

**SE- 28: TRAFFICKING IN PERSONS (ToT-3)**

**May 29 – June 1, 2023**

*Programme Coordinators- Paiker Nasir, Sumit Bhattacharya & Shashwat Gupta*

---

The National Judicial Academy (NJA), India in collaboration with the Central and East European Law Initiative (CEELI Institute), Prague and the Federal Judicial Centre (FJC), Washington DC supported by the United States Department of State’s Bureau of International Narcotics and Law Enforcement Affairs (INL) initiated the third phase of the judicial project that involved development and delivery of a training curriculum on trafficking in persons for Indian judges. The said project through a series of training-of-trainer (ToT) workshops is focused on curriculum development and adult education strategies with the able guidance from international experts who have aided to initiate and finalise creation of a unique trafficking in persons curriculum, while refining the judicial educator skills of the participants (the “Working Group”).

The third ToT workshop conducted from May 29 – June 1, 2023 at the Central and East European Law Initiative (CEELI Institute), Prague was the culmination of the ToT series for creating unique judicial curricula based on international good practices and Indian law. In addition to the continued discussion around human trafficking issues and exchange with the US federal judges and adult educators, this ToT offered a chance for participant judges to present their individual modules to their peers, who provided feedback in order to improve each individual session as well as the curriculum as a whole.

**Session 1- Program Overview**

*Speakers- Maria Ladrón de Guevara & Mira Gur-Arie*

The first session of the program provided a comprehensive overview of the Training of Trainers (ToT-3) initiative, highlighting its core objectives, which were primarily centered around the review, refinement, and finalization of individual training modules. During the duration of the program, each participant was entrusted with several crucial tasks, all designed to ensure the quality and effectiveness of their respective modules. These tasks included:

- 1. Presenting Learning Objectives:** Each participant was required to present the learning objectives of their session. This step set the stage for a clear understanding of what participants were expected to gain from each module.
- 2. Reviewing Presentation and Facilitation Skills:** Participants were encouraged to assess and enhance their presentation and facilitation skills. Effective communication and engagement with the audience were deemed essential.
- 3. Teaching a Segment:** Participants had the responsibility of teaching a segment of their workshop session, which included providing instructions for a learning activity. This practical application allowed them to put theory into action.
- 4. Receiving and Providing Feedback:** A crucial aspect of the program involved giving and receiving feedback from colleagues. This peer review process was intended to refine and improve the delivery of content.
- 5. Refining PowerPoints:** Participants were expected to fine-tune their PowerPoint presentations to make them more engaging and informative.
- 6. Finalizing Reading Material and Handouts:** The program emphasized the importance of having comprehensive and well-structured reading materials and handouts for participants.
- 7. Creating a 'To-Do' List:** Before the pilot workshop, participants were required to compile a 'To-Do' list, outlining the necessary steps and preparations needed to ensure a successful training workshop.

Furthermore, the session underscored the overarching purpose of ToT-3, which was to empower participant judges to become subject/domain experts. Importantly, they were reminded that the ultimate goal of the workshop was to develop a curriculum tailored specifically for Indian judges by Indian judges. This localization of expertise and content was seen as essential for addressing the unique challenges faced by Indian judges dealing with human trafficking cases.

Collaboration and teamwork were heavily emphasized throughout the session, recognizing that addressing complex issues like human trafficking requires a collective effort. Participants were encouraged to take creative risks in their approach, understanding that innovative solutions were necessary to bring about positive changes in the judicial system.

Lastly, it was proposed that the feedback provided by participants for their colleagues should be holistic and concrete, aiming to offer valuable insights and actionable suggestions for

improvement. This collaborative and constructive feedback loop was viewed as instrumental in the continuous refinement of the training program.

### **Session 2 & 3 – Activity: What, Why and How?**

*Speakers - Judge Timothy Burgess & Mira Gur-Arie*

During this session, the participants took a step back and returned to the fundamental building blocks of their workshop by revisiting the learning objectives for each session. The emphasis was placed on the complex process of developing a coherent theme for a workshop, acknowledging that it can be easy to lose sight of the overall vision and essential goals along the way. The participants were guided to engage in a brainstorming exercise to identify the fundamental elements crucial for a judge presiding over human trafficking cases, specifically focusing on:

- 1. Knowledge:** What specific knowledge does a judge need to effectively handle human trafficking cases?
- 2. Skills:** What skills should a judge possess to excel in this domain?
- 3. Qualities:** What personal qualities or attributes are important for a judge dealing with such cases?

