



# Using Drama

## for Interprofessional Co-operation in Europe

**PRACTICAL EXAMPLE:**

Combining  
Forces  
against  
Human Trafficking



AGIS 2004

With financial support from the AGIS Programme  
European Commission – Directorate-General Justice, Freedom And Security



Caritasverband für das  
Bistum Essen





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PRACTICAL EXAMPLE: *Combining Forces against Human Trafficking*



Published by Caritas for the Diocese of Essen



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European Commission – Directorate-General Justice, Freedom And Security

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# Contents

7	<b>Preface</b>
	<b>I Concept and Presentation of the Method</b>
11	<b>“Act! professional views” – The Concept</b>
13	<b>How “Act! professional views” Was Developed</b> <i>The AGIS Programme</i> <i>History of the Project</i> <i>The Project: “Combining Forces against Human Trafficking”</i>
17	<b>Development of the Education Modules</b> <i>The Participants</i> <i>The Purpose of the Project</i> <i>Procedures</i> <i>Stages of Implementation</i> <i>Prerequisites</i>
26	<b>The Structure of the Conferences</b> <i>Introductory Phase</i> <i>Workshop I</i> <i>Workshop II</i> <i>Workshop III</i>
	<b>II Using Drama for Enhanced Co-operation</b>
49	<b>Drama Work as a Soft Method versus Hard Facts</b> <i>Intercultural Decision-Making and Responsibility in Norm-Based Procedures</i> <i>Change of Perspective: Walking a Hundred Steps in Another Person’s Shoes</i> <i>Educational Qualities of Drama</i> <i>Basis and Operating Range of Drama</i> <i>Summary</i>

57	<b>Reflections on the Role of Stage Direction</b>
60	<b>A Training Concept for a Citizens' Europe</b>
65	<b>Human Trafficking in Europe and the Importance of Co-operation</b> <i>Human Trafficking in Europe</i> <i>The EU's Legal Framework in the Field of Human Trafficking</i> <i>The Fight against Human Trafficking in the Countries Participating in the AGIS Project</i> <i>Co-operation in the Field of Human Trafficking</i>
77	<b>Only a Body</b> ( <i>Essay by Stefania De Nicolais</i> )
	<b>III Evaluation of the Method</b>
83	<b>Staging an Educational Play</b> <i>What is the Purpose of Evaluation?</i> <i>What is Being Examined?</i> <i>The Formative Aspect of the Evaluation</i> <i>Examining the Objectives</i> <i>Outlook</i>
	<b>IV Experiences with Act!</b>
105	<b>Interviews with Participants</b>
118	<b>Observations of a Drama Coach</b>
123	<b>Contributors to the Project "Combining Forces against Human Trafficking"</b>

# Preface

» One does not discover new continents if one does not have the courage to lose sight of familiar shores. «

*Andre Gide*

**M**ore than a year of hard work on a new educational concept lies behind us. A year full of enthusiasm, doubt, constant and productive debates, tension and relief, yet above all fascination and elation because of the unexpected and incredible things that can happen when people, who in their professional activities are used to discussion only, make use of the medium of theatre.

It was worth the effort!

We succeeded in developing and testing a new interprofessional and/or transnational advanced vocational training concept on the subject of the fight against human trafficking, with such different participants as policemen, judges, social workers and representatives from four countries that have very different legal and social foundations.

We had been working on this subject for many years and at many European conferences, when the idea and the conviction gradually grew that there had to be a way of creating a deeper, more exact and personal level of understanding than is possible by using only the transfer of specialist information.

Naturally, there was a long way to go from the initial idea to the fully developed concept, and it required many participants with a high level of commitment.

The entire project became possible thanks to the financial support of the AGIS Programme of the European Commission and the Caritas for the Diocese of Essen, who, above all through their representatives Christoph Grätz and Martin Stockmann, provided the organizational and financial basis for this project.

The project was also made possible thanks to project manager Christine Noll (Caritas Essen) who, through her indefatigable commitment, succeeded in inspiring many people about our idea and put together a team of highly motivated, diverse experts. She spent many weeks tracking down the able and high-level professional representatives in the four countries and brought them together at four different conference locations. Together with Uli Krahe (Police Headquarters, Essen) who has been co-operating for many years with Caritas Essen in the fight against human trafficking, she found the best possible conferences sites and organized the entire logistics before and during the conferences. We thank the police of the city of Essen for much valuable support, amongst other things for the difficult task of orga-

nizing the transport of the participants. In the team, Christine Noll represented the perspective of social work and Ulli Krahe that of the police.

Dorothee Frings from the University of Applied Sciences Niederrhein undertook the academic monitoring of the concept development, the preparation of the relevant legal foundations, the organization of the further development and evaluation of the results, and also represented the perspective of the judiciary in the team.

The expressiveness of drama work and the miracle of the theatre was brought to life by the theatre professionals under the direction of Erika Römer and her partner Bengt Kiene, who were assisted by Heike Stark and Thomas Rascher at some of the conferences. The special quality of their drama work and their willingness to get unreservedly involved with the difficult subject and the professional experts, thereby forging new paths, just as we did, was extremely valuable.

The didactical structuring and the presentation of the workshops were shaped by the professional trainers Svitlana Bieliaieva (Ukraine), Zbigniew Bielecki (Poland), Gian Luca Albertazzi (Italy) and Christian Mülders (Germany).

Such an experiment needs a high-quality evaluation of results; furthermore, it requires continuous examination in order to learn from the experiences gained and to continue modifying and improving the concept. Bettina Henze accompanied the project as evaluator and made a major contribution to the development of the quality of the project.

8

Peter Biernath (Police Headquarters, Essen) moderated all of the conferences, created the connection between the team and the participants, and above all, assured a well-structured and, at the same time, highly flexible order of events at the meetings. The highly complex organization would not have been possible without our back office, consisting of Julia Fink and Joanna Moroz, who not only stayed up many nights to work, but who were also available as additional interpreters whenever necessary.

We owe the compilation of the video and a good portion of our photo material to the tireless efforts of Helge Paul (Police Headquarters, Essen) and Markus Tabelaing (Police Headquarters, Essen) who participated in two conferences, and who spent many nights at the cutting table and mixer with an abundance of creative ideas.

Finally, we would like to thank our simultaneous interpreters who worked very hard at the conferences. They often made themselves available to the participants without being asked until late at night for informal discussions and debates, being stimulated and fascinated themselves by the very unusual working atmosphere.

Through this publication, we wish to convey our experience to all who are looking for new ways of establishing links between different professional players and representatives of different states, in order to overcome misunderstandings, to deal with conflicts and to experience to a certain extent what it is like “to walk in somebody else’s shoes.”

However, we can only describe and explain what happened – the power of theatre can only be experienced.



# 1

## Concept and Presentation of the Method





# “Act! professional views” – The Concept

*Dorothee Frings, Erika Römer, Christine Noll, Uli Krahe*

**P**utting different points of view and approaches on stage. This educational concept differs from conventional categories of “teaching” and “learning” and puts the task at hand at the centre of attention through:

- › experiencing the way others work,
- › presenting oneself in one’s own professional reality, and
- › modifying one’s own operational pattern by gaining new insights.

The necessary steps are as follows:

1. getting to know what the basic conditions and the specific goals of the other person’s work are,
2. communicating intensively with the others and comparing each other’s professional realities,
3. experiencing the professional situation of the other person, “walking in the other person’s shoes”, and
4. perceiving one’s own work through the eyes of others.



Yes, this is why I claim that dramatics is one of the most powerful tools of education that we have: a tool for transcending one’s own personality, a tool for exploring people and destinies and a tool for working with the insights thus gained.”

*Hartmut v. Hentig, Bildung, 1996, P. 119*

Acting and the stage make this process possible, which creates room for the unexpected, for that which has not yet been seen, or has not yet been seen in a particular way.

Professional realities are examined as if through a prism, which makes apparent things that we fail to notice in the course of daily life.

The starting points of this method are always the different points of view. The focus is not

on individual attitudes and opinions, but on different professional approaches, which depend on culturally determined working procedures.

This concept was developed for fields of work in which different occupational groups need to cooperate effectively and/or in which a cross-border collaboration between experts from different countries is required.

Co-operation and networking are required nowadays for nearly any professional activity. There is usually considerable willingness to co-operate, and an understanding of the necessity of working together. However, the barriers to achieving this lie in the different definitions of projects, methods, guidelines and traditions, and also in the lack of knowledge about the others’ working procedures.

Particular difficulties arise in the context of co-operation between professional groups which, because of certain legal regulations and binding standards, have very structured and restricted working procedures. This applies in particular to the area of sovereign tasks such as the field of criminal prosecution. The judiciary and the work of lawyers in general are also subject to strict legal regulations.

If professionals working in these sectors have to co-operate with occupational groups that work with a wide range of methods drawn from the fields of pedagogy, psychology and sociology, then “cultural conflicts”, misunderstandings and mutual preconceptions are inevitable.

At the same time, occupational groups that carry out sovereign tasks are the least prepared for intergovernmental co-operation and cross-border collaboration, as they are usually active in areas at the heart of national sovereignty. The transferring of tasks from these sectors to the European Union (see chapter 2, p. 60) has created entirely new demands on the members of these kinds of professions.

The expansion of the EU has increased the spectrum of different legal traditions. Particularly in the sector of public safety and law and order the diametrically opposed structures and normative value systems developed in the second half of the 20th century come into conflict.

The basis of each form of co-operation is the understanding of the cultural differences resulting from professional codes, national systems, or regional traditions.

An in-depth and sustainable understanding of the respective cultures cannot be reached on the cognitive level only, especially not by using conventional forms of seminars and lectures. Differences and similarities should become clear not only on the level of norms and regulations, but above all on the level of real procedures used during daily routines. Contradictions and matters of conflict can be much more personally and directly grasped by a change of perspective and by taking over the role of another person during a theatrical presentation than by more conventional means of relaying information.

### **Learning by Experience**

This concept uses various interactive methods, that enable the participants to become familiar with the working conditions and procedures of the others. The expert knowledge as well as the professional day-to-day experiences of each participant are the “material”, which becomes the subject of learning by experience. In this context, the focus is on drama work. Professional experts work together to act out the differences and the conflicts that arise during co-operation. They “accompany” each other in their professional daily lives, in order to prepare themselves for their stage roles. During the conference, a Polish judge teaches an Italian social worker how to conduct a trial; a Ukrainian policeman teaches the German lawyer of a victim how to interrogate. During the “stage performance”, the experts slip into the role of



the other occupational group and/or nationality and experiences what the work of the other person *feels like*.

Experts in intercultural drama work support the participants of the workshop. Theoretical background knowledge is given in preparatory documents that compare the various legal and organizational structures, and in brief lectures on special subjects.

## How “Act! professional views” Was Developed

The method “Act! professional views” was developed in 2005/2006 within the framework of the project “Combining Forces against Human Trafficking” implemented by the counselling centre *Nachtfalter* (“nocturnal butterfly”) of the Caritas Association of the diocese of Essen. The project was financed by the AGIS Programme of the European Commission.



### The Goals

1. **Acquiring knowledge:** The participants learn about the legal basis, structural background and the various working methods of the other countries.
2. **Conveying information:** The participants explain basic legal criteria, the structural background and particular working methods of their own countries.
3. **Comparison:** The participants work on determining similarities and differences.
4. **Change of perspective:** the participants take on the perspective of other participants and try to understand the tasks, problems and conflicts that affect the work of others.
5. **Reflection:** The participants try to see themselves through the eyes of others and to reflect critically on their working practices. The participants recognize where change is needed.
6. **Developing networks:** As a result of direct contact with others, the participants become aware of possible starting-points and areas conducive to co-operation, and initiate a process that lasts beyond the conference.

13

### The AGIS Programme



AGIS, named after a king of ancient Sparta, is a social programme of the European Commission which co-finances projects in EU Member States and accession countries in the areas of the judiciary and the interior, with the aim of developing a co-ordinated and comprehensive point of departure for individual activities that work to create a climate of freedom, security and justice, and to prevent and combat organized crime in the European Union.

The programme is based on the resolution of the European Council 2002/630/JI as of 22 July 2002 on a supporting programme for the co-operation between police and judiciary on criminal cases (AGIS) [Official Journal No. L 203 as of 1 August 2002].

The major goals of the programme are

- › The development, implementation and evaluation of European strategies to create an area of freedom, security and justice, as well as combating and preventing crime.
- › The promotion of networking, co-operation and exchange of information, and good practices between the responsible services.
- › The intensification of co-operation with accession states and other third countries.

Within the framework of the AGIS Programme, projects involved in the counselling of victims of crime are also sponsored.

The programme has a particular emphasis on co-operation between members of the legal profession, and explicitly promotes further vocational training projects for professionals working in crime prevention.

## History of the Project

The project “Combining Forces against Human Trafficking” was implemented by the Caritas counselling centre *Nachtfalter* in the diocese of Essen. Caritas submitted the application for this project to the European Commission.

*Nachtfalter*, established in Essen in 1989, is a counselling centre for AIDS prevention and looks after women who work as prostitutes. Since the beginning of the nineties, the counselling centre has been increasingly confronted with emergency cases of women who have been trafficked to Germany for the purpose of forced prostitution. As the counselling centre could not deal with these problems alone, *Nachtfalter* decided in 1994 to initiate a roundtable in Essen, bringing together representatives of the police, the immigration service, the youth welfare office, the employment office, and the diocese.

It was possible to raise the participants’ awareness of problems associated with prostitution and above all of the phenomenon of human trafficking. It was agreed that each institution, represented by members of the roundtable, should name a contact person who would be responsible for looking after victims of trafficking. By means of mutual information and support, help should be given to those women identified as victims of trafficking, thus encouraging them to testify against the perpetrators of the crimes against them.

Since 1997, *Nachtfalter* has been recognized as a counselling centre for women and girls who are victims of human trafficking.

In the same year, the police in Essen uncovered various cases of human trafficking. It proved to be particularly challenging to get the affected women to testify as witnesses, and to look after and to pro-



tect them. A typical problem that arises in the course of criminal proceedings in cases of human trafficking is that potential witnesses are not willing to testify for fear of the perpetrators. In some cases they are not able to testify because they have been deported as illegal aliens. The police in Essen quickly realized that they would need external help, as far as the care of the victims was concerned. Nachtfalter took charge of counselling the women and organized co-operation with the immigration and the social welfare office, so that the women could get shelter, social benefits and a temporary residence permit. Special directive orders of the government of North-Rhine-Westphalia (NRW) stipulated that victims/witnesses should be given counselling and should not be immediately deported, as was usually the case in Germany at that time. Contact was made with lawyers who acted as joint plaintiffs and the women were taken care of for the whole period before and during the trial against the perpetrators.

Close co-operation between the police and Nachtfalter developed as the support of the witnesses was of direct benefit to the interests of the criminal prosecution. The women were encouraged to testify against the perpetrators, since they received reliable and independent assistance as well as a safe place to stay. These women made themselves available to the court as witnesses for the arduous criminal proceedings. Finally, in all these cases, all perpetrators were given long prison sentences.

Encouraged by the successful development of this co-operation, nearly all women victims of human trafficking in Essen were entrusted to the care of Nachtfalter by the police. The co-operation with both the immigration office and the social welfare office also turned out to be uncomplicated in most cases.

Both the desire for this successful network co-operation to be useful to others as well as the necessity of extending co-operation beyond national borders gave rise to the idea of a Europe-wide project.

Within the framework of the programme STOP I of the European Commission, the first project, "Combining Forces against Human Trafficking", was implemented in 1999/2000

together with the partner states the Czech Republic and Ukraine.

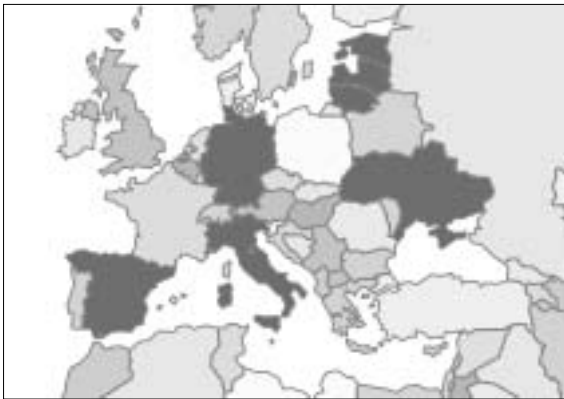
Two conferences with experts from all partner states took place in the Ruhr diocese; another conference took place in Königgrätz in the Czech Republic, and a fourth conference took place in Kiev, Ukraine. The participants were employees of immigration administrations, top police officials, and representatives of the public prosecution, the immigration office as well as of independent relief organizations.



Small groups of experts came to attend these conferences and visited all the various types of institution. It became apparent how important intensive co-operation between all stakeholders is in order to react adequately to the internationally organized crime of human trafficking.

Soon after, in 2001/2002, a subsequent project was implemented in order to encourage cross-border co-operation by both non-governmental and governmental organizations. This project was also developed in close co-operation with the counselling centre Nachtfalter and its partner, the Essen police. Further project partners were Caritas Lithuania, Caritas Ukraine, the immigration office of Essen and the Niederrhein University of Applied Sciences.

This time, seven countries altogether were involved in the project: Lithuania, Latvia, Estonia, Ukraine, Italy, Spain, and Germany. The conference and the exchange programmes were carried out in Lithuania and in Germany.



The first two projects mainly aimed to teach through lectures and discussion about the differences between the living conditions, the legal bases and the different forms of forced prostitution in both countries of destination and of origin of human trafficking. Although the projects were surprisingly successful in terms of improving both the exchange of views and the co-operation between the different occupational groups, as well as between the members of the different states, it was still not always possible to reach a deeper understanding of the working procedures and the

aims of the other participants, despite the abundance of collected information.

Awareness of this shortcoming was the primary motivation for the development of another project, in which new and unusual forms of mutual learning and exchange were to be developed.

### **The Project: “Combining Forces against Human Trafficking”**

The project of Caritas Essen was implemented with project partners from all participating countries:

- Essen Police/Germany
- The Niederrhein University of Applied Sciences/Germany
- Caritas Ukraine
- Police Academy Szczytno/Poland
- The Social Ministry of the Emilia Romagna Region/Italy





The project is designed to develop education modules to improve the mutual understanding and co-operation between occupational groups working in the fight against human trafficking at the European level.

In contrast to previous projects, the main emphasis is on the development of an innovative method of further training, which meets the specific requirements of interprofessional and trans-national communication and co-operation.

## **Development of the Education Modules**

### **The Participants**

The project participants were experienced specialists of their occupational group from Italy and Germany, as states of the then EU of 15 and at the same time countries of destination for human trafficking; from Poland as an acceding EU state and a country of transit; and from Ukraine, as a European country of origin. All participants were in responsible positions concerned with combating human trafficking.



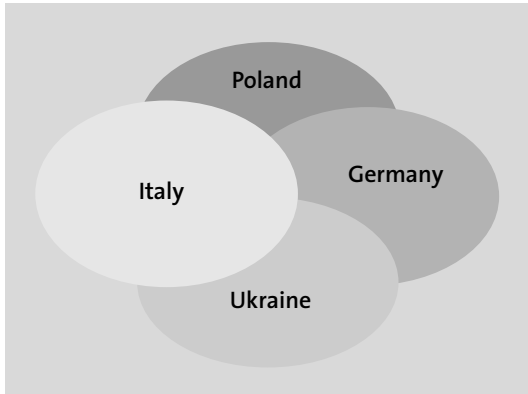
*The group in front of the Police Academy in Szczytno*

The specialists came from the following areas:

**Police: Organized Crime, Combat of Prostitution, Witness Protection**

The police organizations of the participating states have a central task in the combat of human trafficking.

They are responsible for uncovering recruitment structures, for investigating human trafficking agencies, and for dealing with networks of organized crime and individuals. Their task is also to detect trafficked women, to analyse their statements, and to prepare the evidence for judicial use. The effectiveness of their investigations depends to a high degree on cross-border co-operation. Criminal structures can only be uncovered, channels of trade be interrupted and the chain of evidence that is necessary for the judiciary be closed if offenders can be extradited, if witnesses can be questioned by the authorities once they get back to their country of origin, and if evidence can be exchanged by both sides.



structures can only be uncovered, channels of trade be interrupted and the chain of evidence that is necessary for the judiciary be closed if offenders can be extradited, if witnesses can be questioned by the authorities once they get back to their country of origin, and if evidence can be exchanged by both sides.

