

PROGRAMME REPORT

SE- 11: HUMAN TRAFFICKING (TOT-2)

February 18 - 19, 2023

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The second phase of the Training of Trainers (TOT) programme for Indian judges on the theme of “Human Trafficking” was conducted on 18th and 19th February at National Judicial Academy, Bhopal in collaboration with the Federal Judicial Center and the CEELI Institute. It was attended by the eight selected Indian judges alongwith representatives from National Judicial Academy, Federal Judicial Center and CEELI Institute. The programme witnessed intensive discussion and concluded with development of draft session plans and tentative agenda which would be finalized in the third phase of the TOT programme .

Session 1- (re)Introductions Activity, Learning Check-in, Big Picture, and Program Overview

The session was initiated by conducting an engaging ice breaker exercise among the participants. Thereafter, the various important takeaways from the TOT program at FJC were identified, which included use of visual tools and aids to engross participants, brainstorming sessions, group discussions, case studies, skill practice, sensitization on various aspects, balancing theoretical and practical aspects of training, and adoption of different methods of andragogy. It was stated that recall enables continuity, enhances memory and acts as a check for understanding. This approach was labelled as learning at point of reflection. Further, the overall goal of the program was identified as to reduce the suffering of trafficked individuals through implementation of suggested approaches; creation of pool of judges to address global issue of trafficking; exploring best approaches under the current framework of law; further sharing the training and knowledge with other judges; generation of ideas which can be contributed as suggestions for amendments in the draft legislation. The participants learning objectives were also delineated which included

identifying effective approaches for facilitating group discussion, use of visual media in workshop, practicing instructional and presentation techniques etc.

Sessions 2 and 3- Activity: Curriculum Design – Proposed Program Sessions Part I and Part II

The sessions involved mock presentations by the eight participant judges on their assigned topics for five minutes each, followed by a feedback on the performance of the participant. The feedback involved discussions on positive elements of the presenter and various suggestions for specific improvement in the presentation.

Session 4- Presentation Skills: Demonstration and Discussion

The session was initiated by focusing on the concept of ‘trauma informed judging’ including elements of trauma and its impact on the psyche. The definition of trauma was discussed which includes three main elements i.e. event, experience and effect. It was stated that different parts of the brain get affected by trauma and certain events result in triggering the memory of trauma. It was stated that identification of person suffering from trauma from facial expression is difficult, since certain individuals may not prima facie exhibit signs of trauma through their outer appearance .Hence, it is important for the judges to undertake trauma informed approach in courts and it was discussed that judges are required to be empathetic; to provide appropriate assistance of clinical psychologists or counsellors to victim ; understand vulnerability of the victim; acknowledge gender neutrality of ‘trauma’; create comfortable and relaxed courtroom atmosphere; observe and record demeanor of the witnesses; avoid transgression into privacy of a victim and to prevent further exacerbation or re- traumatization of the victim through questioning .

Session 5- Facilitating Group Discussions and Session 6- Activity: Practice with Facilitation Skills I

The distinction between facilitation and lecturing was highlighted and it was opined that in facilitation the speaker encourages the participants to speak or engage in discussions. It was opined

that facilitating a group discussion involves engaging different voices and diversity of ideas. The facilitator is responsible for moderating the discussion within the time limit and for correcting the participants if an incorrect input is made. It was suggested that the facilitator should pause after posing a question and wait for responses from participants since they require time to contemplate and sometimes the courage to speak in a group. It is the duty of the facilitator to create an environment so that the participants put forth their opinion without fear of ridicule. It was opined that sometimes individuals tend not to express on ideological questions in a formal setting since it would put forth their individual beliefs to public gaze. It was suggested that encouraging words should always be used to increase the confidence of the participants. It was advised that facilitator has to formulate the questions in such a manner so as to evoke maximum responses and to strategically deal with time crunch. Thereafter, the participants practiced mock group facilitation on different topics incorporating techniques learned in the preceding session.