Each member of the working group was then tasked with restating the learning objectives of their respective session and providing a clear explanation of how they intended to achieve each of these objectives. In this activity, each judge was encouraged to address the "What" (the objectives themselves), the "Why" (the rationale for including these objectives), and the "How" (the methods and approaches to be used during the session to address these objectives). The working group was instructed to offer constructive feedback to their colleagues, enabling them to refine and adjust their presentations accordingly. This feedback loop was seen as a valuable opportunity for all participants to collectively reflect on and enhance the substantive goals of the entire program.

Subsequently, each member of the working group briefly outlined the content and structure of their respective thematic areas. The presentations were followed by feedback from the workshop faculty and colleagues. This feedback served as an additional layer of scrutiny and input to ensure that each thematic area was well-defined and aligned with the overall objectives of the program. The session facilitated a reevaluation of the workshop's fundamental learning objectives and provided

a platform for judges to share and refine their session plans while receiving constructive feedback from their peers and workshop faculty. It underlined the importance of maintaining a clear vision and purpose throughout the curriculum development process.

#### **Session 4 – Presentation and Facilitation Skills: A Review**

*Speaker - Cristobal Diaz*

The session began by emphasizing that one of the most significant barriers to effective teaching is confidence. To address this, the working group was provided with valuable suggestions aimed at assisting in the preparation and delivery of effective presentations. The discussion revolved around the potentials of an effective presentation, which encompassed the following key attributes:

- 1. Clarity:** The presentation's goals and objectives should be crystal clear to both the presenter and the audience. This ensures that everyone understands what the presentation aims to achieve.
- 2. Focus:** A successful presentation should be relevant, concise, and tightly focused on the topic at hand. Extraneous information can distract and dilute the message.
- 3. Memorability:** The content should be easy to remember, recollect, and reproduce. Using memorable examples and vivid language can enhance retention.
- 4. Engagement:** An effective presentation should be appealing and have the power to generate and sustain the audience's interest. Engaging content keeps the audience attentive and receptive.
- 5. Strong Eye Contact:** Maintaining eye contact with the audience is essential for building a connection and establishing trust. It also conveys confidence on the part of the presenter.
- 6. Use of Space:** The presenter should make optimal use of the presentation room. Rather than remaining stationary, moving around the room while speaking can make the presentation more dynamic and engaging.

In addition to these general principles, the session highlighted five specific tips for delivering effective presentations:

**1. Body Language:** A strong and positive body language is crucial for building credibility and connecting with the audience. This includes genuine smiling, nodding while listening to the audience, and using open and inviting gestures.

**2. Voice:** A strong, confident voice is essential for conveying authority and maintaining the audience's attention. Presenters should consider factors such as pitch, pace, pauses, and voice projection to effectively convey their message.

**3. Notes:** Effective speaker notes are indispensable for a successful presentation. Instead of reading the presentation verbatim (which can sound robotic and diminish audience engagement), it is advisable to use concise notes with keywords and phrases that prompt the presenter to remember key ideas and specifics, aiding in a more natural and engaging delivery.

**4. Visuals:** Visual elements in a presentation play a significant role in capturing the audience's attention and enhancing their understanding of the content. Visuals can help elucidate information more clearly and make the presentation more engaging and memorable.

**5. Objectives:** Clearly defined presentation objectives are the foundation of a remarkable presentation. These objectives determine the confidence with which the presentation is delivered, the level of audience engagement, the structure of the presentation, and how it ultimately concludes. Well-defined objectives guide the entire presentation process.

In essence, this session focused on instilling confidence in presenters by offering practical advice and highlighting the key attributes and tips that contribute to the effectiveness of their presentations. It underlined the importance of not just what is said but also how it is delivered to ensure that the message is conveyed successfully and engages the audience effectively.

### **Session 5 – Instructions for Afternoon Session: Time to Teach**

*Speaker – Maria Ladrón de Guevara*

In this session, the working group received detailed instructions on the format and content of their individual presentations. The primary structure outlined for their presentations involved each participant having a dedicated 45 minutes to present a specific segment of their workshop session, followed by comments and feedback from their colleagues. The aim was to create a dynamic and

collaborative learning environment where each presenter could refine their delivery based on constructive input. Below are some key aspects highlighted during the session:

A. **Segment Selection:** Participants were encouraged to choose a segment of their presentation that would benefit the most from practice and feedback. This could include elements like the opening statement, challenging or complex portions of the content, or any part that they felt needed improvement. Additionally, it was suggested that this chosen segment should involve practice in delivering instructions for a learning activity, making it a practical and interactive part of the presentation.