In addition, police departments in the countries of destination have increasingly taken over the task of protecting victims and witnesses. They are responsible for providing shelter, protection against offenders, and encouraging witnesses to give evidence.

**Judiciary: Judges, Public Prosecutors and Lawyers**

The judicial departments have many functions and tasks. First of all, they are responsible for the investigations against perpetrators and their punishment. This includes the procedures of arrest, deportation and the safeguarding of evidence abroad, for example, by interrogating witnesses and confiscating the revenue of the perpetrators. The lawyers, as joint plaintiffs, are primarily concerned with the interests of the women involved. They represent the victims’ interests in the prosecution of offenders; they lodge claims for damages and take care of the women when they are interrogated as witnesses. The court also takes over responsibility for the protection and appropriate treatment of witnesses throughout the entire proceedings. Since EU law has further strengthened the position of witnesses, the courts are required to provide additional information to the affected women and, increasingly, to determine compensation claims against perpetrators. The most important co-operation is that of the police in its function as an auxiliary body of the public prosecutor. However, the cross-border contacts with the judiciary of other states have become increasingly important for many procedures, for example, if a perpetrator is to be deported, if money is to be confiscated from abroad, or if witnesses have to be heard in the court of another state.



*Left: public prosecutor from Poland – policeman from Germany*



*Right: social workers talk amongst themselves*

### **Non-Governmental Organizations: counselling centres, integration projects, and prevention services**

With their programmes of advice, support and reintegration, non-governmental organizations (NGOs) are indispensable in the fight against human trafficking. They are especially successful in gaining contact with victims and thereby uncovering criminal offences. They offer contact points, telephone hot-lines and do street work. At the same time, they have the necessary authority and the networks to provide shelter, medical treatment and the necessary psychosocial support to trafficked women. Precisely because they are independent of the state, they can offer refuge that is often more effective in encouraging trafficked persons to assist the authorities and the courts in the prosecution of the perpetrators than is pressure from the state.

Moreover, NGOs play an important role in ensuring that appropriate parameters for the interrogation of witnesses and the execution of court proceedings are available. As lobbyists, they represent the victims' concerns and take care that respect for human and civil rights are safeguarded at every level. In states of origin, they work to prevent human trafficking. In the context of public relations, education and project management, close co-operation with the police and other national institutions is indispensable.



*German commissioners*



*Judge at the criminal court of Rome*

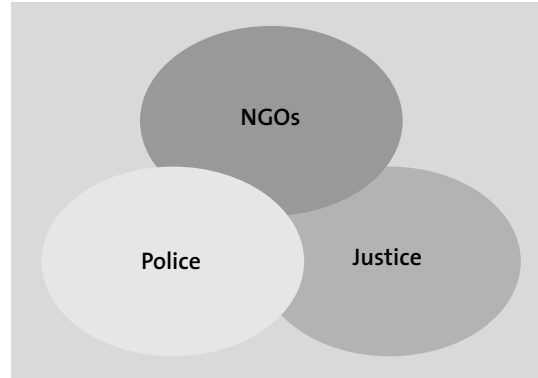


*Judge, public prosecutor and lawyer from Germany*

## The Purpose of the Project

The purpose of this project was to identify key processes of the various professional procedures and to experience them through drama work.

*For example, the interrogation of the victim/witness is an important procedure. The three occupational groups often meet during the first interrogation. At that point it becomes clear if a woman who has been trafficked is willing to talk about her ordeal, if she will be available as a witness, if she will be arrested as an illegal alien or if she will get further care. The way this situation is handled is therefore of major importance for the prosecution of the perpetrators as well as for the safety of the victim.*



Differences and similarities should be clarified not only on the on the level of standards and regulations, but above all on the level of practical experience. Contradictions and matters of conflict can be immediately experienced and more thoroughly grasped by the change of perspective and the assumption of roles in drama work than by conventional teaching methods.

The work concentrates on the following two themes:

1. The support of victims and the protection of witnesses.
2. Procedures of criminal prosecution in the area of human trafficking.

The experts from the three occupational groups have different priorities these two areas. However, there are many points in common, in particular because the witnesses always play a central role in the prosecution and the judicial handling of these offences. Thus, all groups work together on these issues – separate groups are not formed. All specialists are involved in order to identify the key processes in these two areas.

## Procedures

The development of the education modules was implemented in four steps:

### 1. The Preparation of the Conferences

There were two main tasks to be accomplished. First of all, it was necessary to find out who was involved in human-trafficking issues at the relevant institutions in the four participating countries. This was



made possible thanks to the help of the project partners Caritas Ukraine, the Szczytno Police Academy and the Social Ministry of the Emilia Romagna Region, as well as through extensive institutional contacts, the support of governmental institutions and professional associations, and research that was done on site.

The second step was to carry out research on the legal requirements and the basic institutional conditions in the participating states. The results were presented afterwards as a compilation that was given to all participants in advance so that they could have a factual basis for the work that was to follow.

## 2. The Development Conference

The task of this conference was to find a training method together with the participants that would correspond to the project assignments. For this demanding formative task, it was necessary to have a small number of participants, which included members of all participating countries and all occupational groups.

In this context, the evaluation of the conference was particularly important. It was carried out in the form of individual interviews with each participant.

## 3. The Trial Conferences

The methods that resulted from the development conference were implemented during two trial conferences with a larger group drawn from only two of the participating countries. Groups of six representatives from each occupational group from the participating states were involved.

During the first trial workshop in May 2005, the participants from Poland and Germany met at the Szczytno Police Academy in Poland, and during the second development conference the participants from Ukraine and Italy met in a country hotel close to Ravenna in Italy.

These conferences were carefully evaluated. (see chapter 3, “Evaluation of the Method”).

## 4. The Evaluation Conference

The experience and evaluations of the three preceding conferences were discussed with the representa-

tives of all occupational groups from all participating countries. The possibilities of applying the results were ascertained, and further developments and transferral into other areas of policy were discussed.

Representatives of educational institutions, international organizations and the media were also involved in the discussions.



*The training team of the development conference.*

## Stages of Implementation

### 1. Acquiring Knowledge

The legal basis for the combat of human trafficking in the different states was made accessible to the participants by a compilation, with explanations of the most important regulations.

Lectures on special subjects supplemented the theoretical knowledge. All interactive elements were used to obtain insights and in-depth knowledge of the structures, the working methods and social setting of each state.

### 2. Conveying Information

The participants were expected throughout the conference to act as experts in their fields. In each learning unit they were asked to demonstrate to the other participants their working methods, the legal requirements, their responsibilities (towards the law and all people they come in contact with), and the public debate in their societies as accurately as possible.

### 3. Comparison

The elements were structured so that this exchange of information did not occur in separate units, but rather was presented together so that the differences and the similarities could be easily recognized and the participants be challenged to make direct comparisons.

### 4. Change of Perspective

The participants took over each other’s professional roles and worked on these roles with the real professionals under the direction of the drama coaches. In this way, they came to understand the pressures, strain, influences and obligations that others experience in their day-to-day professional lives.

### 5. Reflection

The participants observed the others in the role that corresponds to their own professional reality and discussed the experience of this role change. This has the effect of perceiving oneself from a distance. The influences, routines and patterns of action in their own lives were observed. The critical examination of one’s own professional activities was possible without being expected to express an opinion or to incriminate oneself. By comparing their own strategies with those of others, the participants felt confirmed in their own practices and possibilities for change were identified.

### 6. Developing Networks

The precise understanding of the activities of the other professions and of the experts from other states, the intensive exchange of opinions and the development of personal relationships and respect increased the willingness to co-operate. Starting points for co-operation could be more easily and clearly recognized by the direct comparison of the different working methods. The empathetic understanding of each other’s possibilities and limitations helps to avoid misunderstandings. The shared experience of the power and the magic of theatre helps bring about creative new concepts of co-operation.



## Prerequisites

### Concept, Evaluation and Supervision of the Project

The conceptual development was always carried out as teamwork. The structure of the conferences was developed by the steering committee, which manages, in addition to the project, the training team, the organizational team, and the academic monitoring. Representatives of all three professional groups were on the steering committee.

The presence of experts on the steering committee is vital, as the training method has to stick closely to the specialist requirements and the practical conditions each occupational group is subject to. Furthermore, the presence of specialists on the steering committee gives the participants the assurance that they will not be used as “guinea pigs” in training experiments that have no relationship to their professional tasks. This was particularly important as the majority of the participants were confronted with entirely new working methods.

The training team also worked on the overall concept, and developed its own training elements. This team consisted of trainers from all participating countries, whereas the implementation of the theatrical work was restricted to experienced drama coaches.

The accompanying evaluation played a decisive role in the development of this training method. The method was carefully evaluated after each conference. This evaluation was the basis of the further development, the modification and the correction of the training concept. Only by evaluating and re-evaluating the project did the strengths as well as the risks of such a concept become evident.

23

### Structuring Principles

The following principles were to be observed for the organization of all conferences:

- › The participants should be made aware from the beginning, through the way in which the programme and the individual contributions are structured, that the goal of this project is to overcome barriers.



*Uli Krahe introduces the concept.*



*Preparing the seating plan*

- The participants are experts in their professions. In this function, they themselves contribute to the way the conferences are run.
- Moderated by the trainers, the experts simultaneously take over the role of the teacher and of the learner. This polarity creates a certain tension, a search for inner balance, which requires continuous reflection.
- The informal aspect is especially emphasized and is not only made possible, but also intentionally initiated and structured.
- In the course of the conferences, a high degree of planning flexibility has to be maintained. There is constant feedback and scrutiny.



*Evaluation*

### Basic Conditions

The rooms for the conference were chosen to encourage the development of group processes. It was important to have enough rooms suitable for small groups to work in. In particular, the theatrical work required rooms without visual or auditory disturbances. The conference rooms were to be rather secluded and attractive enough to encourage the participants to spend their leisure time there together. The rooms had to be available exclusively to the members of the conference, in order to maintain a certain structure and to maintain the privacy of the group.

Also of major importance was the optimal participation of interpreters.

In the run-up to the conference it had to be ascertained which language combinations would cause the least expense. However, there could be no compromise on the quality of the interpreters, who would also have to have a thorough knowledge of the professional terminology. It was very important to find interpreters who would be spontaneously willing to make themselves available for certain tasks, even during the breaks and leisure time.

A well-run organizational team dealt with the extensive structuring of the conferences. The project leader vouched for the co-ordination between the steering committee and the training team.

The smooth running and the transparent structure of the conference were assured by a competent moderator, whose task it was to create and at the same time maintain a dynamic and exciting atmosphere during the whole conference.





*Left: Peter Biernath, the moderator of the development conference. Right: the simultaneous interpreters in Italy.*

The participants were personally contacted before the conference. Their responsibility and the experimental character of the project had been made clear to them in advance. To a limited extent they were also asked to hold lectures on special subjects.



*Final picture of the development conference*

# The Structure of the Conferences

*Dorothee Frings, Erika Römer*

The basic structure of the conferences consisted of three workshops, which were designed to enable a progressive development.

The first workshop brought together the different professionals of one country to examine the different professional perspectives on a national level.

The second workshop brought together the representatives of one profession from the different countries and focused on the perspectives specific to each country in the practice of each profession. This allowed a trans-national comparison of the occupational groups.

The third workshop brought together all professions from all countries and made possible both the professional change of perspective as well as that of the specific cultural issues.

This structure regarding the content of the conferences corresponded to the training approach.

The first workshop worked with relatively precise specifications and made use of a rather unusual, yet not unfamiliar method: the reciprocal interview. Thereby a form of communication was chosen that was common to all the participants' professional experience.

The second workshop was an open roundtable discussion. It allowed for a lot of free discussion, to encourage the participants to take an active role in reflecting on their professional lives. During this workshop the moderator held back and gave the participants the opportunity to find forms of communication appropriate to their occupations.

The third workshop confronted the participants with the unfamiliar and often strange method of drama. The familiar communication patterns were complemented by non-verbal and creative ones.

	Content	Method
<b>Workshop I</b>	interprofessional/mono-cultural	interview
<b>Workshop II</b>	mono-professional/cross-cultural	summary of the daily events (initial question)
<b>Workshop III</b>	interprofessional/cross-cultural	drama





The three workshops were preceded by an introductory phase consisting of four elements.

## Introductory Phase

### 1. Presentation of the Project

In addition to a welcome speech by the project management and, as necessary, by the local project partners, the basic aims of the project were outlined in a power-point presentation and other media. The particular function of the participants as specialists, as both teachers and learners, but also as evaluators



*Introduction by the project manager, Christine Noll*

of the effectiveness of the methods for the educational sector, was emphasized. Participants were made aware of the complexity of the different perspectives of both the professional duties and the realities of culture, structure and personnel in the different participating countries.

### 2. Introduction of the Participants

From the start we wanted to break away from the usual conference format and make clear to what extent the success of the conference depended on the willingness of those attending to get involved.

The close co-operation with the experts during these conferences called for a mutual introduction.

For this purpose we chose the form of the

### Partner Interview

All participants moved about the room and chose a partner at random, provided that they shared a common language, or, if necessary, could use an interpreter.

The two partners interviewed each other using a set list of questions, which seemed strange at first, and yet gave the opportunity to get to know something about the other person on both a professional and personal level. For example, there was a question relating to a typical gesture used while working, a question about three things one would take to a desert island, and a question about the role one would prefer to play in a circus.



*Mutual introduction in front of the assembly*

During these brief meetings, a door is opened to the other person; he or she becomes recognizable on several levels – professionally and personally – and also in several dimensions: serious, humorous, daring, cautious, modest, religious, outlook on life, etc. And we are also seen as whole people, with our complex and sometimes contradictory attributes. It is a first opportunity to chat, laugh and form a small alliance.

The partner was then briefly introduced to the entire group of participants, to arouse interest in each individual present.

## Partner Interview based on the following Questions:

1. What is your name?
2. What is a typical gesture used in your work?
3. What three things you would take with you to a desert island?
4. If you worked in a circus what would you do?
5. What should not happen in any event during this conference?

During these introductions, it became clear that everyone had interesting qualities, which made the others want to find out more about them.

In the course of our daily work, we are all confronted with a large number of strangers and we often make quick assumptions based on familiar patterns and experience. Thus it is a very important first step to become “curious about one another”.

### 3. Lectures

Part of the preparation for the further course of the project consisted of lectures (mainly on judicial issues) about the legal regulations in the area of human trafficking; for example, the status of the victim/witnesses during the proceedings. It was significant that these lectures were given by participants who had been involved in court cases from start to finish. As a result, the imparted professional knowledge could be discussed and put to use during the rest of the workshop. Because the lecturers were aware of the special nature of the conference, they concentrated not only on the abstract issues of legal





*Lecture by an  
Italian judge*

*Concentrated  
discussion*

norms but also on matters of conflict in practice, and the problems in of co-operation between different occupational groups.

For those who were not members of the legal professions, these lectures were sometimes very arduous; also, translating the judicial terminology was not easy. However, the extraordinarily stimulating discussions after the lectures revealed the great interest and the undivided attention that the lecturers had received.

29

#### 4. “The Border”

During the course of the project, the drama coaches developed an inter-cultural element of encounter, which we called “the border”. This element was designed for the encounter between two different nations.

The two national groups stood opposite each other in the room. The trainer marked the border and explained how many cultural differences separate us from each other: language, currency, history, the way each nation celebrates and flirts... “The border is in our heads... and now this inner border shall raise its voice loudly for one time, and then keep quiet for the rest of the conference.”

After initial instructions and a discussion in the groups, the representatives of the nations confronted each other with prejudices which they assumed the others had about them. Afterwards, the prejudices were corrected.

The following examples show how much self-mockery can be involved in such situations:

The Italians: “*You think that all Italians are Mafiosi. That is completely wrong – only one third of all Italians are Mafiosi!*”

The Ukrainians: “*You think that we drink vodka all the time. That is wrong; drinking vodka is a sign of hospitality.*”

After further instructions and discussion, the two groups mentioned three things that they, as a nation, are particularly proud of.

Both the Ukrainians and the Italians mentioned, amongst other things, their proud women and the particular qualities of their men, which was demonstrated by the Ukrainian men singing songs.

Finally, the trainer addressed himself to the imaginary border and scrubbed it away with a shoe brush.

The participants of the second trial conference found their own way of ending the activity. Instead of returning to their chairs, they went up to the participants from the other country and shook their hands or embraced them.

The issue here was to become aware of the assumptions and prejudices about the other nation. If we ignore these images in our heads, they can become active at any time without our knowledge. Only when we become aware of them, when we view them from all perspectives, can we ask ourselves when in contact with the other person: am I really seeing the person in front of me or am I projecting the images I have in my head onto him?

Part of this awareness is also a positive collective sense of self, for *“only by acquiring reflective self-confidence does the individual become able to communicate with someone else (a foreigner)”*, (Ernest Jouhy, *Ethnozentrismus und Egozentrismus*, 1983).

The three major elements in all the conferences were the workshops I-III.



*Instructions of the scenic trainer*



*The Ukrainian group*



## Workshop I

During the first workshop, the different occupational groups of one nation only encountered each other. In this case, we had assumed that there would be fewer obstacles between the occupational groups than between the different nations. This may not apply to everyone or every situation. The common language, the common social context, the common knowledge of social debate in the particular country on the subject human trafficking and prostitution are usually more conducive to creating an atmosphere of trust and make it easier to consider different perspectives.



*Top: a German group  
Bottom: an Italian group*

At the same time, we used a technique in this workshop that is familiar to all occupational groups from their professional experience: the interview.

Police, judges and public prosecutors lead interrogations, NGO employees and lawyers have discussions with their clients. Thus, all participants are very able to listen closely to each other in this kind of interview situation.

Groups of at most three or four persons from the same country and belonging to different occupational groups were formed. The interviews were held in rotation. Everyone took on the role of the interviewer, the interviewed person, and took turns taking the minutes.

Ten minutes were allotted for each interview, followed by a discussion. The presentation in front of the whole group was prepared on the basis of the minutes of these discussions. A time period of 45–50 minutes was stipulated for the first workshop.

What is the difference between an interview and a simple conversation?

It consists of two different elements:

- the kind of impulses resulting from specific questions
- the setting of the reciprocal interview.

1. The unfamiliar perspective or approach should provoke reflection, which does not normally occur when I report on my profession.

For example the question: *What is the art of your job?*

Here we are not asking for a job description or the qualifications required to become employed, but rather for a personal appraisal of one's own work. I have to formulate which characteristics, capabilities or knowledge entitle me to call myself a "specialist" and make me proud of my work.

Those who consider what their own answer to this question might be could feel to what extent the routine of their job suppresses the issue of what they specifically appreciate about themselves in their work.

Another question was: *When is your boss satisfied with you?*

This is a question which will have an entirely different significance for each occupational group. Some will say: I do not have a boss. That does not matter. In this case the boss will be "replaced" by the contracting authority or maybe even by society, which, for example, pays the judge through taxation.

The question that always arises is whether I, in the eyes of the outer world, do justice to my job, and of course, whether I relate to this perception of the world around me or whether I consciously distance myself from it.

The answer to this question reveals a lot not only about the definition of work assigned to the various occupational groups and about indicated targets, but also about hierarchies and the status of the fight against human trafficking in different professional branches as well as in society.

The question relating to the stereotypes that others hold about one's own occupational group induces strong emotions as it is a challenge to consider the conflicts between the professions from the point of view of others and at the same time to defend oneself against these conflicts. It was these issues in particular that provoked the kind of discussions that are usually taboo and avoided at conferences. Thus, the policemen defended themselves against the prejudice that they themselves are involved in prostitution, NGOs dealt with the accusation made by the police that they intentionally hold back important information and thereby make the work of the police more difficult, and the judicial authorities were confronted with the opinion that they tend not to perceive those involved in the proceedings as human beings. They were also accused of having the adherence to the criminal code as their highest priority, and that the punishment of the perpetrators as well as the victims' protection is of secondary importance.

2. The interview obligates the person asking the questions to take on the role of the listener. He or she has to remain patient and let the other person finish what he/she has to say. Being in the situation of not only being allowed to finish speaking, but also being required to do so makes us ask ourselves: was that all there is, or is there still another level which I may perhaps have overlooked by considering the matter too superficially?

It can be an exhausting challenge for both sides to wait until the other person has finished speak-





*A police officer interviewing a social worker*

ing. In most discussions, we have a continuous desire to interrupt; sometimes we use the contribution of the other party as a brief pause to prepare our next comments.