Session 7, 8 & 9

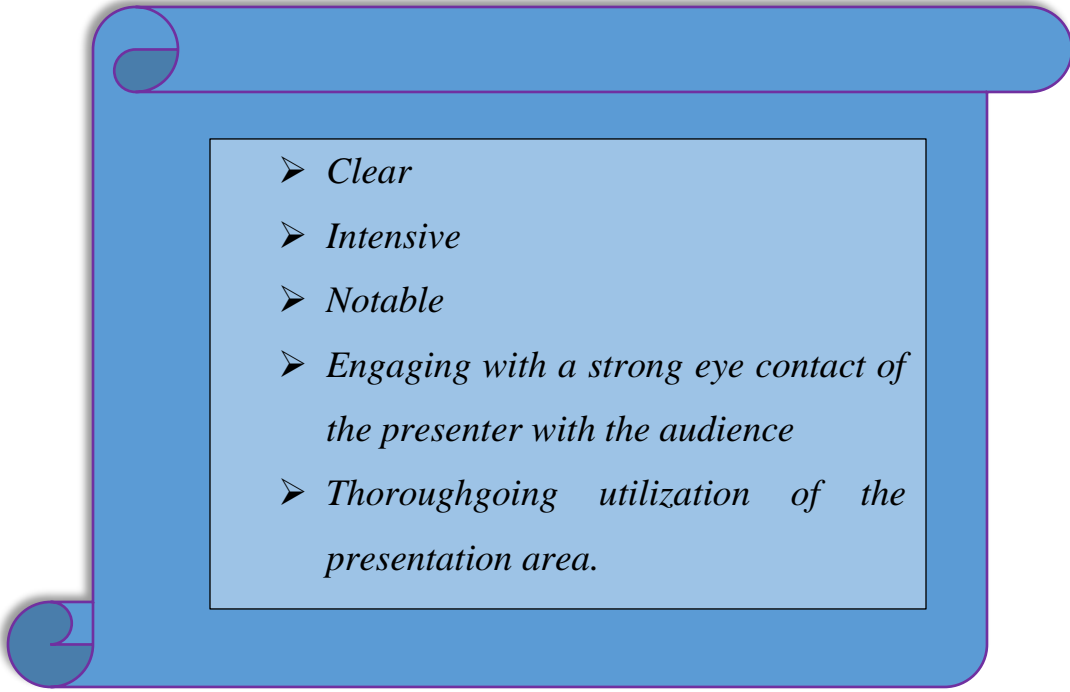
Presentation Skills: Part I: Elements of an Effective Presentation, Part II: How to Approach a Slide Deck (remote presentation), Part III: Preparation for Team-Teaching

These sessions were strategically planned to aid participants comprehend the connotations of using learning objectives to guide a presentation. The idea was to benefit participants in ascertaining potentials of effective presentations and maneuver how to amass and collaborate information. These sessions also assisted participants on how to explore points for interactivity and engagement for the making the audience encouraged and involved in the session. These sessions also emphasised on how to facilitate insights of participants during a presentation. Prominence was also employed on the importance of having a good opening and closing statements by a presenter during the session. Further, how to have good opening and closing statements was also described. Successively, best practices for using demonstrative aids were also explored. To make the learning objectives relevant three necessities were suggested to be considered-

- Firstly, using action words to express what the audience/ participants/ judges will be proficient by the completion of the session that they were not acquainted with previously.

- Secondly, to contemplate whether learning objectives are attainable in the apportioned time of the session, is it indispensable to know or not, what is good to know or not and whether the objectives are participant-centric or not.
- Thirdly, it is substantial to remember that the learning objectives fundamentally be explicit and quantifiable.