B. **Structural Recommendations for Presentations:**

**1. Opening:**

- i. *Introduce yourself and the Theme:* Starting with a brief introduction not only establishes the presenter's credibility but also provides context for the audience.
- ii. *Provide Learning Objectives:* Clearly stating the objectives of the presentation helps the audience understand what they will gain from the session.
- iii. *Give a Roadmap:* Offering an outline of the presentation structure gives the audience a clear sense of what to expect, enhancing their engagement and comprehension.

**2. Body:**

- i. *Emphasize 2-4 Areas:* Focusing on a manageable number of key points ensures that the audience can digest and retain the information effectively.
- ii. *Make it Collaborative:* Encouraging audience participation and interaction can make the session more engaging and memorable.
- iii. *Use Visual Aids:* Visual aids such as slides or props can help deliver structure, emphasize vital points, and provide an overview of complex concepts. Visuals aid in comprehension and retention.

**3. Closings:**

- i. *Recapitulate Crucial Points:* Summarizing the key takeaways reinforces the main message in the audience's minds.
- ii. *Invite Questions:* Encouraging questions from the audience fosters engagement and provides an opportunity to clarify any lingering doubts or concerns.

Following these guidelines, the working group was given 30 minutes to prepare for their presentations. This preparation time allowed participants to fine-tune their chosen segments, incorporate feedback from their colleagues, and ensure that they were well-prepared to deliver an effective and engaging session. The session provided a structured approach to presentation preparation, focusing on key elements like openings, body content, and closings. It also emphasized the importance of practice and feedback to enhance the quality of each presentation, fostering a collaborative and supportive learning environment among the working group members.

### **Sessions 6 - 13 - Time to Reflect: What Worked Well? What Worked Less Well**

During these sessions, participants were given the opportunity to showcase a 45-minute segment of their 90-minute presentation, with the primary purpose of receiving feedback from a diverse group of individuals, including faculty, subject matter experts, and their peers. The process was designed to be highly constructive, focusing on both acknowledging the positive aspects of their presentations and identifying areas for improvement in preparation for the pilot workshop.

Following is a breakdown of the key elements of these feedback sessions:

1. **Presentation Showcase:** Each participant had a dedicated time slot to present a significant portion of their workshop session. This allocation of 45 minutes allowed them to delve into their chosen topic in depth and showcase their teaching skills.

#### **2. Diverse Feedback Sources:**

- i. **Faculty:** The faculty members, who likely possessed extensive experience in training and content delivery, provided valuable insights and expert feedback. Their perspectives contributed to the overall refinement of the presentations.
- ii. **Domain Experts:** Experts in the field relevant to the workshop content added a specialized dimension to the feedback process. Their insights helped ensure the accuracy and depth of the material presented.
- iii. **Peers:** Feedback from fellow participants was an integral part of the process. Peers offered a fresh perspective, often based on their own experiences and preferences as learners. Peer feedback facilitated collaboration and the exchange of teaching techniques and ideas.

**3. Positive Aspects Acknowledgment:** Participants received specific feedback on the strengths and positive aspects of their presentations. This could include praise for effective communication, engaging activities, clear explanations, or any other elements that contributed to the success of their segment. Acknowledging what worked well was important for boosting confidence and reinforcing effective teaching strategies.

**4. Areas for Improvement:** Equally important was the identification of areas that needed improvement. Constructive feedback pointed out aspects such as content clarity, pacing, engagement with the audience, use of visuals, or any other elements that could be enhanced. This feedback was essential for participants to refine their presentations and address any potential shortcomings before the pilot workshop.

**5. Iterative Learning:** These feedback sessions were part of an iterative learning process. Participants had the opportunity to apply the feedback they received to their presentations, making adjustments and improvements. This iterative approach aimed to ensure that each presentation reached its highest potential before being delivered to the actual workshop participants.

These feedback sessions were a critical component of the training program, fostering a supportive and collaborative learning environment. They enabled participants to fine-tune their presentations, draw on the expertise of faculty and peers, and ensure that the pilot workshop would be as effective as possible in achieving its educational objectives.