It was not easy for the trainers to find a satisfactory approach to this matter. Sometimes these questions were simply completed as if they were part of a questionnaire and pushed aside in order to get to the next question. When this approach proved to be unsatisfactory, we managed to make it our priority to let each person really finish what he/she had to say. It was necessary to moderate the process and reduce the number of questions in order to have time to discuss the really crucial items and matters of conflict in the work of the different occupational groups.

The role of the moderator is limited to accompanying the process in a reserved, non-directive way. If a debate spontaneously develops within the context of an interview, it is not cut off. However, care is taken that the person being interviewed can formulate his/her answers without being interrupted until he/she has finished and, if necessary, the participants are reminded of the distribution of roles. Further questions, however, are permitted at all times as they lead to a deeper understanding of the others' points of view.

During the concluding summary of events, there was time for additional discussion. These discussions were continued intensively during all breaks and the evening get-together.



*Explanations of the moderator Christian Mülders*

## Questions Asked during Workshop I

1. What is your main job in relation to human trafficking?
2. What is the art of your work?
3. When is your boss satisfied with your work?
4. When are you satisfied with your work?
5. What makes you particularly angry?
6. Describe the stereotype, which, in your opinion, you most frequently encounter in your professional activities.
7. What are the main questions you want to pose to members of the same occupational group from other countries?



The presentation of the results was designed to concentrate on certain highlights or remarkable similarities or differences. After all, the process that the participants experienced cannot be conveyed in its entirety to the assembly.

Since the presentation at certain stages during the development conference became more and more long-winded and the attempt to agree on common statements left out exciting details and tended rather to emphasize general findings, we looked for a better way of coming to the point during the presentation at the trial conferences. For that purpose, we used moderating cards.

In particular, the preparation of the presentation in the assembly required skilful moderation, which ensured that the substance of the interviews and discussions was not diluted. At the same time, however, we tried to keep the attention of the audience by giving a precise and vivid summary of the events that took place.



*Preparations by a Polish group*



*Presentation of the Ukrainian group*



*Didactic introduction by Zbigniew Bielecki, commissioner from Poland*

## Workshop II

The second workshop was dedicated to the inter-cultural professional debate. The different occupational groups stayed together. The focus was on comparison of state regulations and working practices in the various countries, from the perspective of each occupational group.

Consequently, it was impossible to give a single assignment in this context.

In order to focus attention from the start on typical occupational situations, the groups were given a scenario of a key situation in their jobs (judiciary: criminal proceedings; police: arresting offenders and testimonies of victims; NGOs: unexpected request to look after women who as trafficking victims had been picked up by the police). In this way, different procedures, general conditions and forms of co-operation could be illustrated and compared. The questions were also aimed at examining each individual's role, conflicts and personal goals.

In this workshop, it did not matter if all the tasks were not completed. The questions were just meant to trigger a discussion on the basis of which the professional groups could pose their own questions and exchange views with the representatives of the other countries.

## Assignments

### Judiciary

*Situation:* It is the evening before a court case dealing with the offence of human trafficking.

*Looking back:* How has everything gone for you up until this evening? What have you done? What were the difficulties and obstacles you have had to face? Who gave you support and cooperated with you?

*Looking forward:* What are you concerned about in the context of this procedure? What kind of difficulties do you expect? With whom and from whom?

### Police

*Situation:* On the basis of the testimony of a victim you have succeeded in arresting a trafficker.

*Looking back:* What has happened between the victim's testimony and the arrest?

*Looking forward:* What will you do now that the arrest has been made?

### NGO

*Situation:* It is 5:00 pm. You are just about to finish for the day. You get a phone call from the police. They have just arrested three women who are probably victims of human trafficking. Can you find them a place to stay? The women are still being interrogated, and will probably be finished in about three hours.

*Looking back:* What kind of strategies have you developed in order to be able to deal spontaneously with such requests? What do you do first?

*Looking forward:* What is likely happen this evening and tomorrow?

The moderator was there solely to ensure that the process gathered momentum and that space was given to all participants to describe their experiences and compare them with the experiences of the others.

As the participants had had a chance to become acquainted in the course of previous events, Workshop II was characterized by a great need to exchange views and to communicate. All groups carried out intensive discussions, which had to be curtailed due to lack of time.

The specifications had been intentionally formulated in a particularly broad manner in order to allow all participants who so desired to discuss certain questions with colleagues from other countries in an unconstrained atmosphere.

The members of judiciary always dealt intensively with issues of the code of criminal procedures. Depending on the composition of the group, the different systems of the hearing and use of evidence, the protection of witnesses during proceedings, the confiscation of the perpetrators' assets and the European warrant of arrest were considered. Particular emphasis was placed on the allocation of roles between the court, the public prosecutor and the defence lawyer. In this context, issues of power are determined not only by the regulations on criminal proceedings, but also by the very different traditions.

Naturally, questions about operational issues played a central role for the police group. There was





*Top left: group of lawyers  
Top right: group of police  
Bottom: group of NGO workers*

particular interest in questions concerning undercover operations, to what extent they could be used in court proceedings and the issue of “controlled trafficking” (a desirable method of investigation from the perspective of the police). This technique is not permitted within the EU, because it contravenes the European Human Rights Convention. In all conferences, the questions of this group were concentrated on how prostitution is perceived legally and socially. In this area in particular, the boundaries between what is “permitted” and what is “forbidden” are often unclear.

The discussion about the possibilities and the limitations of cross-border co-operation had particular practical value as all of the participants gained a far more precise knowledge of the legal parameters and the official service regulations that the police must observe in each country.

In this workshop, the participants were so highly motivated that it was difficult to finish the discussion within the stipulated time-frame (at first 60 minutes, later extended to 90 minutes). The discussions were then continued without interruption during the coffee breaks.



*Stirring presentation by the NGOs*

In one case, the group did not want to leave the room at all. All participants sat together on the floor after the allotted working time and did not let themselves be disturbed in their intensive discussion despite major distractions from outside. During brief periods they even went on discussing without an interpreter, using their hands to communicate.

In workshop I as well as in Workshop II, it became obvious how important moderation was to initiate and bring forward the process of comparative debate without restricting the contents of the discussion or influencing the direction it took. It was only then necessary to intervene discreetly when the occasional expert used the framework of the conference to hold long lectures on his/her area of expertise.

The account of the results of such exchanges of experience to the whole group turned out to be difficult. On the one hand there was a risk of getting bogged down in details, which would be tiring or incomprehensible for the members of other professions (for example: detailed questions related to the Code of Criminal Procedure). On the other hand, it was not easy to present the results of a discussion between experts to a mixed audience; this was partly because there was not sufficient interest in a debate with other occupational groups. During the course of the project ways were found to improve the presentation.



It was interesting to note that the audience listened more attentively when the groups spontaneously decided for themselves that the presentations should be given by two representatives, one from each country. However, during the entire conference, those presenting the results of the various discussions were not able to do justice to the dynamics that had taken place during the group work.

## Workshop III

It was not until Workshop III that we arrived at the core challenge of this educational concept.

In the previous workshops, the participants had been able to concentrate either on the inter-professional or inter-cultural aspects of comparison and debate; during this workshop, all levels were dealt with. Up until this point, although the conference had an unusual structure, the participants were nonetheless in situations which were familiar to them from their professional activities. This well-known territory was abandoned in Workshop III. The situation for the participants at the beginning of this workshop could be compared to that of a non-swimmer who is simply told to start swimming, with the dubious promise that the water will carry him.

The aim of the third workshop was to approach someone else's reality as well as one's own, as seen from the point of view of another person. The means for this was not only verbal explanation, but also the staging of the situation.

The theatrical design of this workshop adheres to the special conditions of theatrical performance, which consist of the following consecutive working phases:

### First Working Phase: the Beginning or Warming Up

The beginning is a crucial moment. *"And each beginning has an inherent magic that protects us and helps us to live"* (Hermann Hesse, "Stufen"). This magic moment at the beginning must be encountered carefully and gently. Drama can only work if the actors (and the audience) "really" get involved with the theatrical situation as a special, idiosyncratically constructed reality. This would be unfamiliar and difficult, if it was introduced too suddenly.

Thus it was our task to create the necessary atmosphere and prepare the participants for this situation. We asked them to stand up and start moving.

However, within the context of an international conference, theatrical work starts long before the warming-up phase of a drama exercise. When working with dramatics within the context of an international conference like this, it is necessary to make sure right from the start that the usual rituals do not have a chance to emerge or set in (for example, where the majority sits and listens to a lecturer or to discussions). The overall concept requires a process of structuring starting on the first day of the conference with "soft" and "playful" methods (partner interview – trading seats) and leading up to systematic theatrical work in which the whole person must take part.

After two or three days of “conventional” conference activities, a theatre workshop – perceived as a jump into cold water – would be unsuccessful. The drama unit also requires preparation and a sequence of activities, starting with the warming up. There are particular exercises for walking around in a room, which aim to detach the participants’ movements, building up confidence in interaction and gen-



All our movements in every day life are automated, above all our gait. Of course, everyone has an individual gait – his personal automatism. We adapt our gait to different conditions: we might possibly walk quickly through underground tunnels, yet we stroll through certain streets. As soon as we change our way of walking, we alter the tension in our muscles; we use different groups of muscles, and become more aware of our bodies’ possibilities.”

*(Augusto Boal, Theater der Unterdrückten. Übungen und Spiele für Schauspieler und Nicht-Schauspieler, 1989, p. 183)*

erally arousing readiness to play and pleasure in playing.

Some are rhythmic exercises, which have the purpose of creating mutual trust and familiarity, which is the fundamental basis for working together in dramatics:



Each human being has his own rhythm: when walking, speaking, laughing, eating, etc. While trying to reproduce the rhythm of someone else we get a clearer (though very subjective) image of this person, and, at the same time, an image of ourselves.”

*(Boal, ibid., p. 193)*

Additional exercises work to improve observation and perception (the non-verbal aspects of dialogue), etc.

### **Second Working Phase: Statue Theatre or Method**

As an instrument of the theatrical investigation of social and political composition as well as a possibility of finding theatrical matters to discuss in groups, we use the technique of statue theatre (or the fixed-image method). This well-known and frequently modified theatrical method works by interrupting daily processes in time and space and freezing the events into a statue, as performed by one of the participants.





*Top left: movement exercises*

*Top right: partner exercises*

*Bottom left: group rhythm*

*Bottom right: statues*



The working process of statue theatre is based on the capacity of human beings to use their own bodies as a medium of non-verbal presentation and communication. The actors and the participants do not express the issues, conflicts and situations they want to work on in this workshop verbally, but by using images/scenes and sculptures, or groups of sculptures. The ideas are depicted by poses and facial expressions.

Statue theatre is a particularly suitable means of non-verbal and direct interaction for bi- or multi-lingual groups.

### Third Working Phase: Improvisation

Having gathered a collection of issues relevant to the group and its participants for use in statue theatre (=static image), the next step consists of translating these subjects into moving pictures by means of improvised drama work. This means that we will breathe life into the pictures found by the participants by asking each small group (3–5 participants) to agree on one of the depicted situations found in the work with the statues and then develop “a screen play” in the following manner:

**Step one:** The group chooses a conflict it wants to take a closer look at with drama.

**Step two:** The group describes the individuals participating in the scenario, determines characters for the scene and defines the exact circumstances to be shown on stage (for example the arrest of a trafficked woman, police raid, interrogation, etc.)

**Step three:** They cast the roles in such a manner that nobody plays his/her own occupational role on stage (thus for the presentation, each person takes someone else’s occupational role).

**Step four:** The participants – being experts at their jobs – teach the other actors how to play the designated scenes (for instance, a policeman teaches an NGO worker, who takes over the role of the interrogating policeman, etc).



*“Witness in the courtroom” (judge from the Ukraine) and “accused of human trafficking” (policeman from Italy)*



*Interrogation*

This enacted change of perspective focuses on the “if”. What would I have to know, *if* I were in this situation instead of a member of the other profession?

What is his or her “script”, etc? Being seriously willing to be taught results from the assigned task of designing a scene to be performed.

**Step five:** The group practises the scene and performs it in front of the others. No one plays a member of his/her own profession.

Acting out the scenes gains the significance of “*finding out possibilities with the goal of getting to know something thus far unknown.*” (Ulrike Hentschel, *Theaterspielen als ästhetische Bildung. Über einen Beitrag produktiven Gestaltens zur Selbstbildung*, 2000, p. 140).

Confronted with these unfamiliar elements, the participant in his role as an actor looks at his own daily professional activities from a new point of view.

**Step six:** Drama work on the improvised and presented scenes.

This phase has to be characterized as a phase of reflection, as it serves not only to improve the quality of the theatrical scenes, but also to perceive the other’s perspectives in his/her structural and cultural context.

The procedure is part of the classical repertoire for actors on stage. The discovered scenes and characters are looked at more precisely and in a different manner, and as a result contain suggestions for the actors to modify their acting on stage. For this purpose we use two variants:

a. Through acting, the actors’ emotions, attitudes and activities are made visible, which are the basic motivation of the attitude on the surface (e.g., scene: interrogation – policeman playing with person-

al computer). The spectators take over the role of the director, indicating which of the emotional impulses they have observed and perceived, most of which are very small and at the same time visible to the audience. These impulses are taken on by the actors during a repetition of the scene (e.g., a policeman's impatience during an interrogation is heightened by shaking the person he is questioning, etc.)

b. Working on the role by means of interviews held while in this role.

The drama coaches carry out this procedure. After the first presentation of a scene, the director of the play interviews the individual characters, who give answers from the point of view of their roles. For instance: "What did you do two hours ago? What will you do next after this situation? What do your parents think about your actions?"

The answers make visible the emotional and cultural context of these professional activities and shed light on the typically human aspects of all communication.

#### **Fourth Working Phase: A Theatrical Staging (Final Scene)**

All these descriptions of working with drama cannot replace one thing: the experience that the participants gained from acting.

The experiences of theatre remain in the minds of actors and spectators as something special. In order to intensify the effect of theatrical work, we created an aesthetic condensation of the events of the first trial conference by staging an artistic image:

Approximately ten actors walked slowly in a circle at the centre of which a trafficked woman squatted. Those walking around expressed their inner dialogue with the victim out loud as soon as they stopped at a certain point (and thereby "freezing" the entire circle).

The characteristic feature of each theatrical interaction is the fact of its two layers. The actor who plays a character is present in a double sense: as an actor and also as a character: I and someone else. I as someone else. The moment of "being in between" as the "core of human experience" can only be experienced by the actors and the audience through theatrical presentation. (Ulrike Hentschel, *ibid*, 2000, p. 136). This is why theatre is so effective as a means of learning through experience.



*Final improvisation*





# 2

## Using Drama for Enhanced Co-operation







# Drama Work as a Soft Method versus Hard Facts

*Erika Römer*

**T**he central approach of our particular concept of drama work, as developed and tested in this project, is to direct a change of perspective, which is acted out by the participating actors combined with the principle of mutual teaching as a form of learning.

It is a concept of learning through experience in an international and inter-disciplinary context using theatre techniques to adapt the findings of intercultural training and individual elements of “learning networks” (action learning) to the medium of theatre. The representatives of occupational groups such as the police, the judiciary and NGOs from the participating countries – Ukraine, Poland, Italy and Germany – act, on the one hand, as learners; at the same time, however, they also act in their capacity as experts both in their fields and in their cultural backgrounds as expert teachers to the others. They become the authors of individual scenes as well as performers of other people’s characters.

49



*Erika Römer*

The aim of this method is, by simulating various situations, to perceive limits caused by professional and cultural differences and to sensitize the participants to broader, trans-cultural and inter-professional points of view, which is of crucial importance to the success of international co-operation.

Yet what does it mean in practical terms if policemen, lawyers and NGO workers from Germany, Italy, Poland and Ukraine change their professional and cultural perspectives? What happens in such a situation? How can we envisage the tangible effect of such work, which uses the medium of theatre and protagonists such as police officers and lawyers in the fight against organized human trafficking?

What is the essence of the theatrical approach? Which elements are indispensable and to what extent can they be used in a norm-based context such as the criminal prosecution of human traffickers?

Before we deal with these questions, let us first briefly imagine the following situation: a German prosecutor, experienced in cases of human trafficking, briefly assumes the role of an NGO worker during an initial meeting with a woman who has just been picked up by the police as a victim of human trafficking. The woman speaks no German at all and is played by a Polish NGO worker. An Italian police inspector takes on the role of a Ukrainian woman who had been trafficked and is being interrogated by an Italian policeman, played by a Polish NGO worker.

Both scenes, having been directed using the rules of the stage, are performed on stage in front of expert colleagues, who will later be acting similar scenes. The professionally and culturally diverging experiences of the policemen, lawyers and NGO workers involved are used as a resource for the others, as they pass on their experience and specialist knowledge for the other participants to use as a script. The exchange of experiences at the interface of the collective fight against human trafficking becomes, by using drama for a change of perspective, the “screenplay” for the drama work, an instrument to make visible the complexity of the co-operation between the occupational groups and the countries. Let us go back to our example. In order to play the role of an NGO worker convincingly, the German prosecutor needs to be instructed by an NGO worker. In order to be able to act the role of a victim of human trafficking realistically, the Italian policeman needs training by a Ukrainian NGO worker, who has the necessary cultural and professional experience.

There are many ways of introducing drama methods and creative techniques into educational processes. Especially in the field of intercultural training, simulations and role playing have proven to be particularly effective as interactive methods. We have developed and tested an approach based on theatre training in which the medium of theatre (with its own rules) is used for the “change of perspective” and the stage is a significant aesthetic space.

Change of perspective has played a substantial role in this project in several ways:

- › Change of perspective between the different professions
- › between countries
- › between those involved in the fight against human trafficking, its victims and its perpetrators.



## Intercultural Decision-Making and Responsibility in Norm-Based Procedures

In the fight against human trafficking, international settings are routine. The ability to communicate with other occupational groups and colleagues from other countries in intercultural working situations and to carry out one's job effectively and efficiently is part of basic professionalism. Intercultural competence is thus of central importance in the structures of multidisciplinary professional standards.

The aim of this project, which is the creation of innovative education modules that encourage interprofessional teamwork and international co-operation in the fight against human trafficking, must take into account the structural polarity in which those who are professionally active in the field of combating human trafficking operate:

This polarity consists of the tension between the legal and political realities of each land on the one hand, and, on the other hand, the necessity of being sensitive to other cultures, behaving appropriately in each situation and developing inter-culturally competent communication with the other protagonists in interprofessional and international co-operation.

Both international and interprofessional co-operation are fundamentally a question of successful communication. It sets a high standard of intercultural competence and sensitivity towards differences and views of the world based on cultural and professional disparities.

At the same time, any kind of co-operation must be measurable in terms of whether it leads to a successful and efficient prosecution and whether the victim is protected in a humane manner.

In such international encounters, there is just as often a clash between the different legal norms and procedures as there are different reactions to and views of the ethical and moral assessment of prostitution or the difference of social status among the same occupational groups in the various countries.



*Theatrical activity*

To be able to proceed in such a situation, those actively involved need instrumental as well as communicative skills in dealing with formal legal requirements as well as understanding the limits of acceptance or negotiation in certain procedures, etc.

The ability to change perspective is one of the key forms of expertise within the range of intercultural qualifications, which is closely linked to the ability to empathise with or communicate across cultures. Staging a change in perspective creates an integrated experience, which increases knowledge of the other person (formal realities, feelings and attitudes)

and the ability to experiment with different possible strategies is developed. Changing perspective enables the integration of the cognitive and intuitive sides of the learning process. Acting on stage is simultaneously active and passive.

## **Change of Perspective: Walking a Hundred Steps in Another Person's Shoes**

“Walk a hundred steps in another person's shoes, if you want to understand him” is an old Native American saying. It is a metaphor for what we want to achieve when staging our change of perspective: getting to know others in their uniqueness and having a better understanding of how they carry out their jobs.

Staging a change of perspective is based on the didactic concept of changing perception, which comes about successively from the reciprocal effects of perception, experience and conduct. A change of perspective results in a change in how one experiences, just as changing how one experiences changes perception (for instance, playing a character with a perspective which is alien to me).

Staging a change of perspective means acting out the change of one's point of view. Exchange of roles, experiencing the opposite, reversing directions are all part of the process. From the protagonist's point of view, it means treading on new ground, for instance, in other people's worlds. From the scriptwriter's point of view, it means being able to observe one's own behaviour – as reflected by others – from a distance.





Such a change of perspective produces details. We extract one section from the many layers of reality. We can enlarge it, as if we were using a magnifying glass, we can slow it down or accelerate it. Above all, we are compelled to simplify the detail and turn it into an image. All these are elements of aesthetics and an antithesis to the functional perception of one's own or another person's daily working routine.