Potentials of effective presentations as underscored during the discourse are –

- 
- *Clear*
 - *Intensive*
 - *Notable*
 - *Engaging with a strong eye contact of the presenter with the audience*
 - *Thoroughgoing utilization of the presentation area.*

For the purposes of making an effective presentation the significance of chunking of information and presenting interactively was stressed upon. For the said purpose it is indispensable to be focused on the quantity of issues i.e, only two or four issues must be concentrated upon which can be further chunked into smaller pieces. While organizing issues it is important that they must be handled from simple to complex, general to specific with illustrations. The language of a presentation is required to be clear. It was highlighted that to maintain the pace of a presentation it is important to use previews, transitions and summaries mindfully as well as to keep a track of the time allotted. Visuals plays a significant role in making a presentation effective. Therefore, charts, pictures, graphs quotations etc. should be used in a presentation. Operative demonstrative

aides, such as graphics and collaborative essentials ought to be assimilated purposefully into a slide deck for an effective presentation. The session also provided a simple outline to the rationality behind PowerPoint presentation and offered participants an opportunity to draft a basic slide master. For the opening, closing and body of the presentation it was suggested that in the opening remarks of a presentation the presenter must introduce thyself and the topic followed by highlighting the learning objectives and providing the roadmap. The body of the presentation should focus on two or four areas, to be interactive and to be using visual aids to provide structure. Emphasizing important points and outlining complex issues. Subsequently, the closing part of the presentation should summarize key points and successively invite questions.

The third part of the sessions accentuated upon the significance of working in pairs. The participants were instructed to meet their group partners and collaborate to prepare eight minutes presentation on any segment from one of the workshop topics. This was instructed to be done by using learning objective to develop an outline. Each team of two participants were asked to follow the above instructions and do the presentation on day -2 of the programme.

Session 10

Activity: Practice with Presentation Skills and Team-Teaching

This was an activity session in which each pair of participants from the previous session gave presentation on the workshop topics prepared by them. These presentations involved sharing of visuals created by each group, interactive engagements and receiving of feedback from the full group. While writing feedback the full group was suggested to consider whether the learning objective was “SMART” [Specific, Measurable, Attainable, Relevant and timed]; was the learning objective accomplished; did the presenter engaged with participants during the presentation; what worked well with the visuals in the presentation; was the presentation collaborative etc.

Session 11 & 12

Learning Activities & Practice with Learning Activities – Brief Preparation for Individual Teaching

Both these sessions were conceptualized to make the participants comprehend and discuss the various learning activities and thereafter incorporate these learnings and practice a brief

preparation for individual teaching. Some of the significant learning activities as discussed during the session are- debate, discussion, fill in the form, hypothetical, Jigsaw, brainstorm , making a presentation, lightening rounds, order the concepts, problem solving, role play simulation and writing exercises etc. Thereafter, the discussion suggested how to identify such learning activities which works best. Subsequently, it was proposed that it is significant for a presenter to understand what are the learning objectives; which learning activities work well to meet those objectives; why is the chosen learning activity most effective; how does the given task or exercise require participants to use the knowledge/information that is shared with them; and, when should a learning activity reinforce knowledge or develop a skill. The later part of the session emphasised upon the drafting of hypothetical consequence. It was suggested that while drafting a hypothetical scenario, the presenter should potentially try - to use an actual case or a real incident as the starting point, to determine what concerns are essential to be reconnoitered to meet the learning objective, to provide only the facts relevant to the issues and to determine how the participants will use the hypothetical.

Subsequently, each participant was given certain timeframe to prepare and facilitate a learning activity included in their session planning outline.

Session 13 & 14

Activity: Practice with Learning Activities – Individual Teaching Part I & II

The sessions were designed to accommodate individual presentations to be made by each of the eight participants before the group. The activity was spread across two sessions to accommodate all the eight participants. Each session saw four out of eight participating training facilitators volunteer before the group. The exercise would demand a ten minute presentation and facilitation by each volunteer to simulate before the group the “learning activity” they chose to rely as a tool in their “Session Planning Outline”. The practice emboldened the confidence of each participant to demonstrate their skills before the group. The activity was timed, to regulate delivery, while exercising control over the questions posed, objections and clarifications sought by the audiences. The exercise served as a mock trial, wherein each participant were time-bridled to deliver their individual objective to the audience, while eliciting a maximum active participation from them using one (or more) “learning activity” as a tool. After the ten minutes presentation and facilitation

(by the volunteer facilitator) the group indulged into a constructive analysis of the deliberation made. The strategic analysis probed into:

- a. What worked well
- b. What might be improved, and
- c. Suggestions for possible changes

The strategic debrief was standardized and the audience (evaluators) were required to record their independent observation(s), analysis, and suggestion(s) in the standardized “Feedback Form-2(b)”. After seeking the individual consent of the presenter for his/her being open to feedback the filled-up forms were given to him/her for considering the suggestions while building further up on their strength. The sessions were moderated with intermediate time-remaining prompts to guide the presenter and enable him/her to deliver effectively during the discourse. The parameters for measuring the performances were:

- Topic/Title
- Opening Statement (Effective? Catch your attention? Purposeful?)
- Learning Objectives (Specific? Measurable? Attainable? Were they achieved? Relevant?)
- Presentation (How engaged did you feel? How were you drawn in or not?)
- Content
- Learning Activities
- Visual Aid(s) (Was there a visual aid? If so, was it effective?)
- Organization and Clarity (Was the presentation well-organized? Clear?)
- Sequencing and Timing

It was iterated that while facilitating a group discussion inclusive and participative approaches are vital because “telling isn’t training” the example of a “conductor” of a musical orchestra was cited, who remains silent but through his powerful gestures, coordinated indicators (s)he directs myriad instrument players to create a concord resulting into a melody.

Session 15 & 16

Working Session - Planning & Modification

The topic of the session was revised as “Working Session - Planning”, and it was reconsidered looking into the need of the workshop to spend more time on revisiting, amending, reworking on

the topics and the scope of the eight areas finalized for deliberations by each of the participating judge. A detailed modality including the choice and preferences of the various “learning activities” and scope of the topics to be covered by each participant judge during his/her deliberations to further train other group of judges was discussed.

The objectives for this session was: (a) to identify the flow (order) of the sessions (i.e. which session must precede or succeed the order); (b) to finalize session titles; and (c) an overview of tasks now through the month of May 2023.

A democratic representation of ordering the session culminated after a threadbare discussion to assume the following modular finality:

| Day 1 | | Day 2 | |
|------------------|--|------------------|---|
| Session 1 | <i>Human Trafficking: Its Not Just a Domestic Problem</i> | Session 5 | <i>Court & Case Management</i> |
| Session 2 | <i>Domestic Legislations: Inter-legal Dynamics of Human Trafficking Laws</i> | Session 6 | <i>Victims: Identification, Treatment, and Rehabilitation</i> |
| Session 3 | <i>Role of a Judge and a Prosecution</i> | Session 7 | <i>Evidentiary Issues & Challenges for a Free Trail</i> |
| Session 4 | <i>Sensitization of Interested Parties</i> | Session 8 | <i>Media</i> |

Session 17

Session Plan Feedback

This was a working session wherein the participants convened as a group to share the changes effected by them in their respective sessions. Moreover, in this session further a tentative agenda with time schedule was drawn out for the upcoming program as under:

| Day 1 | | Day 2 | |
|----------|--------------------|----------|-----------------|
| 09:30 AM | Welcome & Overview | 09:30 AM | Review Day 1 |
| 09:45 AM | Introductions | 09:45 AM | Session 5 |
| 10:00 AM | Session 1 | 11:00 AM | Break |
| 11:15 AM | Break | 11:15 AM | Session 6 |
| 11:30 AM | Session 2 | 12:30 PM | Lunch |
| 12:45 PM | Lunch | 01:30 PM | Session 7 |
| 01:45 PM | Session 3 | 02:45 PM | Break |
| 03:00 PM | Break | 03:00 PM | Session 8 |
| 03:15 PM | Session 4 | 04:15 PM | Reflections |
| 04:30 PM | Wrap-up | 04:30 PM | Day 2 Concludes |
| 04:45 PM | Day 1 Concludes | | |

Session 18

Program Completion Circle & Closing Remarks

The program concluded with closing remarks from each participants in the presence of the CEELI and FJC faculties, and the Director and Registrar of the NJA. A brief account of the two days of successful completion of the workshop followed with vote of thanks and exchange of gratitude.