#### **Session 14 - Take another Look: Revising PowerPoint Presentations**

*Speaker- Celine Calpo*

This session was devoted for understanding the usage and benefits of PowerPoint presentations and such other tools to increase effectiveness of communication. It was stated that a presentation provides for greater outreach, provides time for introspection to the listener and provides for easy revision. It was stated that the power point has a greater impact due to their audio visual effect. It was stressed that it is important that consistency in themes, colours, typography, visuals and layouts should be maintained throughout the presentation to ensure uniformity. The various processes which can be incorporated while creating presentations was also discussed in the session.



Further, the participants were also cautioned against the use of certain types of illustrations in the slide, for better aesthetics. Guidance on impact and optimal use of transitions and animations in the slide deck was shared. The use of various poll based interactive presentation software were also discussed. It was also stressed that power point presentations should facilitate the learning of the topic, and to have an impactful presentation, it requires working and improvisation on multiple drafts before the final iteration.

**Sessions 15, 16 and 17- Activity: Program Materials; Learning Activities: Managing Logistics and Final Modifications, Preparation, Planning**

*Speakers- Judge Timothy Burgess, Mira Gur-Arie & Cristobal Diaz*

The participants discussed about the various program materials which could to be utilized for enabling and supplementing the discourse. These include reading material, weblinks, photos, videos and handouts. It was stressed that the program material should always be contextual and relevant to the topic. It was advised that if a “fact pattern” or a hypothetical situation is used as a program material to facilitate an activity, the same should be clear, concise and short. Further, the importance of good topic outline was underscored in the session and it was stated that a checklist can be provided for the topic which can be a ready referencer for the judges.

With respect to managing logistics, it was stated that, it is important that management of groups is undertaken by the speaker. It was suggested that before the session the speaker should undertake in-house faculty meetings to discuss the structure of the session and the requirements to execute a group activity. The instructions given to the participants should be clear and precise. Further, it is important that group size should be kept in mind. Lastly, it was opined that a checklist should be created for the upcoming sessions.

**Session 18 – Individual Consultations**

During this session, the primary objective was to provide tailored upkeep and refinement to each participant. The collaborative team comprising members from CEELI and FJC engaged in one-on-one consultations with each participant. These individual interactions were dedicated to

discussing and implementing necessary modifications and enhancements for their respective workshop sessions. Additionally, participants received guidance on improving their PowerPoint presentations and content quality. To ensure the overall coherence and effectiveness of the workshop, adjustments were made to the session order. This restructuring aimed to create a more seamless and logically structured learning experience for all participants.

## **Court Visit**

During this part of the program, the participants had the valuable opportunity to visit the High Court of the Czech Republic, which is situated in Prague. During this visit, they engaged in insightful discussions with two judges from the High Court. These discussions primarily centered around the organizational structures, jurisdictional aspects and legal systems of Czech Republic and India.

Some of the main facets of the visit are:

- 1. Tour of the Court:** The participants were provided with a tour of the High Court, offering them a firsthand look at the physical facilities and infrastructure of the court. This included exploring courtrooms, and other essential areas within the courthouse.
- 2. Interactive Exchange:** The heart of the visit was the interactive exchange between the participants and the two judges from the High Court. This provided a unique opportunity for cross-cultural and cross-jurisdictional dialogue.
- 3. Discussion on Court Structures:** One of the main topics of conversation was the comparison and contrast of the court structures in India and the Czech Republic. This exchange allowed for a deeper understanding of the organizational frameworks in different legal systems.
- 4. Jurisdictional Insights:** The judges shared insights into the jurisdictional nuances and the types of cases typically handled by the High Court of the Czech Republic. Participants gained knowledge about how cases are classified and distributed within the court system.
- 5. Views on Case Management:** Discussions included an exploration of case management practices, with a focus on addressing case backlogs and ensuring timely resolution of legal matters. Views and strategies from both sides were shared and considered.

**6. Operation during the Pandemic:** Given the global context of the COVID-19 pandemic, participants had the opportunity to learn about how the High Court of the Czech Republic adapted its operations during such challenging times. Insights into remote court proceedings and safety measures were discussed.

**7. Integration of Technology:** The integration of communication technology within court proceedings was another crucial topic of conversation. This involved discussing how technology has been leveraged to enhance court operations and access to justice.