## Educational Qualities of Drama

The approach of “drama work” as we developed and tested it in this AGIS project draws upon the methods and working procedures of theatre. It uses these elements and rules in training processes aimed at encouraging international and interdisciplinary co-operation in the fight against human trafficking.

However, unlike a theatrical production, drama work does not focus on creating an artistic product but rather on the processes of indicating, of building awareness of and reflecting social relationships and events. The work that usually occurs before the premiere of a play – the development of a play, the interpretation of the material, casting the roles, working on the characters, etc. (which we in the audience don't usually see) – is the core and aim of our educational process. It is about analysing the network of social relationships and behavioural patterns at the points where interprofessional and international encounters intersect, about experimental research and reflection.

It is about a process of approaching diverging attitudes, patterns of thought and viewpoints on a certain topic.

The subjective perception and experience of those involved (actors and audience) become activated. In the course of the play, many layers of relationships unfold, the complexity of which is reduced through the creation of simple and immediate images in the drama work.



*Building statues*

The theatrical presentation of real (professional) situations of the participating professions means:

- › turning interdisciplinary and international communication into a medium through the creation of a stage, and
- › analysing, investigating and experimentally modifying communication in theatrical work,
- › illustrating its nuances, intentional subtexts and communicative structures as well as its emotional content/emotional feelings.



The process can be understood as a pluralistic undertaking – a pluralism of values, methods, emotions, wishes, techniques and capacities brought into the situation. A constructed diversity, a lack of clarity, and mutual acceptance can generate possibilities of transfer or can structure those possibilities in advance.”

*(Gerd Koch, Theatralisierung (von Lehr- und Lernprozessen); in: Wörterbuch der Theaterpädagogik; p. 330)*

In other words, drama can be described as theatre for ordinary use (Ruping refers to “utilitarian theatre” as opposed to “art theatre”) or as “a theatricalization of educational processes”. As such, we are dealing with the conflict between the pedagogic-didactical aim and the aesthetical framework of a play.

## Basis and Operating Range of Drama

The didactical basis and the operating range of drama is determined by the basic features of theatre.

1. The triangle of Stage – Actor – Audience.
2. The “personification” of characters as an activity that takes place on stage (=stage presence; perception of self and through the eyes of others).

Aspects of experience that are not consciously felt in daily life because they take place automatically as a matter of routine and are based on intuition, can, by using drama, be brought back to consciousness and made accessible.

3. The creation of an independent (stage) reality: in which the actors react to each other according to the rules of theatre (“pretending”) and together deal with the tasks assigned to them in this scene.

To be taken into consideration: the analogy of theatre and life. All *acted* life remains acted *life* and is as such just as diverse (and just as ephemeral) as real life. In the same way that a map does not properly portray a landscape, so is acted life “life itself”.

4. “The double-layeredness of theatrical communication” or switching between two levels of reality on stage:



*“Witness in the courtroom”*

a. The performer experiences a “double presence”: as an actor (“I”) and by playing a character (“I as someone else”)

- › It is an ambiguous experience
- › It means dealing with something different and coping with experiencing the difference

b. In the relationship between the actor and the spectator

- › of a social reality of the theatrical moment (here and now) and
- › of a dramatic reality which expresses a (re-)constructed extract of social reality

The different forms of perception on these two levels is the basis of an essential educational quality of drama work. It makes it possible to learn in the sense of a (social) extension of awareness that is not only cognitively linked to the contents of social activities but also to emotional behaviour (gestures, mimic interaction) in such situations.

## Summary

One of the main features of our concept of drama – as well as the staged change of perspective – is the orientation towards process and experience as well as consistent activity on stage. The essential resources for the educational process and the prerequisite for the success of this approach are as follows:

- › The professional and cultural competence that the participants have gained by experience,
- › The intercultural and interprofessional heterogeneity of the learning group as the most important

“material” for the staging of very diverse changes of perspective and as the source of mutual teaching and learning units.

- › The use of the stage to construct a fictitious reality for theatre experiments and consistent work using drama and improvisation.

Our approach to staging changes of perspectives operates within the points of reference of one’s own professional and cultural conditions, in order to be able to perceive and reflect one’s own actions from the perspective of others and at the same time to experience, to get know and to understand the others in their attitudes and restrictions.

It is also a matter of an increasingly cultivated style with regards to dealing with cultural, mental and professional differences within the inter-European co-operation in the fight against human trafficking.

In a heterogeneous group (international/intercultural/interprofessional), the staged change of perspectives, which uses nothing but the participants’ perspectives as the dramatic material, highlights in two ways the differences between varying world views: firstly, human beings interpret one and the same phenomenon differently and, secondly, both different cultures as well as professional conditioning and perceptions offer different options for interpreting reality.



# Reflections on the Role of Stage Direction

*Bengt Kiene*

In principle, each performance on stage can only be successful if the director is able to motivate the actors to open themselves up and to get involved with the content of the project.

Professional actors know what to expect; they usually have a lot of experience and they are willing contribute the full range of their acting skills to any kind of project.

As far as this project is concerned, the qualifications of the persons involved as well as the focus of the acting work was fundamentally different from a “normal” performance on stage.

For the first time, we tried to use acting in order to train and if possible, to improve communication, co-operation and the awareness of the problems between different professions and diverse nationalities.

All participants were deeply motivated to use their own abilities, experiences and personalities in order to strengthen the fight against human trafficking. Most of the participants, however, had never tried out the method of drama work.

I would like to summarize in retrospect what basic conditions and steps are necessary in order to obtain such an overall positive result.



*Bengt Kiene*

The basic question was:

**How can the experts who were invited to the conference be motivated to participate in the experiment of performing on stage?**



1. It is not the members of the team, or rather, the stage-directors, who have the knowledge – it is the participants. Many years of intensive work and the daily commitment to the fight against human trafficking have made these men and women experts in their professions. They bring their knowledge to

bear as the common basis of their work. It was very important not to leave any doubts as to who would be doing the essential work. Acting can only be an auxiliary means of improving this work.

2. It takes thorough preparation and guidance to help people without stage experience to act. The directors have to be completely sure of what they are doing in order provide support and to avoid experiences of personal failure and embarrassment. Only a sequence of personal feelings of success encourages people to get involved with this method in a more intensive way.

It was very important that this be taken into account during the organization and the planning of the conference.

During:

- > the interview with a partner in order to get to know that person
- > the insertion of small exercises such as the “exercise” with the “frontier guard”
- > the development of Workshops I and II
- > the body exercises for warming up, and
- > the preparation of the scenes by mutual training

the actual “play” was accurately prepared and made the participants get involved with the experiment with great seriousness and commitment.

3. In this context, consciously focusing on the entire handling of the conference is very important. Personal conversations with the participants, the atmosphere of the entire organization, providing as many opportunities as possible to get to know each other on a personal level, friendliness, appropriate respect and, above all, humour, created a positive prevailing mood, encouraging everybody to overcome any personal barriers.

4. The actual theatrical work had to deal with very difficult balancing acts, as our main goal was working on the previously mentioned “change of perspectives”. Only by relinquishing the accustomed position, for example, of a male policeman and the slipping into the role of a female victim of human trafficking does it become possible to gain a new emotional understanding of the person opposite. Or the NGO worker taking over the role of the policeman being torn apart in court by the perpetrator’s lawyer may gain entirely different insights than would be possible by just listening to a lecture.

5. It takes a high degree of sensitivity and, above all, excellent interpreting to bring together four different nations, cultural backgrounds and social traditions in such a manner that any prejudices are dispelled and not reinforced. We would have been lost without the impressive commitment of our interpreters.

6. For me personally and in retrospect, it was important to realize that only if I put aside my concepts of what makes a good scene (which technical effects work, how to create suspense on stage, etc.), if I orientated myself to the material the actors brought along, only then would the magic that is theatre come alive.



*Scene from the developmental conference  
"Interrogation of a victim of trafficking"*



**Act! professional views**

# A Training Concept for a Citizens' Europe

*Dorothee Frings*

Experiencing diversity – understanding other ideas – reflecting on one's own ideas – finding new ways together!

The EU has set the ambitious goal of standardizing legal regulations as well as practices in many sectors. Since the creation of the area of freedom, security and justice, essential competences in the fields of freedom of movement, national security and migration have been transferred to the European Union, and the standardization of European law has made fast progress.

The EU member states have agreed by contract to accord the EU the possibility of taking over many areas that were originally matters of national sovereignty.

However, the objective is neither the abolition of governmental autonomy nor the creation of a European state that would supplant the existing national states.

The goal is to allow a high degree of freedom of movement, rule of law and the protection of all citizens within the European Union. Border control, migration management and co-operation in the fight against crime are closely linked to these targets.

In the area of criminal law, criminal prosecution and the protection of victims and witnesses, present-day Europe confronts all professional stakeholders with a complex and intertwined net of regulations of European and national characteristics.

The experience gained in the two preceding projects "Combining forces against human trafficking" illustrates on the one hand that an exchange of views across borders as well as across individual professions leads to a significant expansion of the horizons of all involved and builds up a basis of confidence for co-operation. On the other hand, it also shows that in the field of human trafficking there is a high consensus of objectives, despite extremely different cultural backgrounds, structural frameworks and predefined professional roles and procedures.



*Dorothee Frings*



## Area of Freedom, Security and Justice

The Treaty of Amsterdam on the European Union, which entered into force 1 May 1999, determines that:

- The EU as an area of freedom, security and justice is to be maintained and further developed;
- Freedom of movement as well as suitable measures regarding border control, asylum and immigration policy as well as prevention of and combating crime are to be ensured.

In order to implement this treaty, the European Council adopted an action programme in Tampere in 1999. The implementation was completed in 2004.

On 4 November 2004, the European Council defined new objectives in the areas of freedom, se-

curity and justice and passed the Hague Programme for the time period from 2005 until 2010.

On 2 June 2005 the Council of Ministers of the EU adopted a line of action which defined the scope of the work of the European Commission and the Council of Ministers for the next five years.

Some of the areas of policy are:

- Immigration
- Judicial co-operation regarding criminal matters
- Basic Rights
- Racism and xenophobia
- The combat against organized crime

Particularly in the field of the fight against international crime we tried to find concurring definitions during our conferences that point to a close similarity between the different approaches to these issues. Sometimes it takes only an offhand remark to reveal the far-reaching differences, mutual assumptions and strong mistrust.

In conventional contexts, these insights often trigger the need to retreat to the familiar ground of common stereotypes and to ignore the uncertainties, distrust and lack of comprehension present in such encounters, thereby running the risk of becoming a stagnated diplomatic production.

Europe needs communication and mutual understanding. This requirement goes way beyond the level of information and communication. The knowledge of legal regulations in individual countries is not to be confused with understanding of how the processes really work. These are governed by norms, yet at the same time they are influenced by a multitude of further aspects.

Even the processes in a single country are perceived, defined and registered differently, depending on the various professional perspectives and jobs to be done. If we take a closer look at the regulations in another country, we are always tempted to imagine those realities either from the point of view of our own national or professional traditions; or else, to have an attitude of resignation.

Besides country-specific particularities that result from different systems, especially differences in

criminal procedure, and structural and organizational differences of the various professions in the area of criminal justice and social work, there are cultural differences in the way human trafficking is perceived, which cannot be clearly attributed to the occupational groups nor to national identities.

These cultural differences are influenced by religious backgrounds or moral principles, attitudes towards migrants, and gender roles and perceptions. They also differ in terms of identification with victims or professional interests, in attitudes towards authority and in dealing with hierarchies as well as an individual's perception of his/her own self-esteem and professional importance.

Although there are characteristics that can be linked to a particular occupational group or nationality, it becomes obvious in the course of intensive co-operation that stereotyped characterizations cannot be individually confirmed or applied, and can also be noticed in others to whom entirely different patterns have been attributed.



*Italian und Ukrainian lawyers*



*Women's roles – men's roles*



We therefore looked for a training approach that moves away from mere information exchange and enables us to get involved in the complexity of the different processes. The method should enable us

- › To learn how legal regulations are implemented,
- › To understand the details of the application of laws in the context of their cultural background,
- › To explore and recognize one's own cultural conditioning; to put oneself in someone else's situation and to "walk in their shoes",
- › To reflect on the differences and thus recognize and consider one's own patterns of action,
- › To let oneself be inspired by others in order to improve the quality of one's own work.

Based on these requirements, two main methods were chosen during the preparation of the conference:

- › **The organization of meetings, which activated mutual learning processes by dealing with the typical activities of daily working life.**
- › **The inclusion of non-verbal, visual and tactile methods, the staging of processes, confrontations and relationship patterns.**

In the course of this project, we have experienced very tangibly that equivalent regulations are not necessarily equivalent in the way they are carried out and that our professional identities have very different points of reference.

Thus in Polish and in German law we have codes of criminal procedure that are largely the same. With the help of experts assisting in this project, we were able to take a look at the courtrooms of both countries. This showed us clearly distinctive settings, different standings of the parties to the proceedings and differing professional self-perceptions.

In the German courtroom, the witness sits while being questioned; in Poland, however, he/she has to stand during the entire interrogation procedure. These experiences and the differences in atmosphere are perceived much more strongly when these processes are staged.

Victim counsellors at NGOs are nearly always women. We already knew that. In this project, we found out that solidarity and empathy are based on a common cultural history of gender, which apparently overcomes not only cultural but also linguistic barriers.

Compassionate care is vehemently rejected by most victims, particularly by those who have been humiliated, especially when it is combined with Western arrogance towards the East. This reveals how thoughtlessly we make assumptions about individuals who are part of a group we define as "victims".

"Policemen are policemen all over the world – you recognize each other, you understand each other" – that is what we heard more than once during the course of the project. What are the characteristics of this specific professional identification? Does it even overcome differing legal guidelines? Does it break down when confronted with prostitution? How do deeply rooted images and assumptions mix with very different social assessments and judicial classifications? What happens during the change of

roles in the fight against crime and the protection of witnesses? Self-assurance, uncertainty and changes of perception are very individual experiences, which have been gained in the course of this project and cannot be easily reproduced.

The intention of this project was and is:

- › understanding rather than just having theoretical knowledge,
- › gaining experience instead of just being informed,
- › putting oneself into the position of others instead of simply observing,
- › reflecting instead of just presenting.

The results of the development and the testing of the concept *Act! professional views* demonstrate impressively the potential of this method for creating understanding and co-operation in a Europe of freedom, security and justice.





# Human Trafficking in Europe and the Importance of Co-operation

*Dorothee Frings*

## Human Trafficking in Europe

Human trafficking is a phenomenon of modern slavery, a serious violation of the human rights of its victims and at the same time a particular challenge for European society. The principles of human dignity and self-determination are called into question by this shady by-product of modern industrial society.

Moreover, human trafficking is a form of organized crime, often linked to drug trafficking, car theft and illegal financial transactions. Its perpetrators choose the ways in which they trade purely in terms of risk and profit; human beings become just another commodity.

The phenomenon of human trafficking is particularly problematic because of its association with prostitution, illegal residence and document forgery, all circumstances for which the victim rather than the perpetrator is held responsible.

Even if the extent of human trafficking cannot be determined exactly, since the number of detected crimes represents only the tip of the iceberg and the success of police investigations depends on the scope of investigations undertaken rather than the actual extent of criminality in this field, politicians and experts agree that since the beginning of the nineties there has been a substantial increase in this crime (The International Organization for Migration (IOM) estimates that there are 500,000 victims; the European Commission estimates that 120,000 are victims of forced prostitution alone).

The main factor for this increase is the restructuring of the economic systems in Central and Eastern European countries as well as in the former Soviet Union. Proximity to European industrial countries and largely open borders has led to lower costs and reduced risks for the perpetrators, compared to the risks and costs incurred by bringing in women from Asia, as used to be the case. At the same time, the processes of change in many Eastern European countries have caused job losses and poverty in a large part of the population. Women bear the main burden of these processes of change. In Russia during the nineties, twice as many women as men became unemployed, while simultaneously the number of fatherless families rose steadily (World Bank, Labour Markets and Social Policy in Central and Eastern Europe, 1994). Moreover, women bear the main responsibility for the well-being of the family in many



*“Controversies” between Italian police and Ukrainian NGO’s*

## 66

Eastern European societies. Women feel an obligation both towards their parents as well as towards their children to provide and safeguard the income for the upkeep of the family. For someone who has had to live on a monthly income of 50 Euros – if that – (in the Ukraine, for example), any other shortcomings in their lives pale into insignificance when the possibility arises of earning between 1,000 and 1,500 Euros.

In some regions of Europe, an increasing number of African women are becoming victims of human trafficking. Here too, improvements in the means of transport and the increasing deterioration in standards of living in many African countries play a part, as well as the loss of parents and other family members through civil war and AIDS.

Often human trafficking is not recognized as such, for it does not correspond to the stereotypes often held by the mass media.

Enslavement still takes place by using trickery and coercion, yet “the victims are not put into chains any more” as Georgina Vaz-Cabral writes, “but by taking away passports, by injuring or threatening the families of the victims, their families are being pushed into conditions of dependence” (*Les formes contemporaines d’esclavage dans six pays de l’Union Européenne, 2000*).

Women are the most affected by this crime, but men can also be victims. The many different forms of exploitation in human trafficking have been little investigated because, until recently, analysis has focused almost exclusively on sexual exploitation.



## The EU's Legal Framework in the Field of Human Trafficking

The European Union has been addressing the problems of human trafficking for a long time. Three resolutions of the European Parliament in 1989, 1993 and 1996 emphasized that the fight against human trafficking should be intensified and that the victims should be given to a legal status that would make it easier for them to turn to the authorities and enable them to stay within the EU while participating in criminal proceedings.

The EU or its member states have entered into several international agreements by which they commit themselves to outlawing human trafficking and to fighting it effectively. *“The Protocol of the UN to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children”* of 12 December 2000 and the *“Palermo Protocol against the Smuggling of Migrants by Land, Air and Sea”* of 2000 (implemented in 2004) were ground-breaking in this context, supplementing *“the UN Convention against Transnational Organized Crimes.”*

### What is “Trafficking in Persons”?

“Trafficking in persons” shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other

forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs;”

**Article 3, paragraph (a) of the Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children, which supplements the United Nations Convention against Transnational Organized Crime (December 2000)**

67

At the same time, the jurisdiction of the International Court of Justice was extended to include slavery as a crime against humanity in the Charter of Rome.

The jurisdiction of the International Criminal Court was extended in the Charter of Rome to include slavery as a crime against humanity.

The measures of the *“Convention on action against trafficking in human beings”* of the Council of Europe as of 16 May 2005 (CETS No. 197) are also of great importance. Here the Council of Europe not only calls for criminal-justice responses to human trafficking, but also stresses the obligation of the



According to Article 7 paragraph 2c of the *Charter of Rome*: “the exercise of any or all of the powers attaching to the right of ownership over a person and includes the exercise of such power in the course of trafficking in persons, in particular women and children”.

member states to grant suitable protection and social support to the victims (see in particular Art. 12 in which it is prescribed that support is to be granted independently of the victim’s willingness to co-operate).

In the Treaty establishing the European Community (EC Treaty), the EU member states transferred responsibility in the field of third

country immigration to the European Union.

While the Treaty of Maastricht of 1992 only conceded the EU the possibility of establishing common strategies in the fields of immigration and policies for third countries nationals and to encourage co-operation, the Treaty of Amsterdam of 1997 turned the area of immigration policy into an EU competency. This meant that member states could only continue to promulgate laws in the fields of immigration and residence for third countries nationals as long as the EU has not implemented legislation based on Article 63, numbers 3 and 4 of the EC Treaty.

In 1999, the European Council declared in Tampere that the areas of asylum and immigration required a common policy and adopted the programme of an *Area of Freedom, Security and Justice*. It acknowledged the need for “the approximation of national legislations on the conditions of admission and residence of third country nationals, based on a shared assessment of the economic and demographic development within the Union, as well as the situation in the countries of origin.”

In 2002, the European Council in Seville resolved that the fight against human trafficking would be one of five topics given the highest priority.

The Hague Programme of 4 November 2004 established that the combat against human trafficking should be given priority.

Accordingly, the European Commission on 18 October 2005 issued a communication to the European Council and the European Parliament: “Fighting trafficking in human beings - an integrated approach and proposals for an action plan” (COM (2005) 514, final). This communication establishes principles that form the basis of further action by the EU and its member states in the fight against human trafficking. It states: “The persons concerned, their needs and rights shall be at the centre of attention of the EU Policy against human trafficking. This means first and foremost a clear commitment of EU institutions and Member States to follow a human right centred approach and to promote it in their external relations and development policies.”(Communication, page 3). Here the protection of victims takes priority over public order interests.

