the learning objectives of each professional group of trainees being monitored by the antennas.

Assistance options are described in a neutral way. Presumed or identified trafficked persons are empowered to make all decisions or take action themselves.

Social services professionals make themselves available for support and ensure that adequate assistance is guaranteed to the presumed or identified trafficked person at all times, including during interviews with prosecutors, labour inspectors, or a criminal investigation unit (CIU).

Social services professionals ensure proper involvement of lawyers whenever applicable.

If needed, relevant transnational co operation activities are initiated/ carried out.

Other comments on specific behaviours/actions of trainees this day:

EVALUATION

SIMULATION-BASED TRAINING

“Name of Project”	Date
-------------------	------

A BACKGROUND DATA

1. How did you find out about the simulation exercise?	Facebook	Twitter	Website	Other Website	Colleagues	Friends	Other (please specify)		
2. In which role/unit did you participate in the simulation exercise?	CIU	FIU	LIU	Lawyers	Prosecutors	NGO / Shelter	Municipal Social Services	Journalists	
3. Do you work in this (or in a similar) role in real life?	Yes	No							
4. If no, what is your position in your normal work?									

B THEORETICAL SESSIONS

How useful did you find the introductory presentations to the exercise?	Very useful	Quite useful	Just ok	Not useful
5. Multi-agency co-operation in combating THB: standard operating procedures				
6. Victims of human trafficking: key principles of identification, referral and assistance, specifics of working with child victims of trafficking				
7. Challenges of identifying victims of THB among refugees and migrants on the move				
8. THB investigation techniques				
9. Briefing on a recent case of THB				

How useful did you find the introductory presentations to the exercise?

Very useful

Quite useful

Just ok

Not useful

10. Plenary session on the simulation's scenario, legal framework, and structure

11. Tour of the premises

12. Briefing in groups with the respective HICON and antennas

13. Simulation warm-up

Any general comments on the theoretical sessions?**C AFTER THE SIMULATION EXERCISE**

Yes

For the most part

Not much

No

14. Did you gain a better understanding of the challenges posed by the real life scenarios of mixed migration flows within which THB develops?

If not, why? General comments

15. Have you gained better abilities to interact positively with other stakeholders at different stages of anti-trafficking processes, and to offer protection interventions for trafficked persons from a multi-agency perspective?

If not, why? General comments

	Yes	For the most part	Not much	No
16. Has the simulation exercise enhanced your ability to promptly identify THB victims and to properly enact human rights-based SOPs for the identification and first assistance of presumed trafficked persons?				
If not, why? General comments				
17. Did the simulation exercise help you to increase your overall knowledge about the different agencies and stakeholders involved in countering trafficking in human beings?				
If not, why? general comments				

D SIMULATION EXERCISE SETTING

	Yes	For the most part	Not much	No	If not, why? general comments (continue below)
18. Was the simulation exercise sufficiently explained in its setting and procedures? E.g. were the roles of all components properly explained? Did they become clear during the exercise?					
19. Did your role in the simulation exercise provide enough opportunities to interact with other components/colleagues during the exercise?					
20. Did you have enough opportunities to exchange your real-life experience relevant to CTHB with other participants, including outside the exercise?					
21. Was the human rights-based and victim-centred approach sufficiently employed? If yes, please also answer question 18a.					

	Yes	For the most part	Not much	No	If not, why? general comments (continue below)
18a. Do you feel better equipped to conduct THB investigations based on a human rights and victim-centred approach?					
22. Was the legal framework for the simulation exercise well enough explained in the provided documents?					
23. Was the aspect of “mixed migration flows” sufficiently addressed and dealt with during the simulation exercise?					
24. How do you rate the organization of the simulation exercise overall?					

Additional general comments on questions 15 to 22

E LOGISTICS

	Excellent	Good	Fair	Poor	For comments on logistics, please use the box below.
1. How would you rate the logistic support provided to you before and during the simulation exercise? (Transportation, pick-up, etc.)					
2. How would you rate the accommodation provided at the exercise?					
3. How would you rate the food provided at the exercise?					

Do you have any other suggestions or recommendations regarding the logistic support provided before or during the simulation exercise?

G TAKE-AWAY

	Yes	For the most part	Not much	No
1. Will you be able to apply any of the gained lessons/experiences in your work?				
If yes or no, why and which?				

H GENERAL

	Yes	For the most part	Not much	No
2. Did the simulation exercise meet your expectations overall?				
3. Would you recommend participation in a similar simulation exercise to your peers?				
Are there any other general comments you would like to share?				

Thank you very much for your feedback!



The Office of the Special Representative and Co-ordinator for Combating Trafficking in Human Beings

The **Office of the OSCE Special Representative and Co-ordinator for Combating Trafficking in Human Beings (OSR-CTHB)** represents the Organization at the political level on anti-trafficking issues.

The OSR/CTHB's mandate, which derives from Ministerial Council Decisions No. 2/03 and 3/06, is to help all 57 OSCE participating States, as well as the 11 Partners for Co-operation, to combat—and ultimately to end—human trafficking.

The **OSR-CTHB's main tasks include:**

- **Raising the public and political profile** of the international and national anti-trafficking agenda by representing the OSCE at the highest political and diplomatic levels;
- **Assisting OSCE participating States in the implementation of OSCE anti-trafficking commitments**, in particular those contained in **the OSCE Action Plan to Combat Trafficking in Human Beings** (adopted by PC Decision No. 557 of 24 July 2003 and endorsed by MC decision No. 2/03);
- **Ensuring co-ordination of all OSCE work in combating trafficking** in human beings across all three OSCE dimensions and with external partners.

The Office's approach is to identify and research persistent and emerging issues in the field of human trafficking, develop sound policy responses, and facilitate practical implementation of policies on the ground. In short, the OSR/CTHB engages in anti-trafficking efforts "from policy to practice". This approach is implemented through awareness raising, building political will, technical assistance and research, capacity building and co-ordination.

Throughout its work, the Office ensures a victim-centred and human rights-based approach that addresses prevention, prosecution, protection and partnerships.

The Organization for Security and Co-operation in Europe (OSCE) works for stability, prosperity and democracy in 57 States through political dialogue about shared values and through practical work that makes a lasting difference.

**Office of the Special
Representative and
Co-ordinator for
Combating Trafficking
in Human Beings**

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