### **The Elements of the Crime of Human Trafficking**

Within the framework of the “Area of Freedom, Security and Justice” and in line with the decisions of the European Council of 1997 relating to the fight against human trafficking and the resolution of the Euro-



pean Parliament of May 2000 concerning legislative measures in the fight against human trafficking, *the Council Framework Decision (2002/629/JHA) of 19 July 2002 on Combating Trafficking in Human Beings* was passed [Official Journal L 203 of 1.8.2002]):

- All forms of exploitative relationships in employment must be registered: sexual exploitation, labour exploitation, exploitation for the purposes of begging, juvenile delinquency and domestic servitude.
- The victim's knowledge of and his/her consent to the intended prostitution or any other exploitative relationship in employment shall be considered to be irrelevant where violence, threat, trickery, abuse of power, etc. have been used.
- The criminal offence does not need to be transnational in nature.
- All forms of recruitment, transportation, harbouring or subsequent reception of a person who has been deprived of his/her basic constitutional rights shall be punishable. The same applies to attempting and to aiding and abetting.
- Effective punishment must be stipulated; in cases of aggravating circumstances, a maximum of at least eight years is to be stipulated.
- The use of violence, sexual exploitation and the committing of the offence against a minor, or as part of a criminal association are regarded as aggravating circumstances.
- Penal sanctions for judicial persons are to be imposed. This amendment is essential because by doing so, profits can also be confiscated if it cannot be proved that the legal owner of a brothel or an agency is personally involved in the offence.
- The regulations concerning the standing of victims in criminal proceedings apply to all victims as determined in the Council Framework Decision of 15 March 2001.

All member states of the European Community including the acceding countries were obligated to incorporate this Framework Decision into national law by 1 August 2004. Thus, the longstanding demand for a standardization of the legal elements of an offence has been accommodated.

In Europe, human trafficking has until now largely been equated with forced prostitution. In some countries (for example, in Germany) the offence of human trafficking was limited to sexual exploitation only.

Through the standardization of this criminal offence in Europe, labour exploitation or any other form of slavery will also be made punishable throughout Europe. Amongst other things, domestic slavery and servitude, forced begging by children and disabled people, and also labour exploitation in certain business sectors are frequent.

### **Combating Human Trafficking at the Level of the Police and Judiciary**

The fight against human trafficking is part of EU activities and regulations in the field of organized crime. The European Drug Unit (EDU), the precursor of Europol, has been extended to include human trafficking. Until now, activities have been limited principally to analysis, but increasingly, information is

being used for actual investigative work. Communications are completely centralized and thus cannot replace direct co-operation between investigating authorities.

After the European Council in Tampere requested the institutions of the EU in 1999 to intensify the uses of the legislative possibilities in the Treaty of Amsterdam for the combat against organized crime, the European Council passed:

- The Strategy for the Prevention and Control of Organised International Crime on 29 May 2000. In 39 recommendations that can be summarised in 11 objectives were included: expanding Europol; intensifying co-operation between prosecuting and judicial authorities; reinforcing partnerships with civil society; and co-operating with acceding countries and non-EU states.
- In 2002, at the suggestion of the Commission, the Council Framework Decision 2002/584/JHA of 13 June 2002 on the European Arrest Warrant and the Surrender Procedures between Member States, which was to replace extradition proceedings. Thus, the arrest of a person in order to carry out criminal proceedings in another European state became possible. Implementation has proved to be somewhat difficult. As the German constitutional court has declared the law passed to implement the Framework Decision of 18 July 2005 to be unconstitutional, (File Reference: 2, BvR 2236/04), a new draft law is currently being drawn up.
- The European Convention on Legal Assistance in Criminal Cases as of 2000 (Official Journal No. C 197 of 12 July 2000, page 0003), which came into force in August 2005. It enables, among other things, the direct exchange of information between the police departments of the member states, the occasional transfer of prisoners for the purpose of criminal investigation, interrogation by video or telephone conference, decoy deliveries, joint investigations, undercover criminal investigations, and the monitoring of telecommunications in other member states.
- The Common Measure of the European Council, Joint Action 98/699/JHA (3 December 1998), designed, among other things, to enable the confiscation of revenue from criminal proceedings, has proved to be unsatisfactory. In June 2001, a Framework Decision was passed, which had to be converted into national law by the end of 2002. In particular, the member states are obligated not only to pass laws in order to confiscate assets on a national level but also to assure that the requests of investigating authorities from other member states to freeze and seize assets are given equal priority. On 24 February 2005, the Council Framework Decision 2005/212/JHA on the Confiscation of Crime-Related Proceeds, Instrumentalities and Property was officially announced. The purpose of the Framework Decision is to assure that all member states enact efficient regulations for confiscating the proceeds of crime.

In Tampere in the autumn of 1999, the European Council made the landmark decision to establish a common centre (EUROJUST) for the purpose of judicial co-operation, which was then installed by a resolution of the Council on the 22 February 2002. EUROJUST is intended to combat serious organized crime



including human trafficking by facilitating the proper co-ordination of the national prosecuting authorities, and by supporting criminal investigations as well as simplifying requests for legal assistance.

### **The Status of Victims**

- In 1997 the Council decided on common measures concerning the fight against human trafficking and the sexual exploitation of children. Concerning the protection of victims, member states are required to take adequate measures to protect witnesses and victims as well as their families.
- In 1996 and subsequently in 1998, the Commission issued communications which expressed that in all member states more should be done to encourage the willingness to give evidence, and announced possible legislation to give those victims wanting to give evidence a temporary residence permit.
- On 15th March 2001 the Council Framework Decision on the standing of the victim in criminal proceedings was issued. In particular, the member states are obligated to give the victim access to all information required concerning the proceedings; to guarantee the victim access to a lawyer and an interpreter; to take all measures necessary for the security of the victim; to ensure compensation for damages; and to guarantee cross-border examinations of witnesses. As a result, in recent years the codes of criminal procedure of many EU member states, amongst them three of the EU states involved in this project, were significantly improved.
- On 6 August 2004 the Council Directive 2004/81/EC of 29 April 2004 on residence permits issued to third-country nationals who are victims of trafficking in human beings who co-operate with the competent authorities entered into force. The member states had until 6 August 2006 to put this directive into action. The following measures are required by the directive:

- Victims of human trafficking who co-operate with the authorities and who are required as witnesses in criminal proceedings against the perpetrators are given a limited residence permit for the duration of the case.
- National law can waive the requirement of usefulness.
- When the proceedings are over, a decision will be taken about further residence, in accordance with the national laws concerning foreign citizens.
- For the first 30 days, only exceptional leave to remain is permitted by law.
- However, during this period satisfactory physical and psychological conditions have to be provided: accommodation, financial support as well as medical and psychological care must be assured.
- The investigating authorities (public prosecutor, alternatively the police) are responsible for making the necessary decisions.



Close co-operation with NGOs is advised, allowing them to take over counselling and supervision, and to let them establish whether there is a willingness to co-operate or whether there should be preparations for departure.

Despite the progress that can be observed in such a mandatory regulation for all EU states, objections have been raised that the explicit goal of the legislation is the fight against illegal entry and smuggling and that the granting of a short-term residence permit depends on the usefulness of the witnesses for the investigating authorities coping with this task.

An important demand during the negotiations of the Palermo Convention had been that the protection of the victims was not to be seen only in terms of their usefulness in investigations, but also in terms of redress for the serious violations they had suffered.

Although the idea of the right to stay indefinitely can be found in immigration laws in Belgium, the Netherlands, Italy and Spain, the residence permit as defined by EU law is limited to the duration of proceedings against the perpetrator.

The communication of 15 November 2001 by the European Commission to the European Council and the European Parliament also went on record about a policy concerning illegal immigration: *“It is, however, also important to clarify the status of the victims of trafficking in persons in terms of their right of residence when they are prepared to cooperate in investigations against their exploiters. On the one hand, such kind of a clarification would provide a platform for a more structured assistance and protection focusing directly on the victim’s individual situation and needs, and, on the other hand, on the need of the law enforcement and judiciary to conduct efficient investigations against traffickers.”*

It emerges from this statement that both aims can be developed to be mutually effective and do not have to be in opposition to one another.

The notification of the European Commission of 18 October 2005 states: *“Third country nationals who are victims of human trafficking but without legal residence status in the EU should not be excluded from such protection, in particular if they have cooperated with the Member States’ competent authorities by testifying against their traffickers. Moreover, such persons should not be de facto excluded from the possibility of exercising their rights, for example to initiate an action against the perpetrator or for compensation to seek asylum.”*

## **The Fight against Human Trafficking in the Countries Participating in the AGIS Project**

In Italy, the offence of human trafficking was incorporated into the criminal code according to European requirements. The modification of the criminal code grants extensive protection and rights of information to victims during proceedings.





Italy is acknowledged to be the country with the most extensive victim protection in Europe. On the basis of Article 18 of the Immigration Law, victims of human trafficking collaborating with the state authorities get access to a rehabilitation programme and obtain legal residence status that allows them to remain indefinitely in the country.

In Italy, street prostitution is permitted with local restrictions; brothels, however, are prohibited.

In Germany, the legal definition of the offence of human trafficking was adapted to European requirements in 2005.

Up to now, victims of human trafficking have been given a deadline to leave the country within one month (in the past, they had been subject to immediate deportation). During that time they are entitled to supervision by specialized information centres. If they declare their willingness to participate in proceedings against human traffickers and if their testimony is needed, they get exceptional leave to remain for the duration of the proceedings. In some federal states, they also obtain a residence permit.

In 2001, prostitution was legalized.

In Poland, the offence of human trafficking (§ 253), the crime of sexual exploitation (§ 203) and coercion to prostitution with the intention of making profits (§ 204) have been put in the criminal code.

Poland has undertaken numerous modifications of the code of criminal procedure in order to improve the protection of victims. In particular, the rights of incidental action and far-reaching access to information for victims have been introduced. However, in practice, very little use of these rights has as yet been made.

In 2003, 134 human traffickers were arrested: 120 of them were sentenced for organizing forced prostitution and 20 for human trafficking; the average prison sentence was between 2 and 4 years.

It remains very difficult for the victims of human trafficking to obtain social protection measures.

The Ukraine has made considerable efforts to process cases of human trafficking at the levels of the police and the judiciary. The basis was the inclusion of the offence of human trafficking into the criminal code in 1998. In 2001, the description of this crime in Article 149 of the criminal code was formulated more precisely and was thus more closely related to the way the UN defined it. Until recently, there was the problem that it was necessary to prove both cross-border activities and the intent of the perpetrator to make profits from the sale or trafficking of the victim. The most recent changes in legislation in 2006, which have not yet been fully analysed, should have sorted out these two problems.



*Presentation of the Polish code of criminal procedure*

The courts have worked on a number of cases. In 2003, 41 people were charged with human trafficking; 29 were found guilty and 11 received prison sentences. There is still a great shortage of technical facilities and staff resources in view of the scale of the problem.

Prostitution is for the most part illegal in the Ukraine.

## Co-operation in the Field of Human Trafficking

Both human trafficking itself and the fight against human trafficking involve a huge number of different stakeholders.

On the side of the perpetrators, the victims have contact with recruiters, carriers, owners of brothels, bars, massage parlours, etc. and with their pimps. The re-sale of women as “merchandise” to new “owners”, in many cases into other countries, is typical of forced prostitution. When these women are rescued, they often experience a catalogue of abuse. They are then once again confronted with a large number of stakeholders: in addition to the police, the prosecuting authorities and the courts, they have to deal with immigration authorities, consulates, regulatory agencies, social welfare offices, housing offices, employment agencies, NGOs, witness protection services and lawyers. These stakeholders are constantly faced with a variety of tasks to be completed, which are often contradictory.

In all four countries participating in this project, forms of co-operation exist between the different authorities and the support organizations. Naturally, these forms of co-operation are very different. The Ukraine as a country of origin, Poland as mainly a transit country, and Germany and Italy as countries of destination all present different problems.

The ministry of the interior in the Ukraine has established an entire department for the fight against human trafficking. There is a nationwide study group of governmental and non-governmental organizations, which recently issued a new programme of prevention and support. The EU and the USA provide considerable financial means to support the work of the NGOs. Amongst themselves, they work together very well and have initiated co-operation with the authorities in many cases. The main emphasis of their work lies in the field of prevention because of the problem of migration and abduction of young women; they also work with the Ministry of Education and schools.

In Poland, the employees of the police and courts are being trained to detect cases of human trafficking more effectively. On a limited scale, funds are being provided for information centres and for safe accommodation for trafficked women.

The non-governmental organizations have developed extensive activities in the field of prevention in co-operation with the ministries and other state-run authorities.

There is well-developed co-operation with the police as well as with the border patrol, especially with Germany.

In many regions of Italy, well-developed and stable structures of co-operation between the NGOs and the police authorities can be found in connection with Article 18 of the Immigration Law relating to



*Visualizing co-operation*

rehabilitation and a permanent right of residence.

In some parts of Germany, there exist intensive and well-established forms of co-operation between the police and NGOs, including to a certain extent immigration authorities and social welfare offices. In some federal states at least, there are publicly run and recognized information centres for the victims of human trafficking. Administrative directives require the police to co-operate with these centres.

One of the greatest challenges facing those co-operating in the field of human traf-

ficking is dealing with a “hidden crime”. More and new ways must be found of making contact with people who are hidden from public view and who live in conditions of slavery. Methods must be improved for recognizing and classifying exploitative relationships as such. No occupational group can act on its own in these matters or rely only on its own possibilities and resources. It is imperative that all paths from the moment of recruitment (the initial contact, the advertisements, the agency) be followed up from the country of origin to the countries of destination. However, those who have become victims of crime and degradation must not be considered solely in terms of their role in a criminal prosecution. They must also be entitled to new perspectives for their lives, whether in the country of origin or in the country of destination. This is an obligation in the name of human rights; Europe cannot ignore this without risking losing its standards of civilization.

Another specific challenge in the fight against human trafficking is the analysis of our own social, moral and religious prejudices. Because of the close links between prostitution and illegal residence, contact with the people affected is often unconsciously characterized by secret labelling and stereotyping which cover up the correct legal classification of the situation as being human trafficking. Even though prostitutes in Western European countries are no longer generally ostracized, nonetheless the patterns of thousands of years of cultural history continue to have an effect beneath the thin veneer of “political correctness”.

Moreover, within European borders the battle against illegal aliens or *sans papiers* has been prioritized. The contradiction between being victims of a criminal offence on the one hand and having themselves violated immigration laws on the other is thereby intensified. At first glance, trafficked persons are often seen as “illegals”; only at second glance is this sometimes corrected.

Also, compassion shown towards the victim can contain elements of disdain or marginalization and can easily confront the affected person with the expectation of or demand for humility.

The objective of the fight against human trafficking is the protection of violated rights, such as dignity, personal rights and the right to life, and physical integrity of the persons concerned. This awareness cannot be merely taught and maintained in the course of daily working life. Only by reflecting on one's own attitudes and taking on the perspective of those affected can the ways of dealing with victims and respect for their human rights be influenced in a sustainable way.

## Only a Body

I was quite the prostitute... My mother always said that I had such nice eyes. Yet why on earth did nobody ever make the effort to look into my eyes? They all said I had a beautiful arse, hard breasts and an ideal body to have sex with. That is what I was: a body, nothing but a body.

A silent body, a speechless body. There were always too many words during those nights, too dark and too long, as long as the chain of head lights, illuminating my body in order to see if I was good enough for a fuck. So many lights before my eyes, I still see them in front of me, each

time I close my tired eyelids to the horror of my days; I still see those strong, blinding lights before my eyes, more revealing than any mini skirt and any low neckline could ever be.

I have lost everything, if ever I had had anything, if one can call a life full of desperation and solitude, a life filled with futile and useless violence a life. This life, as sullied and as dirty as the run-down old buildings on the outskirts of the city where I used to work; where each night I was embarrassed by the graffiti which I never read, since to me, it was all empty.



*“Interrogation of a prostitute”*

That was the sensation I had practised: emptiness. The emptiness of the street when it rained, the emptiness of the miserable place where I tried to sleep, the emptiness of my hands after I had handed everything over to my pimp, and the emptiness of these men who asked me: “How much do you take?” “How much?”

How often the sound of these words was repeated, as hard as stone, flung into the dark night, a night so dark that you could not find out where the blow came from: “How much?” “How much?” How much do I charge for all the years I have spent on this street? ... What is the value of my broken dreams? The youthful dreams of an overwhelming love, of children that grow up in domestic security, and of a man who would simply say from time to time: “I’m here, it’s all right, don’t worry!”

How angry I am. I could burst with the anger that tortures my tired heart. I feel like screaming, I want to yell at those who do not understand.

I feel like throwing up, throwing up all I have had to swallow so far. The humiliation of being nothing as a person and as merchandise of little value. Of little value to those who used me to have sex, of little value to those who beat me up if I did not earn enough, of little value to those who sold me, of little value to myself having started to work for a pair of high-heeled shoes, when I still was a girl. I say this to you as you listen to my words with a feeling of compassionate mercy, as you look at me, although you are incapable of seeing the person I really am. You want to help me, you want to change me, you want to give me some hope,

work, you want to teach me Italian, more than just the word “fuck”.

And I would thank you... Yes, I should be grateful!... Perhaps I should do that, but I can’t, because when I look at you - you with your cultivation, with your diplomas, with your tasteful make-up, with your beautiful family, with your independence - each time I ask myself: “Why have I not been able to achieve that?”

Why? No, you do not have an answer. Do not even try to answer and please do me a favour. Do not come with your God. This God who has never come to see me on the street, this God who was not there when three men raped me because they didn’t want to pay me and also because violence turned them on more.

He was not there then and I do not want him now. What for? So he can forgive me? No, I have not done anything wrong. I have just tried to survive and I do not want anyone to come and tell me that I should change my life.

Why should I change my history, which has become much too much part of my life ever to be forgotten, and yet such a small part of this life, that no one could order me to change it. We change our lives if we have the choice, but not when we are forced to.

I am tired. Also tired about having to think all the time that I should change.

Sometimes on those rare evenings where there was not much work, when we walked along the

pavements in the district that was allocated to us, there was time to chat. We laughed about the oddities of our clients. It was so amusing to talk about these little secrets; we were like children.

Well, at the beginning, that is what we were. I can say that during the earlier part of my life I tried to appear older and during the later part I wanted to appear younger. Maybe that is why I do not remember how old I really am. I have not felt these years to be my years; they were only part of my body. I have always had a different age.

Maybe that was my way of not feeling myself when I was on the street. I have experienced the entire tragedy that unfortunately I have acted out every single evening, as a virtuoso, on the stage which is the street, with both enthusiastic and indifferent spectators; each of them was simultaneously enthusiastic and indifferent.

I was there to play my role, a performer in an opera written by strangers' hands, yet because the strength of the contradiction that is embedded in the human soul, I think I have really succeeded in being the leading actress and spectator at the same time, in this greatest of human tragedies that is acted out each day: the loneliness and the cynicism.

The loneliness of a married man who can no longer talk to his wife and who, during a few minutes of sex, seeks a dialogue, sometimes a feeling, at other times only a body. A body that another woman denies him.

I was the woman who did not refuse, who said "yes" to everything, who accepted this pitiful communication that other women rejected.

Not me, I had to; why should I even think about it? I offered what they wanted; they came back when they felt their desire for a body again, the desire for my body, even if I think that it hardly makes any difference.

Now you scold me; you give me "lectures on life"; you tell me how I should behave, yet it wears me out to understand what you say. I do not want to understand; it is much easier to live the life I know, that belongs to me, a life in which I know how to defend myself. I am not qualified to live in your world of rules. I know the rules of another world, a parallel world, excluded from your world, where we speak a language very different from yours.

A language you do not know. You wanted to learn that language, but if you really want to understand a language, you have to go to the land where that language is spoken... and that you cannot do.

However, you listen to me; continue listening to me, this evening and tomorrow and forever. Do not let yourself be exhausted by what I say... perhaps, some day, you will come to know what my truth is like ...

*Stefania De Nicolais*





# 3

## Evaluation of the Method





# Raising the Curtain – Lowering the Curtain or: Staging an Educational Play

*Bettina Henze*

## What is the Purpose of Evaluation?

Evaluation is a word that is on the tip of everyone’s tongue nowadays. That is why there are many different interpretations of the term itself. Furthermore, the intercultural framework of this project causes yet more confusion concerning the translation of this term. For that reason, a precise definition will be given as to how the term “evaluation” is to be understood in the context of this project.

“Evaluation” means the systematic description and assessment, based on data, of the educational method developed for the project.

By using systematically collected data, an assessment will be made as to whether and to what extent the objectives specified in the programme have been achieved.

In such an extensive project, into which financial, personal and time resources have been poured, an important task of the evaluation is to act as an instrument of quality development to demonstrate that these resources have been used responsibly.

Thus, the evaluation has a clear function. All collected data are to be utilized directly for the project itself. The evaluation process should be of use to both the development and the further development of the educational methods.

This approach is based on the premise of the orientation of the people involved in this project. This means that exactly those people who work with the methods of training (in this case, the three occupational groups from four different countries as well as their coaches) will also give precise feedback, which will be used to optimize the methods.

The people who are directly involved make decisions about what is useful or where changes and further developments have to be made.



*Bettina Henze*

## What is Being Examined?

The first step of the evaluation work consisted of developing guideline questions that were geared towards the objectives of the project.

The main question is:

**To what extent does this specific method contribute to the participants acquiring knowledge of the fields of work of the others' professions and countries?**



As this question is very complex, the structure of the evaluation is made clearer by dividing the main question into subsections. These subsections consist of further questions.

### Further Questions

1. To what extent do the participants actually know the general procedures for combating human trafficking in other countries?
2. To what extent does the method contribute to participants perceiving/recognizing essential key processes in their own work?
3. To what extent does this particular method contribute to the participants experiencing each other's mode of operation?
4. To what extent does the method contribute to sharpening the way the various jobs of the different professions are perceived?
5. To what extent does the method contribute to encouraging the participants to be prepared to put themselves into the positions of others?
6. To what extent does the method contribute to the participants gaining new views (changing perspectives)?
7. To what extent does the method contribute to enabling the participants to become conscious of their own prejudices about others?
8. To what extent does the method contribute to the participants' willingness to acknowledge the validity of other points of view (acceptance)?
9. To what extent does the method contribute to the participants comparing different procedures?
10. To what extent does the method contribute to the participants analysing their own procedures critically?
11. To what extent does the method contribute to the participants receiving suggestions for changing their own procedures?
12. To what extent does the method contribute to the participants becoming more willing to change their own procedures?



The basis of information for answering the evaluation questions was compiled by observation and consultation.

During intensive individual and group interviews, the participants gave specific feedback. Lengthy individual interviews were held using partly standardized interview guidelines. The focus group method<sup>1</sup> made it possible to collect data from all participants, in spite of a shortage of time.

Alongside the consultations, observations were used as a further means of collecting data. They were carried out with partly standardized observation forms in all phases of the project and covered all its sections.

By this systematic collecting of data and the evaluation process, the experiences of the participating experts could also be used.<sup>2</sup>

The extensive evaluation used in this project has **two objectives**:

1. One important aspect is the dovetailing of the evaluation and the process of the project. The results of the evaluation of the individual phases of the process always served as the basis for the further development of the educational methods.
2. The second aspect concerns the examination of the objectives that were made clear when defining the concept.

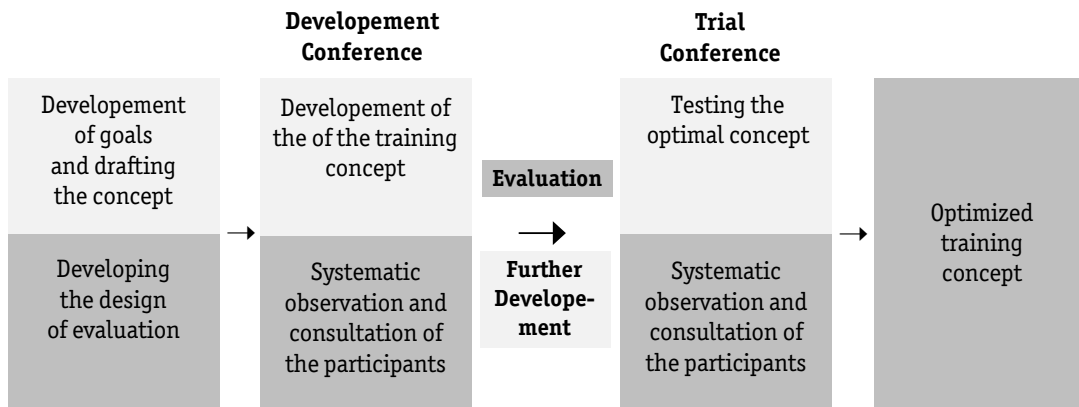


*Preparatory  
discussion*

## The Formative Aspect of the Evaluation

Let us first take a look at the main purpose of the evaluation, the optimizing of the process. Here a fundamental question<sup>3</sup> needed to be considered. In order gradually to stabilize and improve the method of training, looking at the strengths and weaknesses of the method is productive and will serve as a means of further development. Its strengths will be maintained or extended and weaknesses modified.

### Optimizing the Process (Formative Procedure)



**Question: Which strengths and weaknesses does the method reveal?  
Basis of information for the further development of the method**

Here follows a presentation of the strengths and weaknesses:

#### Strengths

- The *entire structure of the conference* (ranging from such familiar elements as lectures or the interview method to the new and unfamiliar method of drama work) made it possible for the participants gradually to get used to this way of working.
- *The unconventional way of starting the conference* (introductory interview) accelerated the process of getting to know one another. A quick rapport became possible despite language barriers.
- The elements were structured in such a way that there was a progression from a more general exchange among colleagues in the first workshop to more concrete and important aspects of the participants' own professions in Workshop II, followed by the drama session in Workshop III during which *real everyday courses of events* were worked on.



- › The drama work enabled a level of *understanding to take place that would be impossible to achieve by mere verbal communication*.
- › By using *the element of mutual training* (within the framework of the theatrical work) it became possible to present *specific examples of the participants' own professional realities* to the others, with many of their aspects, problems, etc.
- › Through the element of drama, *normally fixed role-patterns* were overcome. As it was unfamiliar and at first difficult for everyone, possible hierarchies and assigned roles did not come into being.
- › By reproducing actual scenarios, *the route (or escape) leading to abstract behaviour* (platitudes, formalities) was barred.
- › Acting out scenes in which different roles were played from the those played in reality made it possible to see things *from a different perspective*.
- › *By observing and dramatising the professional perspectives of others, it became possible to understand, comprehend and empathise with them*. This is a crucial prerequisite for successful co-operation.
- › By watching everyday workplace scenarios, which were suitably adjusted for the stage, it is possible to *distance oneself (also critically) from one's own situation*. Through this distancing, possibilities for change come into view.

Ascertaining strengths makes it possible to clarify what underpins the concept. They can then be maintained or extended.

The need for change becomes evident when investigating weaknesses.

In the following, the analysed weaknesses as well as the associated improvements are described:

### **Weaknesses**

- › At the beginning, some participants did not understand the purpose of some of the exercises (for example, the warm-up in the drama work). This led to a lack of motivation and acceptance for these exercises.  
**Resulting improvement:** during the rest of the programme, the purpose and usefulness of the exercises was very clearly presented.
- › Insufficient time was allowed for exchanges in the group of participants with the same profession but who came from different countries.  
**Resulting improvements:** more time was provided. (Workshop II was extended.)
- › In Workshop II, it was not clear enough at the beginning what the task at hand actually was.  
**Resulting improvements:** clear task descriptions that made it possible to discuss the key processes of the work and clarify differences and similarities. In addition, the discussions were moderated.
- › During the drama sessions, there were confrontations. To encourage changes of perspective, the participants were required to present tricky situations in exaggerated scenarios. The participants thus

found themselves in the awkward situation of being under the impression that they were supposed to present their own work in a bad light.

**Resulting improvements:** the participants took on the responsibility in their drama work of deciding which situations they wanted to work on (scenarios or levels of difficulty were specified not by the drama coaches but by the work process, which demanded all the resources of the participants.) With the coaches working in this non-directive way, the participants could always choose whether they wanted to present positive or negative aspects of their work.

It was interesting to observe that this freedom of choice helped the participants present exactly those awkward scenarios which, when the coach had chosen them, they had rejected.

- › Working with interactive and role-playing elements is very time-consuming because of the nature of the processes involved. During the allotted time, many stimuli were given, which need to be continued in order to achieve long-term effects.

Feedback from the participants led to constant reflections on improvements to the training programme. Thus, the entire project was influenced by the following basic thought: **learning as a process of mutual exchange:**

- › Learning from other professions
- › Learning from other nations
- › Participants learning from methods of training
- › The creators of the method of training learning from the participants' feedback.

## Examining the Objectives

As well as the aspects of the formative evaluation presented above, it is vital to examine the objectives.

### The Objectives

- › **Developing Networks:** As a result of direct contact with others, the participants become aware of possible beneficial areas and starting-points for co-operative work and initiate a process that lasts beyond the conference.
- › **Reflection:** The participants learn to see themselves through the eyes of others and are able to reflect critically on their working practices, as well as recognizing the need for change.
- › **Change of perspective:** the participants take on the perspective of the others and try to understand the tasks, problems and conflicts that affect their work.
- › **Comparison:** The participants work on determining similarities and differences.
- › **Conveying information:** The participants explain basic legal criteria, the structural background and particular working methods of their own countries.





- **Acquiring Knowledge:** The participants learn about the legal basis, structural background and the various working methods of the other countries.

The objectives, which are presented here once again and the resulting sets of questions for evaluation (see page 86) make it clear that there are different levels here which are of interest. Of huge significance to this investigation are the results that are to be reached.<sup>4</sup>

The various evaluation criteria are presented in the illustration below. The higher the level of the evaluation criteria, the more difficult it is to examine them. The first thing to be considered is which pre-conditions are necessary in order to achieve any kind of results. Next, it is necessary to examine at the level of reactions how the participants assess the individual elements of the educational method in order then to look at the level of the outcomes (results or effects).

## Evaluation Criteria

**Outcomes II:** Activity and behaviour → Taking over of new ways of taking action and the displaying of modified behaviour in the target group

**Outcomes I:** Knowledge, attitudes, values, capabilities → Causing cognitive and affective changes in the target group

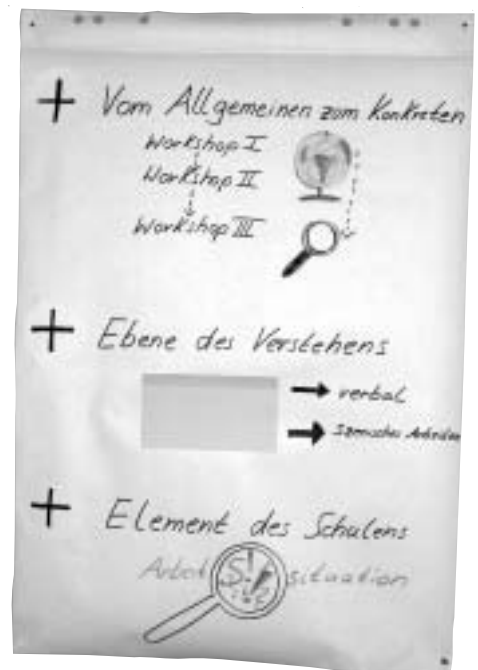
**Reactions** → Assessment (interest, satisfaction) by the target group

**Outputs** → Degree of implementation of the program (number of meetings ...)

**Inputs** → Ressources used/necessary conditions

### Necessary Conditions

- Having an interprofessional planning team is necessary in order to ensure that during the planning of the working assignments, there is complete professional background knowledge available in all subject areas.
- The event has to be organized in such a manner that at the beginning familiar methods such as lectures and interviewing techniques are used. During the course of the programme, there will then be increased willingness to work with unfamiliar methods such as dramatics.
- The team of coaches and theatre professionals must work at a high professional level (involving experience with group processes, being oriented towards participants' needs and being flexible, an appreciative attitude, being supportive of processes, not taking away responsibility from the learners, etc.).
- It has become evident how beneficial it is to make complete use of the resources provided by the participants themselves. If one considers that an expert giving a lecture about his professional experiences reduces his audience (all of whom are also experts) to a state of passivity, it soon becomes obvious how much concentrated expertise and how many years of professional experience could be activated and put to use when working interactively.
- To work in this way, more time is needed than for traditional conferences. It is a process the participants need to prepare themselves for. In order to avoid resistance, the participants need time to adapt to new things.



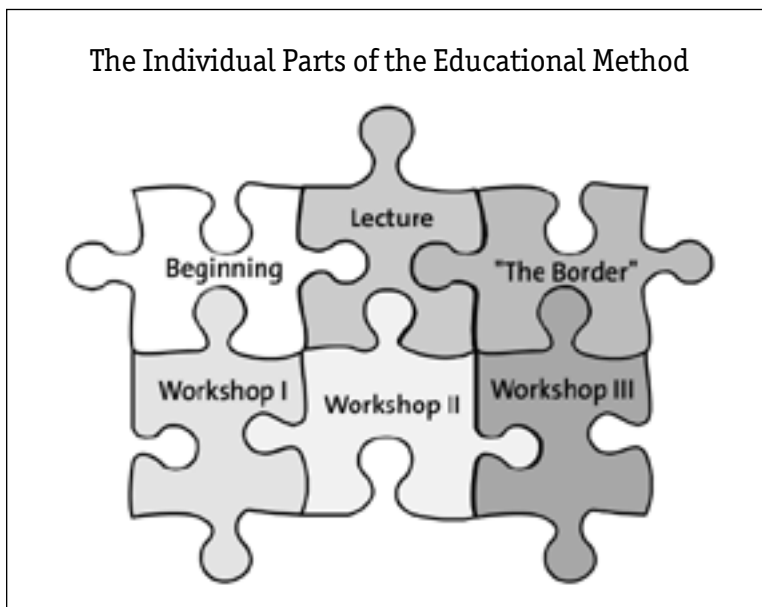
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## Reactions

Now for a look at the next step: how do the participants assess the concrete elements of the educational method?

As already mentioned, the framework of this evaluation was strongly geared towards the participants. In order to clarify this working method once again, original comments<sup>5</sup> made by the participants accompany the following presentation of the results.



### First Element: The Start of the Conference with the Introductory Interviews

All participants saw the introductory interviews as a successful way of making contact with the others in spite of the language barriers.

*“I liked the unconventional way in which we introduced ourselves. I often get tired of listening to people presenting themselves in other conferences. Because they are unsure of themselves, they often take far too much time presenting themselves than the audience can bear.”*

*“The atmosphere has to be built up gradually. This worked well. Also, the individual questions helped to get over the language problems.”*

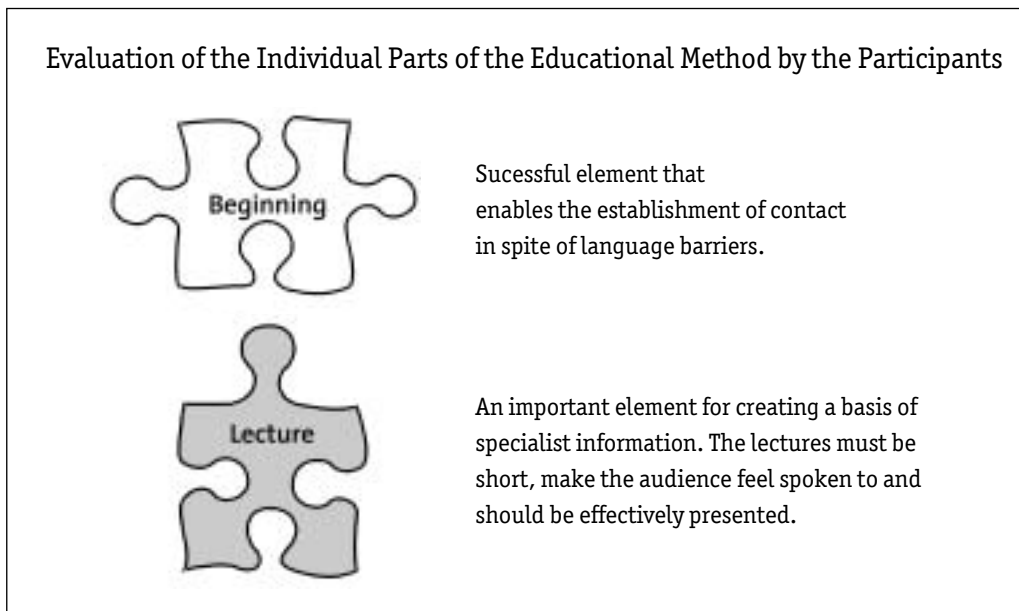
*“Normally, they would not have let down their defences until much later. In this way, we were able to break through the barriers in this hands-on way.”*

### Second Element: The Lectures

The lectures are an important way of producing a collective specialist level of information.

From the participants' point of view, it is very important that the lectures are brief and that the audience feels spoken to and included.

*"The lectures play an important role. They make it possible to emphasize certain subjects within the framework of the conference. What I liked was that they did not take up much time. In our country, we have conferences during which individuals speak for an hour. What's the point of that? Information gets lost."*



### Third Element: "The border"

This element was important in addressing unexpressed subjects and working on them. However, it became very evident how difficult it is to work on the subjects of prejudice and imaginary borders. Even when taking great care, there is the danger of inadvertently hurting someone's feelings.

### Fourth Element: Workshop I

Workshop 1 is considered to have significant ground-breaking character. Here, for the first time, a closer exchange takes place with other occupational groups from the participant's own country. At an initially



more accessible level, professional exchanges take place that prepare the field for the specialist discussions about the key processes of the work.

*“Workshop I was very interesting. We had different professions in our group: lawyers, police, psychologists, judges and social workers. We talked about human trafficking and came to the conclusion that we see the victim from different perspectives. We tried to point out limitations and differences. This exchange of opinions was very interesting. The judge said he doesn’t see the woman, but only the victim. The social worker saw the victim differently; she saw the person, the woman. The female judge did not think about the person; she did not ask what was going on with the person, she did not ask whether she had children, she could only see the prostitute. The judge said that she would change her point of view from now on. The judges came to the conclusion that the work of the social workers is very important.”*

#### Evaluation of the Individual Parts of the Educational Method by the Participants



Imaginary limits are talked about and thus can be worked on.



Important ground-breaking element.  
At a general level, exchange takes place that prepares for the specialist discussion about key processes.

#### Fifth Element: Workshop II

Workshop II is considered to be a very beneficial method. In the opinion of many participants, the goal of comparing the ways in which one’s own profession works in different countries and finding out what the differences are was achieved.

This workshop was particularly important for the participants for the following reasons:

- › *“Here I become familiar with the practical procedures and not just the theory.”*
- › *“Here I found out what ideas the others have and what their work is really like.”*
- › *“Here I got a clear idea of what the others do.”*
- › *“Here, through direct contact with colleagues, I have come to understand things that were too abstract for me during the lecture.”*

#### Sixth Element: Workshop III/Drama

At first, this way of working was completely new to most of the participants. There were reservations, and in the course of the work, also difficulties and resistance. But by continuously developing this concept, this element was, in the final analysis, evaluated as being the most positive and effective one.

*“When I observed the drama work in Germany for the first time, I was very sceptical. The intention, the goal of drama is not to show what one can do but to learn from the other professions. I have learnt a lot from the other professions.”*

One very important aspect is that the process of getting to know and coming into contact with each other is supported by this approach.

*“Drama – becoming relaxed, building sculptures, making contact with strangers, even touching them – worked very well in bringing people together. During the presentation, it didn’t matter at all whether it was a colleague from Germany or Poland. That was one huge advantage we all gained from drama: communication doesn’t depend as much on language as we tend to think.”*

It became clear that the participants considered this way of working very appropriate for understanding the situations of others, also at an emotional level. At the same time, they emphasized how successful this method was in making their own professional reality clear to other people.

*“It was difficult for me to play the role, but it is the only way to convey reality. It was wonderful to see how the drama coaches found ways for us to dramatize real examples of our work.”*

*“As a social worker, I prepared a public prosecutor for her first interview with the victim. Through these intensive discussions, she came to understand my point of view and I understood hers. She used to just keep looking into her files. Playing the role of a social worker who has to make contact with a person who doesn’t understand her, that was something completely new for her.”*



*“I also think that playing the role of another person allowed us to develop more understanding of their work. You have to think about how the other person works. I must say, I had honestly not thought a lot about that before.”*

### Evaluation of the Individual Parts of the Educational Method by the Participants



This element helps to work out differences in the ways the participants' professions operate in the different countries.

- Increases sensitivity to the situation of others
- Decreases distance
- Allows empathy
- Makes one's own professional reality accessible to others
- Changes perspectives

### Outcomes

Next, we look at how effective the results are (outcomes).

The goals (see page 90) are cumulative, so that logically the lowest goal has to be achieved first, before attempting to achieve the next one.

The main objective of this project is improving the co-operation between the different occupational groups and different countries that are professionally active in the fight against human trafficking.

On the way to this demanding and long-term objective, there are some short-term goals. That is to say, it is not until I know something and have information that I can begin to discover differences. It is not until I become aware of the differences that I can begin to understand what the professional situations of others are like. Only then can I develop the understanding that is the prerequisite for good co-operation. Accordingly, I begin the presentation about how to reach the objectives with the lowest goal:

1. **Acquiring Knowledge:** The participants learn about the legal basis, structural background and the various working methods of the other countries.

On the whole, the participants have the distinct impression of having substantially increased the knowledge they have of the others. It is clear that the degree to which their knowledge is increased is greatest when successful use is made of the potential of all the experts who are present. This success depends on the participants taking on the responsibility of presenting real, everyday work scenarios (verbally and through drama) with all their strengths and weaknesses (far removed from such superficial presentations where “everything is fine”). The participants felt that dramatic work was of particular importance in achieving the above goal.

*“In Workshops I and II there was a great deal of new information, but the power of drama brought a new dimension of information.”*

*“During the drama work, when I was being trained by a policeman to lead an investigation, I could understand the method and the aims, which were carried out in a particular spirit. I do not come across this kind of work in my daily experience.”*

Especially in the specific situations of the individual participants, this method was considered very profitable. It is a matter of overcoming the different language barriers between countries as well as understanding different professional codes of practice.

*“Wonderful. I’d like to have more experiences like that. The non-verbal dimension would be understood across borders in every country of the world.”*

*“A surprising experience, slipping into other people’s roles – I have discovered a part of myself in other people. We succeeded in understanding each others’ languages.”*

2. **Conveying information:** The participants explain basic legal criteria, the structural background and particular working methods of their own countries.

The entire structure of the conference is once again highlighted when considering the aspect of giving information. The interactive procedure with its varied exercises made it possible to represent the individual professions and the special aspects of each participant’s country.

*“The method was very practical; thus, I had the opportunity of demonstrating to the others what my job as a social worker is really like.”*

*“I could do both: teach the others something and learn something. By acting out the scenarios, it was possible to understand how the professions are organized and what their work consists of.”*





The experience of the procedure has shown that great sensitivity is required concerning the issue of “presenting problems”. Everybody has resistance when asked to talk about problems and weaknesses. Who does not prefer to show their strengths? It is not until we manage to create enough space for mutual respect in the learning process that we can succeed in seeing the possibilities of working on those problems.

### 3. Comparison: The participants work on determining similarities and differences.

When the participants compare their own professional situations with those presented by their colleagues from other countries and in other professions, awareness of the special qualities of their own particular situation only emerges by contrasting it with the situations of others.

Furthermore, this comparison enables them to establish exactly why it has occasionally been difficult to co-operate with and understand each other.

In this area as well, the power of drama work must be emphasized. Lectures can often be very superficial, so that everything appears to be either quite similar or quite different. Only by acting out realistic scenes such as interrogation or counselling can a dimension be presented in which sometimes small but significant differences become apparent.

*“Ukrainian judges have a different idea of neutrality. For them, neutrality means distance. In Italy, the judges know much more about the social concerns of the victim.”*

*“Making comparisons is very important as it enables us to widen our horizons and see our own work from a different angle, to realize what we are doing well and what we have to change.”*

### 4. Change of perspective: the participants take on the perspective of the others and try to understand the tasks, problems and conflicts that affect their work.

The experiences that the participants had in connection with their drama work were described as very intensive by many of the people interviewed.

It became clear that with this special method of instruction, a form of understanding was achieved that could not have been achieved by purely verbal communication (whether by lectures or in group discussions).

Only by actually acting on stage – by trying to act the previously rehearsed but unknown role well – can the actor gain access to the professional reality of his colleagues and understand their particular situations (to begin with, by playing the role).

*“I have come to understand that the victim must put up a fight. I have felt something which I previously had only seen and made rational assumptions about. You realize it and deal with it with understanding, but when I say ‘I can understand that,’ I’m usually lying. When playing a role, you forget it and just feel things.”*

A female judge, after she had acted out the role of an NGO worker (counselling situation): *“If human traffickers are to be convicted, evidence from witnesses is very important. But we cannot force women to testify, and it often makes me angry when they don’t. Now I have seen things from quite a different perspective.”*

**5. Reflection:** The participants learn to see themselves through the eyes of others and are able to reflect critically on their working practices, as well as recognizing where change is needed.

It became clear to the participants how valuable it can sometimes be for one’s work to look at one’s own situation from a certain distance. In the course of day-to-day work, it is not easy to look at the difficult aspects of the way one manages one’s job, or to be self-critical about this in order to see potential for improvement. The methods used here can be of help. This can be the case when there is a willingness to look within critically and openly, and not just blame others for any difficulties. Some of the participants did this very well.

*“We were able to review our own attitudes and work out which things we should go on developing.”*

The participants saw the following aspects differently than they had previously:

- › Different ways of interacting with the victims, in particular where the courts were concerned – more contact with the victims.
- › Closer contacts between the NGOs and the courts.
- › Different image of NGOs on the part of the police.



*Improvisation*



- A clear realization about the importance of knowing something about the other side.
- It is important to observe one's own work from a certain distance so as not to become emotionally detached.

*“Realizing that even after 20 years, there are still sometimes problems with the job. I have seen so much, it’s always the same thing, and you always have to be patient. In the scene where the policeman stopped the victim from speaking, held her mouth shut, I myself felt violated and noticed that I could do just the same in my job as a policeman or that I had done just the same in the past.”*

*“A seminar like this is a very important form of supervision or prevention. Sometimes your own work wears you out – which you should find ways of preventing.”*

**6. Developing Networks:** As a result of direct contact with others, the participants become aware of possible beneficial areas and starting-points for co-operative work and initiate an ongoing process that lasts beyond the conference.

While considering this aim, I would like first of all to describe something that developed in this context.

The method of instruction very clearly contributed to dismantling prejudices and breaking the ice. Since this is an important step in making real contact with others and enabling networking, attention should be drawn to it. The overall character of the conference with its many interactive elements and the careful organization of both the formal and informal parts of the conference all meant that the participants established contact with each other very well.

*“I have never been at a seminar before where I learned the names of 50 people within three days.”*

The participants also understood the value of raising the issues of internal barriers and prejudices towards other people in order to help abolish boundaries.

*“Of course, some prejudices are true, but not all of them are. If I see a person from a different country, all the stereotypes about this country enter my head. By doing the exercises, I have come to realize that I should see the person as a person.”*

The participants emphasized how important this aspect was in order to achieve good co-operation in view of the common objective: the effective fight against human trafficking.

*“This is the first conference in which various professions have come together. That is more difficult, but also more interesting. Our understanding was increased. We often lose sight of the larger context in our jobs.”*

*“There are few possibilities for lawyers to get training together with the police, let alone with NGOs. We cannot do our jobs properly if we stay only within our own systems. We have to work together. In order to be successful, we need other participants.”*

Of course, it is important to have realistic expectations of the goal. In three days, it is only possible to give initial impulses and take the first steps. The first steps have been taken; others must follow. There are two essential aspects which can be used as starting points for further work:

- › Experiencing that there is real willingness to work together.
- › Personal contacts, which will make co-operation seem pragmatic and no longer theoretical; for example, by phoning a colleague.

## Summary of the Achieved Goals:

Goal	Result
Acquiring knowledge	Most participants significantly increased their knowledge.
Conveying information	By using this method, the participants found ways of presenting their particular professional situations in a way that the other side could understand.
Comparison	By staging realistic situations, the participants were able to compare specific working practices.
Change of perspective	By acting on stage, participants gained understanding of the professional realities of others and were able to understand another’s particular situation.
Reflection	The participants understood the value of seeing their own work from a certain distance, which enabled them to view their own actions critically
Developing networks	The sense of distance was reduced, reservations were diminished, and intensive contact with colleagues was made possible.





## Overall Evaluation

It became clear that the objective of the project was highly challenging. There was a lot of work to be done between the original idea and the fully developed concept. It was continually refined to accommodate improvements.

There was a very high degree of complexity in this project: four different countries, three different professions. Each stage of its organization, from the didactical planning right up to the actual activities of the trainers in the workshops, had to be carefully chosen in order to support the overall objectives. The atmosphere needed to be one of mutual respect, including respect for any differences among the participants.

**The effort was worth it; we succeeded.** Using these interactive methods for achieving better understanding and as a basis for improved co-operation in an interprofessional and international field of work turned out to be very successful.

## Outlook

The entire project was supported by the accompanying evaluation and a critical analysis was made of the project's goal assessment. The following outlook is based on the excellent results:

This project showed that this educational method works in a highly complex setting (different nations, different professions). It is not often possible to work on such complex situations in everyday working life.

What is successful in highly complex situations can also succeed in areas of less complexity. Whenever different people work together in professional situations or when they want to build up co-operation, this method can be used effectively.

The EU creates standardization at a formal level. Further down, at the level of everyday professional proceedings, differences persist. This method is perfectly suited to understanding these differences and reaching a stable foundation for co-operation.

The use of this educational method in the areas of Europe in which countries are growing closer together should be regarded as an opportunity not to be missed.

## Notes:

- 1 The focus group method is a concept based on experience and on group-dynamic/psychological background knowledge of the preparation, implementation and post-evaluation of theme-related discussions in groups. This instrument was originally developed for market-research purposes and has increasingly been used since the 1980s to carry out analysis in the area of education, for the development of new training and further education programmes as well as for quality improvement of further education for business. Focus groups collect qualitative data. In this context, the emphasis is placed on the opinions, attitudes, expectations, emotional context, motivation, etc., of the participants. Focus groups are carried out as series of parallel investigations.
- 2 The assessment of the qualitative data is based on the text sorting technique. This technique is a computer-based procedure which arranges statements into category systems.
- 3 Formative evaluation also means clarifying or shaping evaluation. The intention of the evaluation is to stabilize or improve the assessed object step by step.
- 4 These results are also known as outcomes. "Outcome goals describe desired impacts of the programme on participants" (Patton, M.Q., *Utilization Focused Evaluation*. Thousand Oaks, Sage 1997, P. 167)
- 5 All italicized statements are original quotations of the interviewed participants.

# 4

## Experiences with Act!







# Interviews with Participants

## Stefania de Nicolais, Lawyer, NGO “On the Road”, Italy



*What do you think is special about the methods used in this project?*

I really enjoyed the dramatics. For me personally, it offered a way of interpreting processes and incidents that usually remain unseen. It allowed me to look below the surface of my behaviour and thus opened up another part of myself. I'm the sort of person who usually likes to be in the limelight, but during the drama work it was sometimes difficult for me to look at myself in the mirror.

*In the course of the project was there anything that took you by surprise?*

Yes, there was, the relationship with the police. I have always regarded the police as being very reserved towards social workers. I noticed that they showed a great deal of interest, including in our work, and consequently, I am much more positive about working with them in the future. It isn't only about how social work is perceived; it's also about perceiving the fight against human trafficking as just one part of the fight for human rights.

I think the fact that the trainers were so flexible was crucial for this process. If they had put the pressure on us, we couldn't have got the same result.

*Do you think your own work will benefit from this?*

The drama work gave rise to a very specific sort of sensitivity, not only amongst social workers but also the police officers. Changing roles helped them to understand that the victim is often made use of in the fight against human trafficking.

In this project, a new kind of communication was implemented between the different professions. This leads to a different way of working, especially with regard to the confrontation with victims. The participation of the different groups seems to me to be particularly important.

I will definitely take this method away with me – not that I would be really capable of making use of it – but for me it is a model. It is also a method which will make my own work – a job where you are often confronted with so much human misery – less of a strain, as we won't have to fight against each other but will be able to support each other.

It would be very good to meet up again after a while to talk about how our working methods have changed and, in particular, to see if we are able to communicate better.

This kind of project shouldn't be regarded as being finished; it is so important to continue developing the experiences of this conference and to reflect on what it has brought about.

### **Maria Grazia Giammarinaro, Judge at the Criminal Court of Rome**



*Which methods of this project impressed you the most?*

What impressed me most was the drama work, especially those scenes relating to conflicts. It was the fact that attitudes towards human trafficking were shown as they really are nowadays. Of course, an attitude of political correctness prevails, an attitude that human trafficking is a bad thing and that it's important to protect victims' rights. Unfortunately, however, this attitude doesn't correspond to the daily experience of those involved in this area, especially the NGOs. The fact is that in most cases we are dealing with a conflict. This became very obvious whenever we acted out a scene involving conflict.

The situation of the victim being confronted by the public prosecutor, the police or even the judge became more visible than we could ever experience in our day-to-day work. It enabled us to become aware of what the problems really are that we are confronted with and have to cope with.

*What about this method was new for you?*

It was all new to me, but in particular, the training method in the context of legal issues. Improvisation or the individual elements of improvisation were familiar to me from my previous job as a teacher; but, for the first time, I was shown how this method can be applied to training courses for different professions and even for lawyers. And what was really surprising was that at the beginning there didn't seem to be any connection to the subject of human trafficking. It started with body work, with imitating animals, which is very surprising for a lawyer. And yet this way leads to a deeper understanding of what accounts for the problems in this area.



*Can you remember a specific situation that particularly caught your attention?*

I remember a situation in Italy where we acted out an interrogation scene and I suddenly realized how important body language is in communication. In particular, in those difficult circumstances when a conflict arises or could arise – the situations in which the conflicts are just below the surface. In several scenes, we were able to identify exactly what was happening despite the fact that we only had a short description and everybody was speaking his own language and nothing was translated. We mostly communicated using body language; for example, there was the message that a police officer indirectly imparted to a victim by not looking at her but by continuing to write. He didn't communicate with his eyes – a very clear message indeed. And there were similar things; for example, the scene where the victim is confronted by the prosecutor, the police, the social worker and even the perpetrator and, in very different ways, is called upon to speak. She merely stares at the floor and doesn't speak and it becomes clear from her bearing that she has no personal power at this moment.

*What will you take away with you professionally and personally?*

Judges have very little contact with victims, as opposed to the public prosecutors. The law precisely defines the work of judges and, as such, there is little opportunity to take into account the circumstances of a victim. However, if it is possible to interpret the code of criminal procedure to the benefit of the victim, to avoid humiliating situations and to enable co-operation with social assistance providers, then judges can do their part to achieve this. One issue, for example, is that we judges and public prosecutors should generally have more confidence in the other professional groups involved, especially the social workers. One important outcome of this project is the realization that in fact all the different stakeholders play an indispensable role in fighting human trafficking and that the success of this fight also relies on mutual respect and trust.

*Do you see ways in which this method could be transferred to other contexts?*

I think it is very important to disseminate this method. We also need initiatives on a national level in order to give professionals the opportunity of participating in something like this, of course with some adaptation. We would definitely have to maintain the element of including different disciplines. This form of training can be very useful, especially where there is conflict between the different occupational groups. In particular, such guidelines should be used in cases of violent crimes and where fundamental human rights have been violated. Traditional systems do not do justice to those affected. Social assistance must be included in such cases because these victims, who are also witnesses, need support if they are to have a realistic chance of a good future. That is why we have to use the social institutions to their full potential. An inter-disciplinary approach is necessary to create this understanding and as a basis for teamwork. Also the international aspect should be maintained, albeit with a few adaptations because, unfortunately, language is a real obstacle and because of financial constraints. A project such as this could perhaps be restricted to two countries.

Naturally, for us as judges it is particularly difficult to distance ourselves from our usual professional surroundings as we are obligated to the law in all our work. We identify greatly with our position of power and austerity.

For this reason, it is all the more important to put judges in a situation where they are completely taken out of their normal working environment. An international setting is particularly helpful in this respect. And I also believe we should try to include this method in our national initiatives.

*What should definitely be taken into consideration when this method is used?*

This method should not be used in isolation; the entire preparation and introduction are part of it. We could try to take over this method, but its individual elements should not be used in isolation. That could cause significant, even extreme resistance. Starting drama work without proper preparation would shock the participants and their resistance might cause them to reject it altogether. Approaching the method by means of the different workshops is important; otherwise, the individual elements wouldn't work.

Having professional trainers is crucial; otherwise, it might be a complete disaster. It is also important for such a training project to have competent representatives of all professional groups on the team.

Although the project incurred a great deal of expense, it really is very interesting to become acquainted with such an innovative method of mutual understanding and it is refreshing to leave behind the traditional and often quite boring lectures.

### **Simona Centonze, Office of Social Services, Ravenna**

*Which aspects of the project were most important to you?*

What I found most interesting was the entire atmosphere of expanding perception, understanding and empathy.

The way in which it was organized was also significant. The conference participants always stayed wherever the conference took place. This meant that they stepped out of their everyday life as they couldn't go home at the end of the day and had to get involved with the group. Leaving behind daily life made it easier for them to change their perspective and to let go of their accustomed professional identity.

What I also found particularly important was that different professions took part; this had the effect of removing the competitiveness that always exists within a profession. Particularly when only social workers get together, there is a real danger that everyone feels judged and as a result they are busy trying to portray themselves in the best possible light.

The problem of feeling judged does not arise in relation to other professions, and getting involved with the other occupational groups also leads to a feeling of self-confidence as a representative of one's own profession.



*Is there anything that you think is particularly important to consider when implementing the method?*

For me, it was very important that attention was paid to including elements that made it more accessible. We were gradually introduced to the method in different stages.

For example, the bee dancing. If that had been done on the first day, it would have been completely impossible and would have been a disaster. It was extremely important that the drama work was preceded by modules that allowed everybody to present themselves in their professional identity, in their normal role as an adult with an educational background. Then, after everybody had presented themselves in that way, we were able to get involved in the play, and first of all, to take a step backwards: to remove the adult guise, to shake off the professional cloak and, to a certain extent, to become a child again. Under normal circumstances, the traditional children's game of humming bees would have been extraordinarily compromising. However, in this project, nobody was assigned the role of the spectator. Each person was apart, concentrating on their own body; nobody was bothered about what anybody else was doing. For exactly that reason, it became an experience that we shared with each other, because no one was observing from the outside. The preparatory body exercises were very important to me for a particular reason. All the participants, who came from very different backgrounds, were able to overcome their "foreignness" because we came close to becoming children again, a time of life when the foreignness that comes from cultural background and profession does not yet exist.

109

## **Detlef Büttner, Detective for the Department of Investigating Organized Crime, Germany**

*What, in your opinion, was special about the way this conference was organized?*

Up to now, I have only been at conferences where someone has given a lecture, or where a specialist discussion has taken place, at the end of which something has been agreed upon or not – and then it was over.

At this conference, I have been participating in a process, and it is impossible to say what will come of it and if it will turn out the way I had imagined. As a result, it's quite exciting.

*What expectations did you have at the beginning of the conference?*

At the beginning, I was sceptical about the drama-work approach, since I did not have the slightest idea what it was. The attitude of the police is generally somewhat reserved as far as drama training is concerned and some colleagues asked what on earth we were doing and whether these people were maybe a little crazy! Yes, I had the same sort of concerns when I first arrived. It was difficult for me at the beginning not to know what the final result would be. However, you get used to the idea and, actually, it's rather exciting.



*I would like to pick up on that key word “exciting” –  
Were there other things that were exciting for you?*

In the course of all the methods it was exciting to observe how we reacted, how the group adapted to that kind of thing. For example, I found the atmosphere a bit more difficult today as I had imagined that it would be more intimate. I had expected that it would be the same group of people that had been in Wermelskirchen and in Szczytno. I was surprised to see that there were some newcomers, which meant that to a certain extent, we had to start all over again.

*What would you say was the most important thing for you – both professionally and personally?*

When we exchanged roles, it was really good for me to see how one has to cope with certain issues when in a different position. The colleagues from *Nachtfalter* often tell me what they have to fight against and I also meet the victims. However, taking on the role of the victim or providing the whole service from start to finish as a counsellor widens your horizon. That’s why I found it useful and it was also fun.

## 110

*Will such an experience have an effect on how you will carry out your job in the future?*

I think this work is useful, as I now know more about the difficulties others have, which will help me in my own area. I can now respond to other people’s difficulties and also have more options to choose from as to how to deal with a problem.

Personally, I think that this workshop has helped me in the work I do in a very concrete way. You also notice other things. For example, I work with two colleagues who are new to this division and who have never worked in the area of organized crime before. They treat people the same way they did when they were on patrol. When you experience different situations where you have to rely on other people, you learn how to co-operate. These experiences are being taught here in a compact form. That’s what makes this method so astonishing. We are gaining a lot of life experience. Through the drama work, I have gained in 3 or 5 days the experience of 3 or 5 years. I can use this experience now for future cases.

*What new options do you have in the course of your work?*

I can now take into consideration in advance what possibilities I have if things don’t run smoothly, or generally, what kinds of problems other people have. I don’t have to go in there with a sledgehammer or make life difficult for others in order to achieve something, if I can take another person’s perspective into account. If I take the example of the judiciary, the judiciary says to me: “I don’t know what to do with this case”, but they don’t know the victim. I can then call the public prosecutor and tell them that they



should try talking to the victim. Or, for example, a counsellor tells me that the victim isn't stable and we should delay the interrogation by another three or four weeks. Then I have to see if that fits into the framework of the criminal proceedings and then deal with the case as it stands. I probably wouldn't have agreed to do that before.

*Which situations, encounters or conversations were the most meaningful for you?*

I have met a lot of friendly and communicative people here, regardless of occupational group or nationality. For example, R., the public prosecutor from Poland; he is actually quite shy and doesn't say much, yet once he warms up one realizes how friendly he becomes. He was very sceptical at first. For example, I built the statutes with R.. That was when the ice was broken between us. Another example would be X. We played the roles of a couple that argued and then made up. After that sort of situation, you feel really close to someone; at least, that's how I felt. That's the sort of experience you don't usually have.

*When your colleagues ask you what you did here and what the greatest benefits are, what would your reply be? In your opinion, how do you think you are benefiting from this experience?*

There are several ways I can profit from this experience. First of all, with regard to formal international co-operation – I have a much better idea of the regulations and standard procedures in Italy, the Ukraine and Poland now – I know how they go about things there. For example, I hadn't previously known that police work in Poland is just as advanced as it is in Germany – I had always thought it was an Eastern European country with an under-developed police force. This interdisciplinary component is also very, very important to us; the fact that we can work well with other police forces.

Also as far as incidental action is concerned, when there are lawyers like here at the conference for a police officer that is normally foreign territory. It breaks down the boundaries and increases awareness of others – although it is still clear that the other professions have other interests – but, basically, they become more familiar and easier to approach. If a lawyer were to come along that I hadn't met here, I'd know that he has a particular role, but also that he's interested in co-operating with me.

That's what I would say to my colleagues – just lay off the rough treatment and become softer, so that they know afterwards what they're talking about, when they talk about other people.

## Kerstin Lotz, Public Prosecutor, Germany



*Thinking back to the conference, what do you remember as being the most significant experience you had?*

The kind of conference it was, the methods used, in particular the drama work, as well as the way in which the presentations were conducted and the active involvement of the participants, that was all new to me. At the beginning, I found this method of education, which I got to know at the conference, to be very difficult. I was very surprised and hadn't expected these kinds of activities.

*You said there were some difficulties at the beginning – Can you describe how it was for you?*

The transfer of knowledge and information is very different in my profession. Participants normally take on a more passive role and information is passed on through lectures. Perhaps this is the only possibility at conferences which have the goal of conveying a lot of knowledge in a short time. In the meantime, there have been conferences where the work takes place in small groups. I came here with the idea that there would be some sort of legal comparison and that the different legal systems would be presented in the way I am used to. To begin with, I was surprised that the aim of this conference was to bring about a change of perspective and to encourage understanding for the victim and other professional groups. Of course, it is also part of our profession to put oneself in the role of the victim to a certain degree, but you never do that completely. There is always a certain distance, which is necessary in our profession. As I see it, the aim of this conference was to change roles completely. That was new and surprising to me and, at the beginning, a bit frightening. In retrospect, I would say that such an extreme change of perspective is appropriate for certain areas. It also reveals a new and interesting perspective for us as legal practitioners and police officers. I think that in exactly those cases where you put yourself in somebody else's shoes, for example, in the cases of victims of human trafficking or crimes of a violent or sexual nature, it is all the more important to understand the situation of the victim. This conference made me see that there are entirely different things that you have to take into consideration in order to understand the victims and certain forms of behaviour; for example, the way in which evidence is given, which the prosecutor or judge can only really understand if they see things from the victim's perspective.

*What specifically does that mean for your day-to-day professional work?*

It is a confirmation of how I have dealt with such cases in the past. Of course, I have to consider my role. My role is to prosecute criminals, not to protect the victims – that takes second place. I think that in the





past we have tended to see the role of the victim as being different from that of “ordinary” witnesses, at least, if we have frequently dealt with victims of human trafficking. We have sometimes noticed that it is not to be taken for granted that the victim fulfils her obligation to testify. Here you have to acknowledge the fact that the willingness of a human trafficking victim to testify is also dependent on whether they feel safe and protected. And we should not underestimate the need for such protection, as many of these victims are deported to their country of origin where they are threatened and subjected to reprisals.

*How will this have a positive influence on your professional life?*

I feel confirmed in the way I deal with witnesses in my day-to-day work. Of course, the law states that the victims have to give evidence and can under certain circumstances be coerced into doing so. But you can try to gain a better understanding of certain forms of behaviour and approach the witnesses differently, giving them more opportunity to withdraw or enabling the victim to find some peace. As public prosecutors, we can't do this; we depend on the support of NGOs, which establish contact with the victim, support the victim and help make it possible for the victim to give evidence. This conference has made me understand a lot about the way the NGOs see themselves. I can understand their attitude better now. We deal with each other very impersonally and don't really talk to each other except about the cases. There is a tendency to think that this will somehow work; it is taken for granted that it will work. If it doesn't, we are disappointed and doubt that these people are capable of doing their jobs.

113

*What has changed?*

At this conference, I discovered that direct co-operation with the victims requires a very different kind of behaviour from the NGO and that you cannot expect an NGO worker to influence the victim to give evidence the next day. The NGOs have a completely different job. It is quite different to be confronted with the victim directly after arresting her in a brothel. I as a prosecutor have a very different role. That explains why so much behaviour in the past has not been properly understood. During the conference, the trainers did an excellent job of helping us understand each other better, in particular through the drama work and the training that has led to these changes of perspectives.

*You have talked a lot about the professional side of things. Was there something you felt you gained on a personal level?*

I have benefited because I have made new professional and personal acquaintances as well as international contacts.

This conference gave me the opportunity to get to know many interesting people – important on both a personal and a professional level. For example, the contact with the public prosecutors from different European countries and also the contact with NGO staff is very valuable. I can contact the NGO workers whom I met at the conference if I am worried about a victim who has returned to his/her coun-

try of origin. As a public prosecutor, I have a certain responsibility towards a witness after he/she has given evidence. It is mainly the police who fulfil this kind of protective duty, but I think that it is also our duty to assume a certain responsibility for the victim's safety together with the police. Meeting members of NGOs from different countries was a very worthwhile experience.

*Would you recommend this method to your colleagues? If so, how would you convince them?*

I would recommend this method to my colleagues, but only for a specific area. I don't think it would be suitable for every area of the public prosecutors' or judges' work. It is a very good method to use if we want to learn to identify with other people, to co-operate, to deal with conflicts and also if we are trying to understand the specific role of victims and witnesses. This method certainly helps people from different organizations to develop an understanding for each other. There are often conflicts between the police, the public prosecutor and the court. These are often problems of communication and I think that this method is generally very suitable for overcoming such problems. However, it cannot be used for the classical transfer of judicial knowledge.

It would be good to continue developing this method, in particular in the area of international cooperation in order to overcome communication problems. Other countries, such as Russia, could also be involved.

## 114 **Detective in the Department of Criminal Investigation, Poland**

*Was the working method of this conference new to you?*

Recently, the police has received further education using the technique of role-playing, for example, on how to lead an interrogation properly. But the work at the conference was completely different. During the drama work, we had to take on the roles of others, thereby developing a different perspective on our own work. I was trained by an NGO worker and I trained her as well, which allowed me to experience the situation of a witness at first hand. I had previously known that it was necessary to bring in an interpreter to help the witness make a statement. Now, however, I have experienced the feeling of helplessness and have realized how important it is to have a translator right from the beginning and not at some later point in time.

*Did the drama work help you to understand other aspects of your work?*

Yes; I had previously been unaware of the importance of one's own mental attitude towards the victims. They are regarded first just as prostitutes and not women who have been the victims of a crime. Both the training by the NGOs and my own change of perspective helped me to understand and empathize with the real situation of these women in a very different way.



*Which parts of the conference did you find useful?*

I can't single out one element as such. It was very helpful that one section led to the next. Both the first and the third workshops taught me a great deal about how NGOs work. I used to see their reserved attitude towards the police as a kind of rejection; I thought they didn't want to work with us and were withholding information. I didn't understand that they were merely taking the wishes and interests of the victims seriously and therefore had to create the necessary conditions so that the women would be able to testify. NGOs play an important role in securing convictions.

Working with a judge was also very interesting and new to me in this form. There is usually quite a distance between us. The second workshop was also important for me as I learnt a great deal about the different rules and regulations in Germany and Poland. It is all too easy for stereotypes to develop on both sides in this area too; there is usually a rather hostile attitude to begin with. But once you know why the Germans have behaved in a particular way and the German police officers realize that it's not because we're lazy that we can't give them certain information, but simply because we're not allowed to, then we can develop a relationship which is free of prejudice. We now know that it is possible to deal with certain things over the telephone.

*Did you find anything particularly surprising?*

Acting out the court scene made a big impression on me. In fact, there aren't so many differences in the laws, but the way we behave is completely different. The German defence lawyers have far more tricks up their sleeves and can exert pressure. In Poland, the judge is given far more respect and he/she alone makes the decisions. The defence lawyer can turn to the court or interrogate the witnesses, but he/she always does this in an elegant and discreet manner. In Poland, the accused has to stand while being questioned out of respect for the court. It was very interesting to see how different their court culture is from ours.

*Do you think that drama work is an appropriate method for creating more understanding for other occupational groups or cultures?*

I think it is exactly this kind of role-playing which makes it possible to develop an understanding for the work of others. You are thrown into a situation in which you are forced to think about how and why this person is behaving the way he/she is and carrying out his/her profession in a certain manner. Until now, to be honest, I really hadn't given much thought to that sort of thing.

## Judge at a Criminal Court, Ukraine

*Did the project make you see and understand things in a different way?*

Well, first of all, I learnt a great deal about regulations, but I also got a lot of information on the background of the work against human trafficking in other countries. The second workshop gave us the opportunity to discuss many issues in detail. It was very interesting to learn how important investigative work is in Italy, as the judge decides only on the basis of the evidence presented and doesn't undertake his/her own investigations and enquiries as in the Ukraine.

The preparation for the drama work offered a particular insight into the practical working procedures in other countries. We learnt a great deal when preparing another person to play our own particular role.

But I also received a lot of important information about my own country. Until now, I hadn't known that NGOs existed or anything about the work they do. The NGO participants provided me with a very concrete picture of the situation of the victims of human trafficking. Up to that point, all I had known about these women had come from the files. Now I know that paper cannot replace experience. I am far more aware of the many different forms of human trafficking that occur. That will make my work at the court easier, as I won't need as much time to understand the witnesses.

The cultural barriers we have to deal with were also made much more vivid. There is not only a language barrier between a German policeman and an Ukrainian woman. The police officers are completely ignorant of the life situation of the woman and both parties have certain ideas about each other that don't necessarily correspond to the actual situation.

*Do you think drama work is a method that is suitable for creating better understanding of different professions in other countries and consequently for achieving better co-operation?*

The training method used at this conference was completely new to me. I found it difficult to get used to it when we first started. I was very sceptical at first, as were most of the representatives of my occupational group. At first, it all seemed a bit questionable and I didn't really understand why we were doing it. But then I understood the pattern and realized that it wasn't about showing off as an actor, but rather that a learning process was taking place, in which everyone was made to understand in a very unobtrusive yet insistent manner which patterns influence our actions. This method makes it possible to internalize information in a very different way.





I also experienced personal development in the drama work. When the victim was questioned, I was provided with a mirror of my own patterns. I was able to reflect upon my own role and behaviour, something which usually gets suppressed during everyday work or at conferences.

To my mind, at the heart of all the methods used here, which at first appeared to be so playful, there is a great concept for expanding experiences and insights. The methods were truly effective in achieving the aims of the conference.

## Observations of a Drama Coach: On the Usefulness of Acting

*Heike Stark*

I will describe here impressions gained from one of the three international workshops and how it progressed. It took place in Italy and the participants came from Italy and the Ukraine. The project staff was mainly German and consisted of the project management, trainers and moderators.

The drama work was embedded in a series of other methods and activities, which were used alternatively with groupings of mixed professions from one nation and international groupings with the same profession.

The advantages of this method, especially for international co-operation, are obvious:

- › It is possible in a condensed way to make differences as well as similarities, problems as well as ideals, attributions as well as self-description visible in the main sense of the word.
- › The language barrier rapidly loses its significance. During this conference, for instance, there was the following situation: the second language (if any) that was spoken by the Italian participants and the German staff was English and for the Ukrainian participants it was Russian. There was only one participant who was able to speak with all three groups without an interpreter!

The “disadvantage” of this method is that there is very little acceptance of it outside of a specific social group.

All the female Italian social workers were familiar with this method, but none of the Italian lawyers or the Ukrainian police officers were... The obvious good time that was had by the majority of the participants during the preparatory “warming up exercises” did not initially make it clear that this method would be relevant for gaining knowledge that would be useful in daily work...

The participants who were not familiar with this method and who were very sceptical at the beginning were convinced by a scene that we had Ukrainian participants act out and that was not translated, and which the Italian audience interpreted afterwards.

What they had seen was then translated into Ukrainian. The realization that the intention of the actors and the reception of the audience actually corresponded led to a great acceptance of this method amongst the participants who had no experience with acting. It was helpful that the performing group



had not believed in the force of expression of such “playing around” and had written an explanatory text about their scene. The entire text was also translated and it became clear that the spoken word gave no additional information – all the contents had already been “seen” on stage. In my opinion, this enormously increased the confidence the participants had in this method. The ice was broken.

The participants themselves determined the subjects to be acted out in the scenes. The heading of this step was the following: What constitutes a problem during co-operation with other occupational groups? The explanation was carried out by means of “living images”: groups of three people built “statues” that represented typical conflicts. Already at that stage, the different perspectives of the occupational groups became clear. We saw the helping policeman with his hand stretched out and the repelling policeman with the law gazette used as a wall between him and the victim. We also saw the victim begging for help or defending herself while running away from her “helpers”. In nine scenes, the variety and complexity of the challenges facing the occupational groups involved in the fight against the human trafficking came into being. The participants gave the following feedback: within a short period of time, agreement was reached as to what the main problem was: *“It is much easier to explain things by demonstrating them than by using words!”*

For all scenes there was a rule: no one was to play his/her own profession.

Each small group was to present a first interrogation scene at the police station as well as a first consultation at an NGO counselling agency. Both ideal scenarios and scenarios full of conflict were to be presented, whereas the material for the last scenes was taken from the previously shown statues.



*Statues*

In each small group, the occupational groups of social work, police and justice were represented. The different occupational groups trained each other for the roles to be taken over. For example, an Italian policeman gave an Ukrainian social worker tips on how to lead an interrogation with a difficult, unco-operative victim. After that, the social worker took over the role of the police officer. During the scene, a Ukrainian jurist, for example, sat in front of her in the role of a Ukrainian woman forced into prostitution and was accompanied by an Italian policeman playing a social worker from an NGO and who sat next to her.

The scenes performed made quite an impression on all participants. The assumption of the roles of other occupational groups who were also present, as well as the preceding “training” led to the roles being treated with respect. Crude prejudices in the sense of caricatures were avoided. Where the performance was “too respectful” and therefore remained “pale”, we intervened by using theatrical exaggeration, images to intensify the scene or role interviews.

By means of these and similar interventions, the particular difficulties and challenges of the individual professions as well as the specific characteristics of the individual countries became apparent to the entire group:

- › There were images created such as that of the interrogating policeman who leads an interrogation by pressing his hands on the victim’s mouth. The fact that everything is too much for him and that he feels the need to distance himself from the victim, whom he sees as a police file rather than a person, becomes obvious.
- › Differences that had been taken for granted and had not up to that point been discussed at the conference suddenly became visible on stage. For instance, the first counselling in Ukraine, as opposed to in Italy, is usually given not by an NGO but by the police, which affects the behaviour of the victim as well as the co-operation between the police and the NGO.
- › Those who usually sit on the judge’s bench, through instructions relating to their role concerning posture, gestures and modulation of the voice, sense part of the victim’s helplessness. Interview questions addressed to the person playing the prostitute such as “Where will you go when you leave? What will your parents back home say about you? Who will talk to you, where will you sleep when you go back?” make fear, misery and violence as well as the threat of reprisal visible. The “case” becomes a person and empathy is encouraged.
- › All those who have to slip into a different role experience part of the complexity of the requirements of the other professions. Questions relating to professional identity such as “Do you enjoy this work? Who appreciates your work? Who has a poor opinion of your work?” make it possible to understand the circumstances and the constraints of the various professions.
- › The fact that only experts who have a profound knowledge of the reality of human trafficking are assembled here becomes obvious also by the form the scenes take on and by the participants experienc-





ing the possibility of genuine co-operation. This, in my opinion, leads to increased mutual acceptance amongst all stakeholders.

The conversations interpreted afterwards are characterized by a high degree of self-reflection during which behavioural patterns and everyday attitudes are examined in a self-critical way with respect to the effects they might have on others. This applies on the one hand to the relationships between the occupational groups. An Italian social worker who acted out the role of a policeman gave the following feedback:

*“I understand that the role of the policeman is not easy. I as an NGO worker have the possibility of being friendly. The policeman does not have an easy job. He is torn. As a human being he is supposed to be friendly, but he is also part of the administration and has to do bureaucratic things and represent the attitude of society: a prostitute is a problem.”*

This also applies to the diverse values in the different national cultures. A Ukrainian judge who played a social worker described an attitude which is widespread in the Ukraine: *“She is a prostitute – I do not like this person for her moral behaviour. It is her own fault; she is responsible for her situation. I do not have any respect for her.”* The effects that this dominant moral standard calls forth as opposed to a moral standard in which a woman forced into prostitution is mainly perceived as a victim in need of help becomes understandable and can be discussed.

In my opinion, doing drama work together is the “entry card” to a discussion of this kind, in which factors such as prudence, distance, questions of status, hierarchies and a threatened loss of face, etc., do not dominate the discussion. Instead, a feeling of openness felt by all participants makes it possible to talk about critical issues without restrictions.

In a national culture characterized by having a great distance to power, a judge who can hardly be talked to let alone criticized, carries on conversations differently once he/she has played the role of the victim. He/she becomes aware of and raises him/herself critical aspects of his day-to-day behaviour as a result of his/her own change of perspectives. Contributions to discussions are easier having just experienced the person of authority in a powerless position during the enacted scene.

Many participants of the conference emphasized that the intense atmosphere of the drama work was particularly suited to achieving the set goals. Here are some comments:



When I saw the drama work in Germany for the first time (Note: Reference to the Development Conference, which some participants attended) I was very sceptical, as my colleagues are today. The intention of the drama work is ... to learn from the other professions. I have learnt a lot from the other professions.”

“During the drama work, when I was trained by a policeman to lead an interrogation, I could understand the method, the targets and also a particular spirit. I was not familiar with this work from of my own job.”



There is a difference between talking and acting. By acting out a scene, you understand a lot more.”

“Feelings, not just facts! We have become personalities, which can’t be achieved by just using words.”

“... was very important, we could understand what the others feel in certain situations.”

“A surprising experience, taking on other people’s roles – I have discovered a part of myself in other people. We succeeded in understanding each other’s languages.”

“Today, in spite of the problems, we succeeded in understanding each other without using language.”

(All the quotations are taken from the Evaluation Report)

I would like to close with a final quotation, which particularly emphasizes the importance of this approach for the development of the quality of inter-professional and/or international co-operation:

*“I will talk about what I experienced everywhere I go and I will do what I can to see that more people are able to participate in this kind of workshop. Making comparisons is so important in order to widen our horizons and see our own work from a different angle, to realize what we are doing well and what we have to change.”* (Italian judge)



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